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Ranije – before: SPECIJALNA ŠKOLA (1952-1977)

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IV INTERNATIONAL SCIENTIFIC CONFERENCE "SPECIAL EDUCATION AND REHABILITATION – EARLY INTERVENTION"

OCTOBER, 14-16, 2016
SUBOTICA, SERBIA

ABSTRACT BOOK

University of Belgrade – Faculty of Special Education and Rehabilitation

University of Novi Sad – Faculty of Medicine

University of East Sarajevo – Faculty of Medicine, Foča, Bosnia and Herzegovina

Resource Center for Special Education, Belgrade, Serbia

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FOREWARD

Dear,

Ahead of You is a special edition of the Belgrade School of Special Education and Rehabilitation, dedicated to IV International Scientific Conference "Special Education and Rehabilitation – Early Intervention," which will be held on October 14-16, 2016, in Subotica.

University of Belgrade – Faculty of Special Education and Rehabilitation, with its partners, for the fourth time organizes thematic international scientific conference, with the support of the Ministry of Education, Science and Technological Development of Republic of Serbia.

The first conference entitled "Special Education and Rehabilitation – Science and / or practice" was held on October, 22-24, 2010, in Sombor and was organized by University of Belgrade – Faculty of Special Education and Rehabilitation, Society of Defectologists of Vojvodina, Resource Center for Special Education and Society of Defectologists of Sombor. The conference was attended by 120 participants from home and abroad, and it was announced 58 scientific papers.

Two years later, 2012, on October 25-28, in Novi Sad at a conference entitled "Special Education and Rehabilitation – Cerebral Palsy" it was treated the issue of cerebral palsy. Partners to Faculty of Special Education and Rehabilitation were University of Novi Sad – Faculty of Medicine, the Society of Defectologists of Vojvodina and the School for Elementary and Secondary Education "Milan Petrović" from Novi Sad. The conference was attended by about 200 participants from home and abroad and it was presented 66 scientific papers on the topic of cerebral palsy.

Third International Scientific Conference "Special Education and Rehabilitation – Adult Persons with Disabilities" organized by University of Belgrade – Faculty of Special Education and Rehabilitation was held on October, 24-26, 2014, in Šabac. The conference was attended by 220 participants from home and abroad, and has been notified 70 scientific papers.

Ahead of You are abstracts which will be presented at the Conference that awaits us, and which in its focus has always challenging topic – early intervention. The content, structure and scope of papers accepted for the announcement, as well as scientific integrity of exhibitors represent a guarantee for a comprehensive overview of this issue in the current moment.

Enjoy reading and welcome in Subotica.

Editor

Program of IV International Scientific Conference „Special Education and Rehabilitation – Early Intervention“

- ✓ OCTOBER 14th, 2016, 15.00-18.00 - REGISTRATION
- ✓ OCTOBER 14th, 2016, 18.00-18.30 - OPENING OF THE CONFERENCE
- ✓ OCTOBER 14th, 2016, 18.30-19.00 - POSTER SESSION

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- ✓ OCTOBER 15th, 2016, 9.00-12.00 - PRESENTATION OF THE THEMATIC COLLECTION OF PAPERS "EARLY INTERVENTION IN SPECIAL EDUACTION AND REHABILITATION" (Hall 1)
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✓ OCTOBER 15th, 2016, 17.30-18.00 - DISCUSSION (Hall 2)

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✓ **OCTOBER 16th, 2016, 12.00-12.30 - DISCUSSION (Hall 2)**

✓ **OCTOBER 16th, 2016, 12.30-13.30 - WORKSHOP (Hall 2)**

BREAKING BED NEWS

Mohammad Bushnaq

✓ **OCTOBER 16th, 2016, 13.30-14.00 - CLOSING OF THE CONFERENCE AND MEETING OF THE CONFERENCE ORGANIZING COMMITTEE**

Abstracts

EARLY INTERVENTION IN SPECIAL EDUCATION AND REHABILITATION

Editors: Snežana Nikolić, Radmila Nikić, Vera Ilanković

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

Thematic Collection of International Importance *Early Intervention in Special Education and Rehabilitation* published by University of Belgrade – Faculty of Special Education and Rehabilitation was entirely devoted to the complex issue of early intervention in children's age. In this publication, the studies which use a multidisciplinary approach in the early intervention and the latest instruments in its methodology and research were selected.

Thematic Collection contains forty-seven works. Out of this number, twenty-seven papers belong to the category of original scientific papers, and twenty papers belong to the category of review papers, which makes this publication extremely quality. The papers are grouped in four thematic areas: 1) Early intervention in special education and rehabilitation; 2) Functional abilities of children with developmental disabilities; 3) Individual treatment of developmental difficulties and disabilities; 4) Social inclusion and quality of life in persons with disabilities.

Large number of original articles processed the most important aspects of early detection, functional diagnostics and interventions in different areas of special education and rehabilitation. Results of new research, presented by some authors, provide a significant improvement in terms of the methodology of work in early intervention.

Thematic Collection *Early Intervention in Special Education and Rehabilitation* satisfies the requirement of processing wider themes from national and establishes a connection between national and international issues, represented by the research problem, research design used in the works, internationally renowned and widely used methods and techniques of research, by correlation of the results with the results obtained in other countries of Europe and the world, which this publication has reached international character.

RANA INTERVENCIJA U SPECIJALNOJ EDUKACIJI I REHABILITACIJI

Urednici: Snežana Nikolić, Radmila Nikić, Vera Ilanković

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

Tematski zbornik međunarodnog značaja *Rana intervencija u specijalnoj edukaciji i rehabilitaciji*, u izdanju Univerzitet u Beogradu – Fakulteta za specijalnu edukaciju i rehabilitaciju, u celosti je posvećen složenoj problematice rane intervencije u dečjem dobu. U ovoj publikaciji predstavljene su studije koje u svojoj metodologiji prikaza i istraživanja koriste multidisciplinarni pristup u ranoj intervenciji i najnovije instrumente.

Zbornik čini četrdesetsedam radova. Od tog broja, dvadesetsedam radova pripada kategoriji originalnih naučnih radova, a dvadeset radova kategoriji preglednih radova, što zbornik čini izuzetno kvalitetnim. Radovi su grupisani u četiri tematske celine: 1) Rana intervencija u specijalnoj edukaciji i rehabilitaciji; 2) Funkcionalne sposobnosti dece sa razvojnim poremećajima; 3) Individualni tretman dece sa razvojnim teškoćama i smetnjama, i 4) Socijalna inkluzija i kvalitet života osoba sa razvojnim poremećajima.

Veliki broj originalnih artikala obražuje najvažnije aspekte rane detekcije, funkcionalne dijagnostike i intervencije u različitim oblastima specijalne edukacije i rehabilitacije. Rezultati novih istraživanja prikazani od pojedinih autora, daju značajna unapređenja na planu metodologije rada u ranoj intervenciji.

Tematski zbornik *Rana intervencija u specijalnoj edukaciji i rehabilitaciji*, zadovoljava uslov obrade tematike šire od nacionalne i ostvaruje vezu između nacionalnih i međunarodnih pitanja, putem zastupljenog problema istraživanja, istraživačkog dizajna korišćenog u radovima, međunarodno priznatim i široko korišćenim metodama i tehnikama istraživanja, korelacijom dobijenih rezultata sa rezultatima dobijenim u drugim zemljama Evrope i sveta, čime ova publikacija dobija međunarodni značaj.

PERINATAL COUNSELING – EARLY INTERVENTION AND PREVENTION AS A PART OF STANDARD HEALTH CARE

Ibolya Juhász

University Eszterházy Károly NTDI, Budapest, Hungary

Early intervention and prevention as new and ever more prominent branches of science, includes a variety of medical, psychological, pedagogical methods and techniques used to encourage child development as well as change in both parents and the wider environment. In Hungary, early intervention with children from 0-3gadine is regulated by law as a professionall task of Developmental Counseling Centers. Developmental Counselling Centers are visited by parents out of its own initiative to seek help for their children or per instruction that came from home care service, pediatricians, neurologists etc. Scientific knowledge of early experience is more deepened and valuded recently and since being healthy as a fetus and a baby is the foundation for further development in life, we can no longer bypass the perinatal principles that are present at that time. New scientific findings raised new demands on the profession and opened up space for a new identity. Developmental Counseling Center has expand its professional interdisciplinary team and now it includes perinatal counselor as well.

Perinatal Advisor is an expert of medical and psychological knowledge which includes conception and the regulatory changes through pregnancy to the delivery, than the period of a newborn all the way to the child's third year even his preschool age. This extensive knowledge is now available to the child and the parents in the context of prevention and early intervention. Perinatal counselor as an expert encourages a change of attitudes in the family and in society. His mission is to disseminate information on practices and the rights of parents that are enabling undestrbed process of birth, all in order to enxence parents competencies. Working with the early trauma his goal is to help the processes and experiences of transformation, and of course to prepere the mother and the whole family for changes during pregnancy and childbirth. He encourages mother-child attachement, proces of breastfeeding, making the early intervention professional team even more effective. Working with parents he uses perinatal and developmental consunsaling. He has a prominent role in the prevention of new generations and the protection of life of individuals as well as families.

ELTE Affective Psychological Institute in Budapest, Hungary as well as the Pre-, per-, post natal Medical and Psychological Association in 2007. has launched a new form of training in early intervention – perinatal psychological counselor.

Key words: perinatal counseling, developmental counseling, perinatal principels, early intervention

PERINATALNO SAVETOVANJE – RANA INTERVENCIJA I PREVENCIJA KAO DEO STANDRADNE ZDRAVSTVENE ZAŠTITE

Ibolya Juhász

Univerzitet Eszterházy Károly NTDI, Budimpešta, Mađarska

Rana intervencija i prevencija kao nove i sve istaknutije grane nauke uključuju medicinske, psihološke i pedagoške metode i tehnike koje se primenjuju za podsticanje razvoja deteta a deluju i na roditelje i širu okolinu. U Mađarskoj je rana intervencija kod dece uzrasta od 0-3.godine zakonom regulisana i predmet je rada Pedagoških Savetovališta. Naše iskustvo je pokazalo da u Razvojno savetovalište (Rana Ambulancija) dolaze roditelji samoiniciativno da traže pomoć za svoju decu ili ih šalje patronažna služba i pedijatri, neurolozi. Kako je zdrav razvoj temelj daljeg života, rano iskustvo se sve više ceni, te ne možemo zaobići perinatalne zakonitosti koje su prisutne u to doba. Nova naučna saznanja postavljaju nove zahteve pred struku i otvaraju prostora za nove identitete. Kao posledica svega ovoga Razvojno savetovalište i stručni interdisciplinarni tim proširuju se i obuhvataju i profesiju perinatalnog savetnika.

Perinatalni savetnik je stručnjak medicinskog i psihološkog znanja koje obuhvata raspon od začeća do normativnih promena, preko trudnoće do porođaja, od razdobja babinja do detetove treće godine, pa sve do škole. Ovo opsežno znanje sada stoji na raspolaganju i detetu i roditelju u okviru rane prevencije i intervencije. Perinatalni savetnik svojim naučno potkovanim stručnim saznanjima potiče promenu stavova u porodici i u društvu koristeći i sredstva javnog informisanja. Njegov zadatak je da širi informacije o praksama koje omogućavaju neometani proces rađanja života, ali i o pravima koje roditelji u toj oblasti imaju a sve sa ciljem ojačavanja kompetencije roditelja. Tokom ranih trauma pomaže procese i iskustva preobražaja, priprema majku kao i celu porodicu za promene tokom trudnoće i porođaja. Podstiče povezanost majka-dete, dojenje, i čini efikasnijim zajedničku ranu intervenciju stručnog tima. U radu sa roditeljima koristi perinatalno i razvojno savetovanje. Imat će istaknuto ulogu u prevenciji nove generacije i zaštiti života pojedinca i porodica.

ELTE Afektivni Psihološki Institut u Budimpešti, u Mađarskoj kao i Pre,-Peri,-i Postnatalno Medicinsko i Psihološko Društvo pokrenulo je od 2007. nov smer usavršavanja, pa tako i novu struku u ranoj intervenciji – perinatalnog psihološkog savetnika.

Ključne reči: perinatalno savetovanje, razvojno savetovalište, perinatalne zakontosti, rana intervencija

NEED FOR EARLY INTERVENTION PREMATURE BABIES

Miljana Zdravković, Jelena Nikolić

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

Childbirth is a natural termination of pregnancy after 23rd weeks of intrauterine life of the fetus. Normal childbirth takes place between 38th and 42nd gestational weeks, each giving birth before this term is considered premature childbirth. Premature birth is one of the leading causes of infant mortality. It has been shown that a large number of factors contribute to premature births, the most common are: maternal age, excessive amniotic fluid, various infections, birth malformations tract and uterus, effects of harmful substances such as drugs, cigarettes and alcohol. In Serbia every year prematurely born babies even 4148, and in the world around 15 million. Premature babies, flat as the emergence of a large number of problems, which can significantly affect the proper psychomotor development. A key role in the development of premature babies, parents and staff play implemented by controllers of the risk factors that contribute to the occurrence of the problem. Early intervention is trying to prevent the development of problems that can endanger the child's development. Multidisciplinary application of different methods and techniques in rehabilitation in early childhood tends toward achieving the main goal, which relates to strengthening the skills and capacity development, reducing development backlog, preventing the occurrence of disease or damage.

The aim and object of the study was to assess the significance of rehabilitation nearly premature babies, examining basic motor activities. Research was conducted at the Center for Protection of Infants, Children and Youth in Belgrade in August 2015th, on a sample of 7 preterm infants, aged up to 12 months. For the purposes of testing, were used instruments for the assessment of psychomotor status of the newborn.

The assessment results show that 6 out of 7 estimated the baby shows some signs of delays in psychomotor development. The most common problem was related to inadequate muscle tone, which entail the signs of developmental delay. A greater psychomotor maturity in children born between 35th and 36th weeks, compared to babies born before this term. Based on the study findings, it was observed that in all the estimated babies there is a need for some form of intervention by competent professionals.

Key words: premature babies, early intervention

POTREBA ZA RANOM INTERVENCIJOM PREVREMENO ROĐENIH BEBA

Miljana Zdravković, Jelena Nikolić

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

Porođaj predstavlja prirodan prekid trudnoće, posle 23.nedelje intrauterinog života ploda. Normalan porođaj dešava se između 38. i 42. Gestacione nedelje, svako rađanje pre ovog termina smatra se prevremenim rađanjem. Prevremeno rođenje, jedan je od vodećih uzroka smrtnosti novorođenčadi. Dokazano je da veliki broj faktora doprinosi prevremenom rađanju, najčešći su: starost majke, prevelika količina plodove vode, različite infekcije, malformacije porođajnih puteva i matice, dejstvo štetnih supstanci poput lekova, cigareta, alkohola. U Srbiji se svake godine prevremeno rodi čak 4148 beba, a u svetu oko 15 miliona. Prevremeno rođene bebe, podložne su nastanku velikog broja problema, koji bitno mogu uticati na adekvatan psihomotorni razvoj. Ključnu ulogu u razvoju prevremenorođenih beba, igraju roditelji i osoblje koje sprovodi kontrolu nad faktorima rizika koji doprinose nastanku problema. Ranom intervencijom nastoji se ka prevenciji razvojnih problema, koji mogu ugroziti detetov razvoj. Multidisciplinarnom primenom različitih metoda i tehnika rehabilitacije u ranom detinjstvu, teži se ka ostvarivanju glavnog cilja, koji se odnosi na osnaživanje razvojnih veština i kapaciteta, smanjenje razvojnog zaostatka, preveniranje nastanka bolesti ili oštećenja.

Cilj i predmet istraživanja bio je proceniti značajrane rehabilitacije prevremenorođenih beba, ispitivanjem bazičnih motornih aktivnosti.

Istraživanje je sprovedeno u Centru za zaštitu odojčadi, dece i omladine u Beogradu, avgusta 2015.godine, na uzorku od sedam prevremenorođenih beba, starosti do 12 meseci. U svrhe ispitivanja, korišćeni su instrumenti za procenu psihomotornog statusa novorođenčeta.

Rezultati procene pokazuju da šest od sedam procenjenih beba pokazuje neke od znakova kašnjenja u psihomotornom razvoju. Najčešći problem odnosio se na neadekvatan mišićni tonus, koji sa sobom povlači i druge znake kašnjenja u razvoju. Uočena je veća psihomotorna zrelost kod dece rođene između 35. i 36. nedelje, u odnosu na bebe rođene pre ovog termina. Na osnovu dobijenih nalaza, uočeno je da kod svih procenjenih beba postoji potreba za nekim vidom intervencije od strane kompetentnih stručnjaka.

Ključne reči: prevremeno rođene bebe, rana intervencija

PROBLEMS OF SOCIALIZATION OF NURSERY AGE CHILDREN

Mira Jovanović

College of Professional Studies for Educators, Šabac, Serbia

Developmental particularities of nursery-age children with disabilities and the educational context in which they grow up are characterized by their socialization. Nursery-age children with disabilities need professional approach and extra effort of teachers and professional associates in kindergartens, individualized program of support and adequate educational work. Socialization of children with disabilities depends on the ability of their independent functioning and meet the optimal needs of these children. The paper starts from the assumption that in the social context of preschools support and development of social competences of the child may improve. Therefore, this paper aims to explore the understanding and attitudes of parents of children with disabilities in the development of social competence, assessment of problems in the socialization of children in nursery school, and the ways in which teachers can help them to overcome the problems in the social development of children.

Key words: socialization problems, child care age groups

PROBLEMI SOCIJALIZACIJE DECE JASLENOG UZRASTA

Mira Jovanović

Visoka škola strukovnih studija za vaspitače, Šabac, Srbija

Razvojne specifičnosti dece jaslenog uzrasta sa teškoćama u razvoju i vaspitni kontekst u kome dete odrasta karakterišu njihovu socijalizaciju. Deci jaslenog uzrasta sa teškoćama u razvoju je potreban stručan pristup i dodatni napor vaspitača i stručnih saradnika u dečjem vrtiću, individualizovan program podrške i adekvatan vaspitno-obrazovni rad. Socijalizacija dece sa teškoćama u razvoju zavisi od sposobnosti njihovog samostalnog funkcionisanja i optimalnog zadovoljavanja potreba ove dece. U radu se polazi od pretpostavke da se u socijalnom kontekstu predškolske ustanove može unaprediti podrška i razvijanje socijalnih kompetencija deteta u jaslicama. Stoga je ovaj rad usmeren na istraživanje razumevanja i stavova roditelja dece sa teškoćama u razvoju o socijalnim kompetencijama, proceni problema u socijalizaciji dece u jaslicama, i na koje načine im vaspitači mogu pomoći u prevladavanju problema u socijalnom razvoju dece.

Ključne reči: problem socijalizacije, dete, jasleni uzrast

PERINATAL RISK FACTORS AND MODELS IN DISHARMOINIOUS DEVELOPMENT AND LEARNING DIFFICULTIES

Ibolya Juhász

University Eszterházy Károly NTDI, Budapest, Hungary

For the last few decades perinatal sciences very much Advanced. Child's early experience, even experience in the womb is more notable to the extent that we say that a child comes into this world with "competence". More recently the number of children with developmental disorders and learning disabilities is increasing. In this paper we investigate the causes of these difficulties, but also interventions, risk factors, space-time events and perinatal relationships that are most important for the development of the structure and function of the child. Clinical studies indicate perinatal developmental models during the normative crises but also in learning in general both in children and in parents. Some interventions, risk factors can indicate a developmental disorder and learning disabilities. All of this brings the new challenges for parents, early intervention specialists and even educators. Perinatal risk factors, like stress marks are entered in the memory of the fetus, as well as in memory of the newborn child and its mother. Everything that is experienced from the first initiated cells is remembered. We remember all that we know about important relationships and the trauma, burdening in this way both self-consciousness and knowledge of the world. Interventions and stress affects the proces of emotional attachment mother-child, on early as well as postnatal adaptation. Stress determines maturation structure and function and affects harmonious learning and development later. The results underscore the importance of undisturbed pregnancy and childbirth and parenting competencies. The child and his family are at the center of the intervention. Parents are competent bearers of responsibility and the best judges of their children. Under protected conditions, with perinatal, psychological, defectology counseling, complex early treatment, family and personal psychotherapy we provide comprehensive support for the child and his family to restore their experiences and transform them. In the context of early intervention and prevention new approach to special or functional needs is possible. Differential diagnosis and professional team determines the best intervention, diagnosis and therapy for the child.

Key words: perinatal development models, difficulties in learning, perinatal trauma, early intervention and prevention

PERINATALNI MODELI I RIZIKOFAKTORI U DISHARMONIČNOM RAZVOJU I TEŠKOĆAMA U UČENJU

Ibolya Juhász

Univerzitet Eszterházy Károly NTDI, Budimpešta, Mađarska

Poslednjih nekoliko decenija perinatalne nauke su mnogo napredovale. Sve više se ističe rano iskustvo deteta, čak iskustvo u materici pa kažemo da dete s „kompetencijama“ dolazi na svet. U skorije vreme pevećao se broj dece sa razvojnim poremećajima i poteškoćama u učenju. U ovom radu istražićemo uzroke tih poteškoća, ali i intervencije, rizikofaktore, prostorno-vremenske događaje i perinatalne odnose koji su najvažniji za razvoj struktura i funkcija deteta. Klinička istraživanja ukazuju na perinatalne modele u razvoju, u normativnim krizama ali i u učenju uopšte kako kod dece tako i kod roditelja. Neke intervencije, te drugi rizikofaktori mogu da nagoćešavaju razvojne poremećaje i poteškoće u učenju. To donosi nove izazove za roditelje, stručnjake rane intervencije pa i vaspitanom – obrazovnom osoblju.

Perinatalni rizikofaktori, upisuju tragove u memoriju fetusa, kao i u pamćenje novorođenog deteta a i majke. Sve što se doživi, pamti se, već od prvih, začetih Ćelija. Pamtimosva znanja o važnim odnosima i o traumi koja se upisuje u ličnost, opterećujući tako svest o sebi i znanje o svetu. Intervencije i stres utiču na emocionalnu vezanost majka – dete, i na ranu i postnatalnu adaptaciju. Stres određuje sasrevanje struktura i funkcija i utiče na dalji harmoničan razvoj i učenje. Dobijeni rezultati podvlače važnost neometane trudnoće i porođaja kao i kompetencije roditeljstva.

Dete i njegova porodica su u središtu intervencije. Roditelji su kompetentni nosioci odgovornosti i najbolji poznavaoči svoje dece. Pod zaštićenim uslovima, sa perinatalnom, psiholoskom, defektološkom savetovanjem, kompleksnim ranim tretmanom, porodičnom i ličnom psihoterapijom dajemo kompleksnu podršku detetu i njegovoj porodici, da obnovi svoja iskustva i preobrazi ih. U okviru rane intervencije i prevencije moguć je nov pristup specijalnim ili funkcionalnim potrebama. Diferencijalna dijagnoza i stručni tim određuju detetov put intervencije, dijagnostike i terapije.

Ključne reči: perinatalni razvojni modeli, teškoće u učenju, perinatalne traume, rana intervencija i prevencija

GUIDE FOR MONITORING CHILD DEVELOPMENT

Snežana Ilić

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

This paper will present the Guide for Monitoring Child Development (GMCD). GMCD was designed in Turkey. The theoretical base of the GMCD is essentially a family centered, relationship and strengths-based developmental assessment theory, and the techniques used are adapted from currently used strategies in screening and surveillance. Based on the GMCD, there is an international study in progress in four countries (Turkey, India, South Africa, Argentina) covering 12.000 children. This instrument is also being used to discover whether the development of healthy children is similar in different countries.

The primary aim of the instrument is to aid clinicians in monitoring and supporting child development and the early detection and management of developmental difficulties from birth to 36 months. The GMCD is a brief, open-ended, precoded interview with the primary caregiver that catalyzes communication between clinicians and caregivers and obtains a portrayal of the child's development. Caregivers are first provided with an explanation of the reason for the interview, and the caregiver's interest and cooperation are very important.

For each of the six questions, there are specific precoded milestones: expressive language and communication, receptive language, gross and fine motor, relationship, play, and self-help skills (for children older than 12 months).

The caregiver's spontaneous answers to the questions are applied to the milestones whenever possible. Additional questions are used when necessary to prompt answers to specific milestones. The GMCD does not include questions for the cognitive domain, because for young children, it is difficult for a caregiver to separate the aspects of cognitive development from language, relationships with others, and play. GMCD is an international method that does not require restandardization.

Key words: child development, assessment, early detection, developmental difficulties

VODIČ ZA PRAĆENJE RAZVOJA DETETA

Snežana Ilić

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

Ovaj rad će predstaviti „Vodič za praćenje razvoja deteta“ (GMCD – Guide for Monitoring Child Development). GMCD dizajniran je u Turskoj. Teorijska osnova GMCD-a je suštinski porodično postavljena, posmatra odnos i snage, bazirana na teoriji razvojne procene, a tehnike koje se koriste su prilagođene na osnovu strategije skrinininga i praćenja razvoja. Na osnovu GMCD-a sprovodi se međunarodna studija u četiri zemlje sveta na uzorku od 12.000 dece. Ovaj instrument takođe pokušava da otkrije da li je razvoj zdrave dece sličan u različitim zemljama.

Primarni cilj GMCD-a je da pomogne pedijatrima u praćenju i podršci razvoja deteta i ranom otkrivanju i praćenju smetnji u razvoju od rođenja do 36. meseca. GMCD je kratak intervju sa otvorenim pitanjima koja se upućuju primarnom staratelju i podstiče komunikaciju između lekara i staratelji koja rezultira sagledavanjem razvoja deteta. Staratelj deteta prvo dobija objašnjenje razloga za intervju u kome se ističe značaj saradnje i primarni interes deteta. Za svaki domen razvoja postoje posebno određeni miljokazi (razvojne prekretnice): ekspresivni govor i komunikacija, receptivni govor, gruba i fina motorika, odnosi, igra, i samopomoć (za decu stariju od 12 meseci).

Staratelj spontano odgovara na pitanja koja se odnose na razvojne pokazatelje (prekretnice) kad god je to moguće. Dodatna pitanja se postavljaju kada je potrebno podstići odgovore u okviru posebnih pokazatelja. GMCD ne uključuje pitanja za kognitivni domen, jer je u ovom uzrastu teško za staratelja da aspekte kognitivnog razvoja odvoji od jezika, odnosa sa drugima i igre.

GMCD je internacionalni metod detektovanja razvojnih smetnji za koji neće biti potrebno vršiti restandardizaciju

Ključne reči: razvoj dece, procena, rano otkrivanje, smetnje u razvoju

ENSURING A COMPLETE EARLY INTERVENTION FOR BLIND AND VISUALLY IMPAIRED CHILDREN

Mateja Maljevac

Institute for Blind and Partially Sighted Children, Ljubljana, Slovenia

Early intervention of children with special needs is a valid right in numerous programming documents, however, it still isn't systematically provided in countries of the former Yugoslavia and is given only to individual groups of children with special needs. In the field of work with children with special needs, a demand for an expert, structured and non-medical early intervention for children and their families arose in all institutions of Balkan around the same time. Visio International from Netherlands played a great part in professional training, donation of tests and other devices through an international 5-year project Early Intervention for Visually Impaired-First Steps. This project establishes a system of early intervention for all participants on a national level, as in the Netherlands, and it emphasizes universality of the contents regardless of specific educational system and funding of each country. The added value of the system is international cooperation and comparability of the quality of treatment of blind and visually impaired children in a broader region. Six institutions participate in the project: Zavod za slepo in slabovidno mladino, Ljubljana; Škola za učenike oštećenog vida "Veljko Ramadanović", Beograd; Škola za osnovno i srednje obrazovanje "Milan Petrović", Novi Sad; Institut Dimitar Vlahov, Skopje; Syri i Vizionit, Peje; Resursni centar za decu i mlade, Podgorica. The main goal of the project is to establish a system of early intervention for the population of blind and visually impaired children, which can be transferred to all other groups with special needs, and a collective formation of a legislative basis for future work. At the moment, the closest country to this goal is Slovenia, where a proposal of a law on early intervention of children with special needs with theses for a regulative framework was passed. We expect the same progress in other participating countries, as well.

Key words: blind and visually impaired, early intervention, system formation

OMOGUĆAVANJE CELOVITE SISTEMSKI UREĐENE RANE INTERVENCIJE ZA DECU OŠTEĆENOG VIDA

Mateja Maljevac

Zavod za slepu i slabovidu decu, Ljubljana, Slovenija

Pravo na uključivanje u program rane intervencije dece sa poremećajima u razvoju je pravo koje je opisano i obrazloženo u različitim programskim dokumentima, iako program rane intervencije u državama bivše Jugoslavije još uvek nije sistemski uređen i u njega se uključuju samo pojedine grupe dece sa poremećajima u razvoju. U institucijama koje rade sa decom sa oštećenjima vida na području Balkana je skoro istovremeno nastala potreba za formiranjem stručne, struktuirane i ne-medicinske rane intervencije za decu i njihove porodice. Veliku ulogu u stručnom usavršavanju kadra, nabavci testova, tiflodidaktičkih i drugih didaktičkih sredstava je imala holandska institucija Visio International preko petogodišnjeg, međunarodnog projekta Early intervention for visually impaired- First Steps. Glavna ideja projekta je pomoći u formiranju i uspostavljanju sistemski uređenog programa rane intervencije u svim državama učesnicama projekta, po ugledu na holandski model. Projekt, istovremeno, ističe i zagovara univerzalnost i primenljivost sadržaja programa rane intervencije, bez obzira na specifičnosti obrazovnih sistema i načina finansiranja pojedinih država. Posebnu vrednost projekta predstavlja međunarodna saradnja i mogućnost međusobnog poređenja i analiziranja kvaliteta programa rane intervencije dece sa oštećenjima vida u široj regiji. U projekat je uključeno šest institucija: Zavod za slepo in slabovidno mladino Ljubljana, Škola za učenike oštećenog vida Veljko Ramadanović, Beograd; Škola za osnovno i srednje obrazovanje Milan Petrović, Novi Sad; Institut Dimitar Vlahov, Skopje; Syri i Vizionit, Peć; Resursni centar za decu i mlade, Podgorica.

Glavni cilj projekta je da na primeru populacije dece sa oštećenjima vida oblikuje i uspostavi tzv. univerzalni model programa rane intervencije koji je prenosiv i primenljiv kod ostalih grupa dece sa poremećajima u razvoju, kao i oblikovanje zakonske osnove programa rane intervencije u državama učesnicama projekta. Realizaciji ovog tog cilja, je u datom trenutku najbliža Slovenija gde je oblikovan Predlog zakona o ranoj intervenciji dece sa poremećajima u ponašanju sa tezama za normativno uređenje. Iskreno se nadamo da će u bližoj budućnosti do sličnog napretka doći i u ostalim državama učesnicama projekta.

Ključne reči: slepi i slabovidni, rana intervencija, oblikovanje sistema

EARLY SIGN LANGUAGE COMMUNICATION – CHALLENGES AND EXPECTATIONS

Marina Milković

University of Zagreb – Faculty of Education and Rehabilitation Sciences, Department of Hearing Impairments, Laboratory for Sign Language and Deaf Culture Research, Zagreb, Croatia

The prejudice that deaf child must learn the spoken language first, at an early age, and that sign language can wait because it can be easily learned by any person at any age, cannot be maintained anymore. Many researches indicates the benefits of exposing deaf children to natural sign language, primarily in order to reduce the potential negative consequences. Untimely and/or inappropriate exposure to language, regardless of the mode, regularly increases the risk of communication difficulties, and cognitive, emotional and social, as well as educational consequences.

Early diagnosis and intervention are recognized as undeniable rights of deaf children and their families. That recommends the creation of appropriate early intervention programs oriented towards the family, programs that provide a choice of communication options. The deaf child's family must have the opportunity to socialize with deaf children and deaf adults. The deaf children exposed to sign language watch their language from birth just like hearing children listen their language from birth.

The cultural approach to deafness emphasizes a necessary component in the development of a deaf child, that is, to encourage early communication using natural sign language in the interaction families and the Deaf Community, creating the foundation for the development of spoken language based on sophisticated symbolic sign language communication. Linguistic studies have shown that natural sign languages are autonomous linguistic systems, independent of spoken languages that surround them. Sign languages have all language components; phonology, morphology, syntax, semantics, and pragmatics. Different sign languages share similarities and differences with other national sign languages.

By breaking the prejudices, the aim of this paper is to raise awareness on the importance of natural sign language in early intervention, and encourage the qualitative change in approach to the (re)habilitation of the deaf children. Each change is a challenge, but expectations are always the same – this is true of the deaf child, later adult deaf person – the quality of life, and active participation in the society.

The paper will be presenting the results of research on the impact of early sign language acquisition on cognitive and language development, as well as academic achievement with deaf children. Also, the language status of natural sign language will be documented.

Key words: early communication, sign language, deaf children, (re)habilitation

RANA ZNAKOVNO-JEZIČNA KOMUNIKACIJA – IZAZOVI I OČEKIVANJA

Marina Milković

Sveučilište u Zagrebu – Edukacijsko-rehabilitacijski fakultet, Odsjek za oštećenja sluha,
Laboratorij za istraživanje znakovnog jezika i kulture gluhih, Zagreb, Hrvatska

Predrasude da gluho dijete mora prvo usvojiti govorni jezik, u što ranijoj dobi, a da znakovni jezik može čekati jer se lako može naučiti od bilo koje osobe u bilo kojoj dobi, nisu održive. Mnoga svjetska istraživanja ukazuju na prednosti izlaganja gluhe djece prirodnom znakovnom jeziku, prvenstveno u cilju smanjivanja mogućih negativnih posljedica. Nepravovremeno i/ili neodgovarajuće izlaganje jeziku, bez obzira na modalitet, redovito povećava rizik od pojave komunikacijskih teškoća te kognitivnih, socio-emocionalnih i obrazovnih posljedica.

Rana dijagnoza i intervencija neosporno su pravo gluhenjece i njihovih obitelji. Preporuka je stvaranje odgovarajućih programarane intervencije usmjerene prema obitelji, programa koji pružaju izbor oblika komunikacije. Obitelj gluhog djeteta mora imati priliku družiti se s drugom gluhom djecom i odraslim gluhim osobama. Gluha djeca izložena znakovnom jeziku gledaju svoj jezik od rođenja, baš kao i čujuća djeca koja slušaju jezikod rođenja.

Kulturološki pristup gluhoći naglaša vanužnu komponentu razvoju gluhog djeteta, odnosno poticanje rane komunikacije korištenjem prirodnog znakovnog jezika u interakciji obitelji izajednice Gluhih, čime se stvaraju temelji za razvoj govornog jezika na temelju sofisticirane simbolične znakovno-jezične komunikacije. Lingvistička su istraživanja dokazala da su prirodni znakovni jezici samosvojni jezični sustavi, neovisni o govornim jezicima koji ih okružuju. Zakovni jezici posjeduju sve jezične sastavnice; fonologiju, morfologiju, sintaksu, semantiku i pragmatiku. Različiti znakovni jezici dijele sličnosti, ali i razlike s drugim nacionalnim znakovnim jezicima.

Razbijanjem tvrdo ukorijenjenih predrasuda, cilj ovoga rada jest razviti svijest o važnosti prirodnog znakovnog jezika u ranoj intervenciji te potaknuti na kvalitativne promjene u pristupu (re)habilitaciji gluhe djece. Svaka je promjena izazov, ali očekivanja su uvijek ista – to vrijedi i za gluho dijete, kasnije odraslu gluhu osobu – kvaliteta života i aktivno sudjelovanje u društvu.

U radu će se prikazati rezultati istraživanja o utjecaju ranog usvajanja znakovnog jezika na kognitivni i jezični razvoj te akademska postignuća gluhe djece. Također, dokumentirat će se jezični satus prirodnog znakovnog jezika.

Ključne riječi: rana komunikacija, znakovni jezik, (re)habilitacija gluhe djece

AUGMENTATIVE ALTERNATIVE COMMUNICATION (AAC) IN THE EARLY INTERVENTION OF CHILDREN WITH AUTISM

Danijela Đukić, Sandra Skendžić

Primary School „Anton Skala”, Beograd, Serbia

Autism is developmental disorder that begins in early childhood and persists throughout life. Autism affects different areas: verbal and nonverbal communication, social interaction, creative and imaginative play. This is one of the many conditions where it is necessary to apply the AAC. Difficulties of sensory nature, repetitive ritualistic behaviors, stereotypes, aggression, autoaggression, tantrums are actually the most common result of the inability to persons with autism express themselves. This indicates that is necessary implemented AAC training.

Most children that are unable to master verbal communication, are able to learn to communicate by applying some form of AAC. It is necessary to determine which type of AAC is best for a child, how and when we start with training.

The success in the implementation of AAK depends on many variables, but certainly the first step, which ensures success, is to determine which forms of AAK is good for child. Effective communication requires that the child produces “words” that others will understand.

By teaching children to use sing language, pictures, or communicators, we establish and develop two-way communication. This communication has practical value, usually eliminate aggression, autoaggression, tantrums, which are actually the result of the inability to children with autism express themselves.

Most children that are unable to master verbal communication, we have learned to use bitsboard and Acommunicator. Why Bitsboard? Because it allows the information exchange, learning, content creation according to their interests and abilities, play. Why Acommunicator? Because it is the first communication system designed for children with autism in the Serbian language.

Key words: early intervention, autism, AAC, bitsboard, Acommunicator

AUGMENTATIVNO ALTERNATIVNA KOMUNIKACIJA (AAK) U OKVIRU RANE INTERVENCIJE SA DECOM IZ AUTISTIČNOG SPEKTRA

Danijela Đukić, Sandra Skendžić

OŠ „Anton Skala”, Beograd, Srbija

Autizam, razvojni poremećaj koji počinje u najranijem detinjstvu i perzistira tokom celog života pogađajući neke ključne oblasti: verbalnu i neverbalnu komunikaciju, socijalnu interakciju, kreativnu i imaginativnu igru je jedno od mnogobrojnih stanja gde je neophodno primenjivati AAK. Poteškoće senzorne prirode, repetitivna ritualna ponašanja, stereotipije, agresija, autoagresija, tantrumi su zapravo najčešće posledica nemogućnosti da se lica sa autizmom izraze, da saopšte svoje želje, potrebe, da komuniciraju. Samim tim su dokaz da je neophodno sprovoditi treninge AAK.

Većina dece koja ne mogu da ovladaju verbalnom komunikacijom, mogu da nauče da komuniciraju primenjujući neki oblik AAK. Neophodno je determinisati koji je tip AAK najbolji za konkretno dete i kako i kada početi predstavljati mu ovu veštinu.

Uspeh u primeni AAK zavisi od mnogih varijabli ali svakako prvi korak u upotrebi i uvođenju AAK koji obezbeđuje uspeh je utvrditi koji oblik AAK je dobar za konkretno dete. Uspešna komunikacija zahteva da dete proizvodi „reči“ koje će drugi razumeti.

Podučavanjem dece da koriste gest, slike ili upotrebljavaju komunikatore uspostavljamo i razvijamo dvosmernu komunikaciju koja ima upotrebnu vrednost, najčešće eliminišemo agresiju, autoagresiju, tantrume koji su zapravo posledica nemogućnosti da se deca sa autizmom izraze.

Većinu dece koja ne mogu da ovladaju verbalnom komunikacijom, podučavali smo pomoću bitsborda i Akomunikatora. Zašto Bitsboard? Zato što omogućava razmenu informacija, učenje podučavanje, kreiranje sadržaja prema interesovanjim i sposobnostima, igru. Zašto Akomunikator? Zato što je prvi komunikacijski sistem namenjen deci sa autizmom na srpskom jeziku.

Ključne reči: rana intervencija, autizam, AAK, bitsboard, Akomunikator

EARLY ASSESSMENT – EARLY INTERVENTION

Tanja Panic¹, Jelena Opsenica Kostic², Marta Dedaj¹

¹College of Applied Studies for Preschool Teachers and Business IT Specialists "Sirmium", Sremska Mitrovica, Serbia,

²University of Niš - Faculty of Philosophy, Niš, Serbia

Assessment of child's development is mainly done by his/her parents, particularly in early childhood stage. Although there is problem concerning methodology and subjectivity, the importance of the information obtained in this way is invaluable, as parents are assumed to be able to give the majority of information about their child. The specific kind of information which could be obtained from parents is the information concerning parental worries. This is the way to early detection of possible developmental difficulties. The aim of this research was to investigate maternal worries relating to assessment of their child development and functioning. Research sample contained assessments of preschooler developmental status which were done by 310 mothers whose children attended preschool institutions on the territory of the town of Sremska Mitrovica. The children being assessed by their mothers were from 3.1 to 7.0 year of age (AS=4.6). Parents' Evaluation of Developmental Status (PEDS – Glascoe, 2002) was used in this research. The questionnaire is primarily intended for parents of children from their birth to eight years of age. It was standardised on American population and detects 74-80% children with developmental problems. Research results show that 122 (39.4%) mothers express at least one type of important worries relating to developmental status of her child. 40 (12.9%) of those mothers report two or more important worries, which implies that these children are at high risk of having problem in their functioning. The greatest frequency of important maternal worries is related to the field of speech development and the field of acquiring knowledge according to the preschool programme. High frequency of important worries is conditioned by the fact that this research also included children who were given medical diagnosis and accordingly undergo medical treatment. The contribution of such research tends to be early detection of children being under risk. In that way early detection of developmental problems could be approached in an adequate way.

Key words: early detection, parental worries, preschool child, PEDS, early intervention

RANA PROCENA – RANA INTERVENCIJA

Tanja Panić¹, Jelena Opsenica Kostić², Marta Dedaj¹

¹Visoka škola strukovnih studija za vaspitače i poslovne informatičare – Sirmium,
Sremska Mitrovica, Srbija,

²Univerzitet u Nišu – Filozofski fakultet, Niš, Srbija

Procena razvoja deteta, naročito nižeg kalendarskog uzrasta, se najčešće dobija od roditelja. Iako postoje metodološki problemi i problem subjektivnosti, neprocenjiv je značaj ovako dobijenih podataka jer se pretpostavlja da roditelji mogu da daju najviše informacija o razvoju svog detetu. Posebna vrsta informacija koja se može dobiti od roditelja su roditeljske zabrinutosti. Ovo je način da se rano otkriju eventualne teškoće u razvoju. Cilj ovog istraživanja je bio da se ispitaju zabrinutosti majki koje se odnose na procenu razvoja i funkcionalisanja njihovog deteta. Uzorak istraživanja je obuhvatio procene razvojnog statusa dece predškolskog uzrasta koje je dalo 310 majki čija deca pohađaju PU na području Grada Sremska Mitrovica. Uzrast dece za koju su majke davale procenu je bio od 3,1 do 7,0 godine (AS=4,6). U istraživanju su je korišćen upitnik Roditeljske procene razvojnog statusa (PEDS, Glascoe, 2002). Upitnik je primarno namenjen roditeljima dece uzrasta od rođenja do osam godina, a svrha mu je da se utvrdi da li kod deteta postoji nedijagnostikovan razvojni problem. Standardizovan je na američkoj populaciji i njime se otkriva 74-80% dece sa razvojnim problemima. Upitnik je primarno namenjen roditeljima dece uzrasta od rođenja do osam godina, a svrha mu je da se utvrdi da li kod deteta postoji nedijagnostikovan razvojni problem. Rezultati istraživanja pokazuju da 122 (39,4%) majke izražava bar jednu vrstu značajnih zabrinutosti vezanih za razvojni status svog deteta. Dve ili više značajnih zabrinutosti, od tog broja, navodi 40 (12,9%) majki, što nagoveštava da su ta deca u visokom riziku da imaju problem u svom funkcionalisanju. Najveća učestalost značajnih zabrinutosti majki se odnosi na oblast razvoja govora i oblast savladavanja i usvajanja znanja u okviru predškolskog programa. Visoka frekfentnost značajnih zabrinutosti je uslovljena podatkom da je istraživanje obuhvatilo i decu koja imaju zdravstvenu dijagnozu i koja su već u tretmanu. Doprinos sprovodenja ovakvog ispitivanja bi bio u ranom otkrivanju dece pod rizikom. Na taj način bi se ranom detekcijom razvojnih problema, moglo rano pristupiti na adekvatan način.

Ključne reči: rana procena, roditeljske zabrinutosti, predškolsko dete, PEDS, rana intervencija

RESULTS OF THE PROJECT "EARLY INTERVENTION THROUGH LEARNING IS THE BASIS FOR THE CHILD DEVELOPMENT"

Ivana Mitrović Đorđević, Vojislav Todorović, Branislava Živanović

Elementary School "Dušan Dugalić". Belgrade, Serbia

Contemporary authors in the field of child psychology, for years, emphasize the importance of early stimulation, as the most important for the intellectual development of each child. The project "Early intervention through learning is the basis for the development of the child" was created from these need.

Early intervention is a support to the child, not only when there is a risk of a medical problem, but when a parent has the dilemma of whether it is able to provide all necessary support for the child.

Early stimulation, emphasizes the importance of self-activity of the child and the individual pace of development and has a unique approach to learning techniques. The focus is not on teaching the child, rather than providing stimulating environment that enhances children's natural curiosity and enabling that through play, children spontaneously learn by discovery.

The aim of the project, which lasted 10 months was: Improving the quality and accessibility of education, upbringing and professional support to children with complex disabilities.

The target group of the project included: 5 children aged 0 to 3 years at risk, from the territory of Vračar municipality; 10 parents and children; 5 children aged 3 to 5 years at risk, from the territory of the Vračar municipality; 10 parents and children; 50 participants of the round table; 60 children from three surrounding kindergartens.

Results of the project: 1) improving the professional competence of staff in the school, 2) partnerships with institutions at the local level in order to include children with disabilities who have been out of the education system, and 3) set up a support system for early intervention for children with disabilities.

Key words: early intervention, treatment, success

PRIKAZ REZULTATA PROJEKTA „RANA INTERVENCIJA KROZ UČENJE JE OSNOV ZA RAZVOJ DETETA”

Ivana Mitrović Đorđević, Vojislav Todorović, Branislava Živanović

OŠ „Dušan Dugalić”, Beograd, Srbija

Savremeni autori iz oblasti dečije psihologije, godinama unazad, ističu značaj rane stimulacije, kao najznačajnije za intelektualni razvoj svakog deteta. Iz te potrebe je i nastao projekta „Rana intervencija kroz učenje je osnov za razvoj deteta”.

Rana intervencija predstavlja podršku detetu ne samo kada postoji rizik i medicinski problem, već kada roditelj ima dilemu da li je u mogućnosti da pruži svu neophodnu podršku svom detetu.

Rana stimulacija naglašava značaj samoaktivnosti deteta i individualni tempo razvoja i ima jedinstven pristup tehnički učenja. Naglasak nije na podučavanju deteta, nego se osigurava podsticajna sredina koja povećava dečiju prirodnu radoznalost i omogućava da kroz igru deca spontano uče otkrivanjem.

Cilj projekta koji je trajao 10 meseci je bio unapređivanje kvaliteta i dostupnosti obrazovanja, vaspitanja i stručne podrške deci i učenicima sa složenim smetnjama u razvoju.

Ciljna grupa obuhvaćena projektom: petoro dece uzrasta od rođenja do tri godine sa rizikom, sa teritorije Vračara;10 roditelja te dece; petoro dece uzrasta od tri do pet godina sa rizikom, sa teritorije Vračara;10 roditelja te dece; 50 učesnika okruglog stola, i 60-oro dece iz tri okolna vrtića.

Rezultati projekta: 1) unapredjene profesionalne kompetencije zaposlenih u školi; 2) uspostavljeno partnerstvo sa institucijama na lokalnom nivou u cilju uključivanja dece sa smetnjama koja su bila van sistema obrazovanja, i 3) uspostavljen sistem podrške za ranu intervenciju kod dece sa smetnjama u razvoju

Ključne reči: rana intervencija, tretmani, uspeh

EARLY INTERVENTION IN WORK WITH A CHILD WITH CEREBRAL PALSY IN PRESCHOOL INSTITUTION

Gordana Mijailovic¹, Mirjana Nikolic¹, Snežana Bulatovic²

¹Preschool Teacher Training and Business Informatics College – Sirmium,
Sremska Mitrovica, Serbia,

²PI „Bambi”, Kula, Serbia

Inclusion of children with disabilities in regular kindergarten groups implies the involvement of all relevant participants that should provide additional support to the child according to their competences. Preschool teachers, as direct organizers, creators and evaluators of the educational process, as well as special education teachers, psychologists, educators and other members of the expert team for inclusive education should be ready to cooperate with experts of various profiles outside the preschool institution and parents.

This paper presents a case study of a child with cerebral palsy, that is included in regular group of kindergarten at the age of five, with the aim to show the process of early intervention, and highlight the role of all relevant participants in this process. Early intervention was based primarily on an examination of the medical records that parents enclosed. Preschool teachers created observation protocols and applied different techniques and instruments in the process of pedagogical diagnostics conducted in order to determine the level of child's development and make a pedagogical profile. Expert team for inclusive education participated in the writing of individual education plan. The cooperation with experts outside the preschool institution and parents was carried on.

Evaluation of two year work showed that the boy progressed in all aspects of development, especially in developing the skills necessary for self-care, he was accepted in a group of peers, and his parents were encouraged to focus on recognizing and stimulating the potentials of the child.

The process of early intervention in working with children with disabilities based on teamwork and cooperation within the institution, with the use of available resources of the local community, is one of the important preconditions for a successful individualization of educational work and implementation of adequate additional support, in order to stimulate all aspects of child's development and successful social adaptation.

Key words: preschool teacher, child with cerebral palsy, early intervention, cooperation

RANA INTERVENCIJA U RADU SA DETETOM SA CEREBRALNOM PARALIZOM U PREDŠKOLSKOJ USTANOVİ

Gordana Mijailović¹, Mirjana Nikolić¹, Snežana Bulatović²

¹Visoka škola strukovnih studija za vaspitače i poslovne informatičare – Sirmium, Sremska Mitrovica, Srbija,

²PU „Bambi“, Kula, Srbija

Uključivanje dece sa smetnjama u razvoju u redovne grupe vrtića podrazumeva angažovanje svih relevantnih aktera koji, u skladu sa svojim kompetencijama, treba da pruže detetu dodatnu podršku. Važno je da vaspitači, kao neposredni organizatori, kreatori i evaluatori vaspitno-obrazovnog procesa, defektolozi, psiholozi i pedagozi i drugi članovi stručnog tima za inkluzivno obrazovanje budu otvoreni za saradnju sa stručnjacima različitih profila i van predškolske ustanove i roditeljima.

U radu se prikazuje studija slučaja deteta sa cerebralnom paralizom koje je uključeno u redovnu grupu vrtića na uzrastu od pet godina, sa ciljem da se prikaže proces rane intervencije i osvetle uloge svih značajnih aktera u ovom procesu. Rana intervencija zasnivala se, pre svega na uvidu u medicinsku dokumentaciju koju su priložili roditelji. Vaspitači su kreirali protokole posmatranja i primenili različite tehnike i instrumente u postupku pedagoške dijagnostike koja je sprovedena sa ciljem utvrđivanja razvojnog nivoa deteta i izrade pedagoškog profila. Stručni tim za inkluzivno obrazovanje učestvovao je u izradi mera individualizacije i individualno obrazovnog plana. Nastavljena je saradnja sa stručnjacima van predškolske ustanove i roditeljima.

Evaluacija dvogodišnjeg rada pokazala je da je dečak napredovao u svim aspektima razvoja, posebno u razvijanju veština potrebnih za samostalnu brigu o sebi, prihvaćen je u grupi vršnjaka, a njegovi roditelji su osnaženi da se usmere na prepoznavanje i stimulisanje potencijala deteta.

Postupak rane intervencije u radu sa decom sa smetnjama u razvoju koji se zasniva na timskom radu i saradnji u okviru ustanove, uz korišćenje raspoloživih resursa lokalne zajednice, jedan je od važnih preduslova uspešne individualizacije vaspitno-obrazovnog rada i opredeljivanja adekvatne dodatne podrške, u cilju stimulisanja svih aspekata razvoja deteta i uspešne socijalne adaptacije.

Ključne reči: vaspitač, dete sa cerebralnom paralizom, rana intervencija, saradnja

EARLY TREATMENT INFLUENCE ON ATTENTION DEVELOPMENT WITH CHILDREN

Nataša Kovačević¹, Mirjana Milošević², Dejan Likic³

¹School for Primary and Secondary Education „Oktobar 14“, Niš, Serbia,

²Kindergarten „Pčelica“, Niš, Serbia,

³Special Surgical Hospital Medicus, Ćuprija, Serbia

Attention is a possibility of focusing mental activity towards important information and at the same time excluding less important information at a given moment. Attention and concentration are closely related. With children and adults, attention and concentration have the key role of which data our mind will get and which it won't. Basic elements of attention are tenacity and vigilance. Tenacity presents the ability to focus attention and keep it on the specific task or information long enough to adopt that information, respectively to solve the task. Vigilance presents the ability to move attention from one information to another, as fast as the specific task requires. The ability to keep attention on one activity is very important to adopt different contents at early age when child is developing and “absorbing” the world around him or herself. In this work we will present the importance of attention and concentration on cognitive, social and locomotion development, and later on academic skills. The sample included children from three to five years of age without attention disorder, children with attention disorder who are not included in any type of treatment and children with attention disorder who are included in some type of treatment. We will try to determine the differences in adopting different skills with children who do not have problem with attention and with children who have that kind of problem. We will also try to compare the development of different skills, especially cognitive skills with children who are included in some treatment and with children who are not included in the treatment. Early diagnostic and early treatments are of crucial importance for attention and concentration development with the children at the earliest age.

Key words: treatment, attention, concentration, cognitive skills, early diagnostics

UTICAJ RANOG TRETMANA NA RAZVOJ PAŽNJE KOD DECE

Nataša Kovačević¹, Mirjana Milošević², Dejan Likić³

¹ŠOSO „14. oktobar”, Niš, Srbija,

²PU „Pčelica”, Niš, Srbija,

³Specijalistička hirurška bolnica Medikus, Ćuprija, Srbija

Pažnja je sposobnost usmeravanja mentalne aktivnosti ka bitnim informacijama i istovremeno isključivanje manje bitnih informacija u datom trenutku. Pažnja i koncentracija su usko povezane. Kod dece i odraslih, pažnja i koncentracija imaju ključnu ulogu u tome koje će podatke naš um dobiti, a koje neće. Osnovni elementi pažnje su tenacitet i vigilnost. Tenacitet predstavlja sposobnost da se pažnja usmeri i održi na određenom zadatku ili informaciji dovoljno dugo da se ta informacija usvoji, odnosno zadatak reši. Vigilnost predstavlja sposobnost da se pažnja pomeri sa jedne informacije na drugu, dovoljno brzo koliko to određeni zadatak zahteva. Sposobnost da se pažnja održi na jednoj aktivnosti je veoma važna da bi se usvojili različiti sadržaji na ranom uzrastu kada se dete razvija i „upija“ svet oko sebe. U radu će biti prikazan značaj pažnje i koncentracije na razvoj kognitivnih, socijalnih, motoričkih, a kasnije i akademskih veština. Uzorkom su obuhvaćena deca od tri do pet godina bez poremećaja pažnje, deca sa poremećajem pažnje koja nisu uključena ni u jedan vid tretmana i deca sa poremećajem pažnje koja su uključena u neki vid tretmana. Pokušaćemo da utvrdimo razlike u usvajanju različitih veština kod dece koja nemaju problem sa pažnjom i kod dece koja taj problem imaju. Probaćemo, takođe, da uporedimo razvoj različitih veština, naročito kognitivnih kod dece koja su uključena u neki tretman i kod dece koja nisu obuhvaćena tretmanom. Rana dijagnostika i rani tretman su od krucijalnog značaja za razvoj pažnje i koncentracije kod dece na najranijem uzrastu.

Ključne reči: tretman, pažnja, koncentracija, kognitivne sposobnosti, rana dijagnostika

EARLY TREATMENT OF CHILDREN WITH WOLF-HIRSCHHORN SYNDROME: CASE STUDY

Jasmina Benčić, Mirjana Budimir Berić

Boarding School for Elementary and Secondary Education
"Vuk Karadžić", Sombor, Serbia

Wolf-Hirschhorn syndrome refers to a condition that is caused by the loss on the short arm of chromosome 4. This lack of genetic material yields a delay in psychomotor development and characteristic facial appearance, "Greek Helmet face" (microcephaly, hypertelorism, short upper lip, and bilateral cleft of lip and chin). Other significant problems can include heart defects, hearing and sight problems as well as seizures. There are no specific treatments for special education of children with WHS. The treatment plan is made and implemented according to the needs of the child as an individual. Empirically, we noticed that the advisory work with the family is of great importance, due to the fact that this syndrome is very rare.

In our study we show the scores and the importance of early treatment in the case of children with Wolf-Hirschhorn syndrome. The child has continuously been attending Consulting center for the early child development in Sombor from the age of 2. After the complete expert diagnosis, the whole individual program has been made. The program includes stimulation in development of both general and individual functions. With the child and his family the treatment and consulting is conducted by psychomotor educator and speech therapist.

Key words: Wolf-Hirschhorn syndrome, early treatment, psychomotor educator and speech therapist

GANI TRETMAN DETETA SA WOLF-HIRSCHHORN SINDROMOM: PRIKAZ SLUČAJA

Jasmina Benčić, Mirjana Budimir Berić

Škola za osnovno i srednje obrazovanje sa domom
„Vuk Karadžić”, Sombor, Srbija

Wolf-Hirschhorn sindrom (WHS) odnosi se na stanje koje je uzrokovano delecijom na kratkom kraku hromozoma 4. Ovaj nedostatak genetskog materijala kao posledicu ima kašnjenje u psihomotornom razvoju, karakteristični izgled lica "Greek Helmet facies" (mikrocefalija, hipertelorizam, kratka gornja usna, i/ili bilateralni rascep usne i brade). Ostali značajni problemi mogu uključivati srčane mane, oštećenje sliha i vida, epileptične napade. Ne postoji specifični defektološki tretmani za decu sa WHS. Plan tretmana se izrađuje i sprovodi prema potrebama pojedinca. Iskustveno smo uočili da je savetodavni rad sa porodicom velikog značaja, pogotovo zato što je ovaj sindrom veoma redak u svetu.

U našem radu ćemo prikazati rezultate i značaj ranog tretmana deteta sa Wolf-Hirschhorn sindromom. Dete u Savetovalište za rani razvoj deteta u Somboru dolazi kontinuirano od svoje druge godine. Nakon kompletne defektološke dijagnostike za dete je izrađen individualni razvojni program koji podrazumeva stimulisanje razvoja u globalu i pojedinačnih funkcija. Sa detetom i njegovom porodicom tretmane i savetovanja sprovodi reedukator psihomotorike i logoped.

Ključne reči: Wolf-Hirschhorn sindrom, rani tretman, defektolog, logoped

ORGANIZATION OF TEACHING STUDENTS WITH SENSORY DISABILITIES

Saša Stepanović

University of Belgrade – Faculty of Philosophy, Belgrade, Serbia

In regular schools, teaching is based on respecting principles of pedagogy, dominated by the principle of obviousness based on the acquisition of knowledge through senses of sight and hearing. This work tries to examine methods for organizing teaching in cases where one of these two pupil's senses is damaged, as well as the opportunities to adjust and manage educational work according to pupil's needs. During data collection, we have focused our attention on the organization of teaching, as well as on the application of the curriculum and the communication established between students with sensory impairments, their peers and teachers. Unlike previous research practice, in this work the students with sensory impairments were observed apart from the students with other types of disabilities. We have tried not only to open space for new researches and acquisition of knowledge that would improve pedagogical practice in working with students with sensory impairments, but also to encourage finding adequate support system for teachers in the implementation of educational work.

Key words: organization of teaching, vision and hearing impairment, inclusive education, methods and forms of work

ORGANIZACIJA NASTAVE UČENIKA SA SENZORNIM OŠTEĆENJIMA

Saša Stepanović

Univerzitet u Beogradu – Filozofski fakultet, Beograd, Srbija

U redovnim školama nastava se zasniva na poštovanju pedagoških principa, među kojima dominira princip očiglednosti, zasnovan na usvajanju znanja putem čula vida i sluha. Ovim radom nastojimo da ispitamo način organizovanja nastave u slučajevima kada je neko od ova dva čula učeniku oštećeno, kao i mogućnosti da se obrazovno-vaspitni rad prilagodi i orijentiše prema njegovim potrebama. Tokom prikupljanja podataka, pažnju smo usmerili na organizaciju nastave, zatim prime-nu nastavnih planova i programa, kao i na komunikaciju koja se uspostavlja izme-đu učenika sa senzornim smetnjama, njihovih vršnjaka i nastavnika. Za razliku od dosadašnje istraživačke prakse, u ovom radu se učenici sa senzornim smetnjama posmatraju nezavisno od učenika koji imaju druge tipove smetnji. Nastojali smo ne samo da otvorimo prostor za nova istraživanja i sticanje saznanja, koji bi unapredili pedagošku praksu u radu sa učenicima sa senzornim smetnjama već i da podsta-knemo pronalaženje adekvatnih sistema podrške nastavnicima u realizaciji obrazov-no-vaspitnog rada.

Ključne reči: organizacija nastave, smetnje u razvoju sposobnosti vida i sluha, inkluzivno obrazovanje, nastavne metode i oblici rada

PUPPET AS A SCREENING TOOL IN THE EARLY PERIOD

Tadeja Belšak

CIRIUS, Kamnik, Slovenia

Work with children offers and dictates different methods for special educators to recognize, treat and rehabilitate children according to their individual characteristics. In a variety of learning and everyday situations children are successfully progressing through the game, and diverse activities, which applies also the usage in the area of identifying skills. This is particularly challenging in the early period and the puppet is being offered as an excellent teaching aid that can be used with a little imagination successfully for screening all areas of the child's functioning. Especially the puppet appears as a device in a group screening in kindergartens, where the puppet allows in the group (or individual) situation to screen motor skills, communication, perception, orientation processes, behavioral and response characteristics, social and emotional field... In younger children it is very suitable to use puppet as a medium to compensate the verbal exchange, because it enables a primary form of expression. At the same time the voluntary nature of children's game is extremely interesting and it's reducing the incidence of resistance. The puppet can be used at all stages of the game. Adults at first addresses the child by a puppet, then the child through the puppet react and try to express himself. By observing children at play we can realize its developmental characteristics, personality traits and possible delays. Puppet accesses to young and old, rich and poor, to adults and children. Creative offer of individual challenges requires from a special education teacher a lot of flexibility, creativity and experimentation. Because of its magical radiation power of the puppet it is increasingly used in a variety of group and individual situations as well as in the prevention, diagnostics and treatment.

Key words: puppet, early period, development, diagnostics, game

LUTKA KAO SKRINING METODA U RANOM DETINJSTVU

Tadeja Belšak

CIRIUS, Kamnik, Slovenija

Rad sa decom nam nudi i diktira različite metode sa kojima mi specijalno-rehabilitacijski pedagozi prepoznajemo, tretiramo i rehabilitujemo decu sa obzirom na njihove individualne karakteristike. U različitim pbrazovnim situacijama i svakodnevnim situacijama deca uspešnije napreduju preko igre te različitih aktivnosti, a što je potrebno iskoristiti i na području definisanja sposobnosti deteta. To je posebno veliki izazov u ranom detinjstvu, a lutka nam se nudi kao odličano didaktično sredstvo pomoću kojeg uz malo mašte možemo uspešno da proverimo sva područja detetovog funkcionisanja. Posebno korisnom nam se lutka pokazuje kao sredstvo za grupni skrining u obdaništima, gde koristeći lutku u grupnoj (ili individualnoj) situaciji možemo da preoverimo stanje motorike, komunikaciju, percepciju, usmerenost procesa, ponašanje i reakcijske karakteristike, socijalno i emocionalno područje,...

Kod mlađe dece je lutka veoma preporučljiva kao medijum preko kojeg možemo nadomestiti verbalnu razmenu jer nam, kao takva, omogućava primarni oblik izražavanja. Istovremeno je dobrovoljna priroda igre za dete izuzetno zanimljiva i smanjuje pojavljivanje otpora. Lutku možemo da upotrebimo na svim nivoima igre. Odrasla osoba se najpre uz pomoć lutke obraća detetu nakon čega dete preko lutke (igračke) reaguje i pokušava da se izrazi. Praćenjem deteta tokom igre saznajemo o njegovim razvojnim karakteristikama, karakteristikama ličnosti te eventualne zaoštanke. Lutka ima pristup do mlađih i starih, bogatih i siromašnih, do odraslih i do dece. Kreativno nuđenje individualnih izazova zahteva od specijalno-rehabilitacijskog pedagoga mnogo prilagođavanja, kreativnosti i eksperimentiranja. Zbog svog čarobnog isijavanja moći se lutka sve češće upotrebljava u različitim grupnim i individualnim situacijama te u preventivi, dijagnostici i tretmanu.

Ključne reči: lutka, rano detinjstvo, razvoj, dijagnostika, igra

DRAMA MODEL OF THE EDUCATIONAL WORK IN EARLY INTERVENTION

Senada Užičanin

Tuzla Youth Theatre, Tuzla, Bosnia and Herzegovina

Early intervention is important for the integration of children with psychomotorical difficulties during their development in educational processes and individualized work programmes. It is crucial to start the drama workshops in accordance with the early intervention programmes, because they encourage the participation of every individual in the drama process, which is based on the stimulation of creative potential and social competence. The drama concept in the early in the early intervention contains energizer games intended for the needs of the users and adjusted for individual health conditions of the child. Drama pedagogy can help in the detection of psychomotorical difficulties and speaking difficulties, so with the implementation of the drama process it is important to influence the proper development of motor skills and concentration which stimulates the child's current articulation skills and the development of communication skills. The model of the drama process offers the creation of new skills important for the early intervention and audio- visual perception. Drama pedagogy deals with emotional, social and mental development of the child which contributes to the achievement of international goals based on the Convention of Child Rights as an instrument which set standards for education and health services. Drama pedagogy deserves in the early intervention with children with difficulties in the domain of communicational development deserves special attention. Activities of creative expression through drama forms in the early intervention offer the equal status of a child in the social environment and affirms the creative potential intended for stage performances. The role of educational institutions in the early intervention implies the application of the futurological aspects of education and drama techniques through active listening, the liberation of the body in movement and space, the use of theatre props, the techniques of imagined objects instead of realistic on the stage and the stimulation of drama imagination important for the development of creative thinking. Correlation of drama pedagogy and early intervention in the education sector is necessary and should be based on the multidisciplinary approach which adds to the improvement of current health conditions of the child and prepares the child for more complex educational levels.

Key words: early intervention, drama techniques, creative potential, communication development

DRAMSKI MODEL ODGOJNO-OBJAZOVNOG RADA U RANOJ INTERVENCIJI

Senada Užičanin

Pozorište mladih Tuzle, Tuzla, Bosna i Hercegovina

Rana intervencija je bitna za integraciju djece sa psihomotornim poteškoćama u razvoju u sistem obrazovnog procesa i individualizirani program rada. Neophodno je započeti dramske radionice u skladu sa programom rane intervencije jer podstiču na učešće svakog pojedinca u dramskom procesu, zasnovanom na poticanju kreativnog potencijala i socijalnih kompetencija. Dramski koncept u ranoj intervenciji sadrži igrovne metode, usmjeren je na potrebe korisnika i prilagođen individualnim zdravstvenim mogućnostima djeteta. Dramska pedagogija može pomoći u detekciji psihomotornih poremećaja i poremećaja u razvoju govora te primjenom dramskog procesa bitno utjecati na poboljšanje fine motorike i koncentracije čime se stimuliše djetetova trenutna artikulaciona sposobnost i razvijaju komunikacijske vještine. Model dramskog procesa nudi kreiranje novih saznanjnih vještina bitnih za ranu intervenciju i auditivno-vizuelnu percepciju. Dramska pedagogija se bavi emocijonalnim, mentalnim i socijalnim razvojem djeteta što doprinosi postizanju međunarodnih ciljeva zasnovanih na Konvenciji o pravima djeteta kao instrumentu koji postavlja standarde obrazovanja i zdravstvenih usluga. Posebnu pažnju zaslužuje dramska pedagogija u ranoj intervenciji kod djece s poteškoćama u području komunikacijskog razvoja. Aktivnosti kreativnog izražavanja putem dramskih oblika u ranoj intervenciji omogućavaju ravnopravan položaj djeteta u društvenoj sredini i afirmišu kreativni potencijal namijenjen za scensku izvedbu. Uloga obrazovnih ustanova u ranoj intervenciji podrazumijeva primjenu futuroloških aspekata edukacije i dramskih tehnika kroz vježbe aktivnog slušanja, oslobođanja tijela u pokretu i prostoru, snalaženja sa upotrebom pozorišne rekvizite, osvješćivanja za bespredmetnu scensku radnju i stimulaciju dramske uobrazilje bitne za razvoj stvaralačkog mišljenja. Korelacija dramske pedagogije i rane intervencije u obrazovnom sektoru je nužna i treba biti zasnovana na multidisciplinarnom pristupu koji doprinosi poboljšanju trenutnih zdravstvenih mogućnosti djeteta i pripremi za složenije obrazovne nivoe.

Ključne riječi: rana intervencija, dramske tehnike, kreativni potencijal, komunikacijski razvoj

SIGNIFICANCE OF THE GONG AS AN AUXILIARY SENSORY ADAPTATION

Snežana Babović Dimitrijević, Nataša Selić

Primary School "Anton Skala", Belgrade, Serbia

Sound is the first sensory experience of the outside world, the first moment of human consciousness. Fetus first hears the internal sounds of the mother's body and responds inside the uterus to the sounds of the mother's body. Calming sounds for the mother calms the baby and annoying sounds disturb him: it causes rapid heartbeat, sudden movements, and other signs of distress. It was found that the sound is vibration and a vibration touches every part of our body. "The Ear hears, the brain listens and the body feel the vibrations" (Oehlmann, 1991). All organisms on Earth use the vibration energy as the primary means of communication.

In children with sensory impairments, sound may remain in the brain long after its source is removed. All this creates confusion and the inability to directional auditory, visual attention, appropriate touch and movement, awareness of one's own body and its reactions. Children can react motor restlessness and defensive behavior hurting themselves and others. In such a state of stress they are not able to receive adequate information on the outside, closing hearing mechanism they cannot understand speech, develop their own ways to communicate and be motivated for social interaction and learning.

Using the gong in the treatment of the children, will present its importance for the promotion of adequate adaptive responses that increase sensory interactions, improving other systems sensory processing (visual, proprioceptive, vestibular), matching the auditory system in sensory integration and influence the integration between the senses.

Gong gives us a multi-sensory experience but also the sound of the gong deletes all other sounds that disturb sensory flooded child creating a sound layer, which is full of resonances that restores balance. It includes multiple systems and on the other hand it is very important as an individualized, flexible for each person and his energy and with its vibration opens the ability to listen.

Key words: stress, vibration, gong, adaptive response

ZNAČAJ GONGA KAO POMOĆNOG SREDSTVA SENZORNOG PRILAGOĐAVANJA

Snežana Babović Dimitrijević, Nataša Selić

OŠ „Anton Skala“, Beograd, Srbija

Zvuk je prvo čulno iskustvo iz spoljnog sveta, prvi moment svesti čoveka. Fetus prvo čuje unutrašnje zvuke tela majke i unutar materice odgovara na zvuke majčinog tela. Umirujući zvuci za majku smiruju bebu a uznemirujući zvuci ga poremete: izazivaju ubrzan rad srca, nagle pokrete i druge znake uznemirenosti. Utvrđeno je da je zvuk vibracija a vibracije dodiruje svaki deo našeg tela. „Uvo čuje, mozak sluša i telo oseća vibracije“ (Oehlmann, 1991). Svi organizmi na Zemlji koriste vibracije, energiju, kao osnovno sredstvo komunikacije.

Kod dece sa senzornim smetnjama, zvuk može ostati u mozgu dugo nakon što je otklonjen njegov izvor. Sve to stvara konfuziju i nemogućnost usmeravanja auditivne, vizuelne pažnje, adekvatnog dodira i pokreta, svesnosti o sopstvenom telu i njegovim reakcijama. Deca mogu da reaguju motornim nemicom i odbrambenim ponašanjem povređujući i sebe i druge. U takvom stanju stresa nisu u mogućnosti da prime na adekvatan način informacije spolja, zatvaraju slušni mehanizam, ne mogu da razumeju govor, razviju sopstvene načine komunikacije i da budu motivisani za društvene interakcije i učenje.

Koristeći gong u tretmanu sa decom, prikazaćemo njegov značaj za podsticanje adekvatnih adaptivnih reakcija koje povećavaju čulne interakcije, poboljšavajući druge sisteme senzorne obrade (vizuelni, proprioceptivni, vestibularni), uklapajući slušni sistem u čulnu integraciju i utiče na integraciju između čula.

Gong nam pruža multisenzorno iskustvo ali ujedno zvuk gonga briše sve druge zvukove koje remete senzorno preplavljeni dete stvarajući zvučni omotač koji je pun rezonanci koji vraća ravnotežu; uključuje više sistema a sa druge strane je veoma značajan što je individualizovan, prilagodljiv svakoj osobi i njenim energetskim vibracijama a svojim vibracijama otvara sposobnost slušanja.

Ključne reči: stres, vibracije, gong, adaptivna reakcija

FROM ASSESSMENT TO FAMILY SUPPORT: TEAM APPROACH IN EARLY INTERVENTION

Marijana Konkoli Zdešić, Snježana Seitz, Ana Validžić Požgaj

Small Home, Zagreb, Croatia

Assessment that will serve primarily for the benefit of the child and family is a major challenge for any intervention team. This challenge will transfer to the next steps in early intervention. The transition from assessment to actual providing support goes through its phases, whose boundaries are not always clearly defined. How will the family with a child go through this phase depends on all those involved in this process. It is a known fact that the development of each child depends on the complexity of relationships within the family, the relations between its members, as well as the relationships between immediate family and the wider community. Characteristics of the team and the parents are intertwined and influence the shaping of the process of early intervention. Team dynamics is a living organism that must be continuously self-evaluated and supported. Quality communication between the family and the team members and their cooperation for the welfare of the child is a goal to be pursued continuously. Through daily work it is recognized that there is a need to define the framework within which this cooperation and communication continuously are taking place and interchanging. Through defined framework we obtain the foundation on which to build quality and a clear plan, directed towards each family. Support should be addressed to the whole family, as well as the entire team needs to support its member. Work within the family starts from the assumption that through focusing on parents and strengthening their internal power, it will enhance their coping with their own and the child's abilities and limitations, attitudes, interests, means of communication and a better exploration of their relationship with the child within the teaching of effective approaches to the child.

Key words: family, child, planning, transdisciplinarity, motivation, communication, team member

OD PROCJENE DO STRUČNE PODRŠKE U OBITELJI: TIMSKI RAD U RANOJ INTERVENCIJI

Marijana Konkoli Zdešić, Snježana Seitz, Ana Validžić Požgaj

Mali dom, Zagreb, Hrvatska

Procjena u službi djeteta i obitelji je veliki izazov za svaki interventni tim. Taj se izazov prenosi i na daljnje korake u ranoj intervenciji. Prijelaz od procjene do pružanja podrške prolazi kroz svoje faze, čije granice nisu uvijek jasno definirane. Kako će obitelj s djetetom proći kroz te faze ovisi o svima uključenima u taj proces. Poznata je činjenica da razvoj svakog djeteta ovisi o sveukupnosti međusobnih odnosa u obitelji, obilježjima njezinih članova, kao i o odnosima između uže obitelji i šire društvene zajednice. Značajke tima i samog roditelja isprepliću se i utječu na oblikovanje samog procesa rane intervencije. Timska dinamika je živi organizam koji kontinuirano treba samoevaulaciju i podršku. Kvalitetna komunikacija između obitelji i članova tima te njihova suradnja za dobrobit djeteta je cilj kojem treba težiti kontinuirano. Kroz svakodnevni rad uviđa se kako postoji potreba za definiranjem okvira unutar kojih se ta suradnja i komunikacija kontinuirano odvijaju i mijenjaju. Samim definiranjem dobiva se osnova na kojoj se gradi kvalitetan i jasan plan, usmjeren na svaku obitelj. Podrška treba biti upućena cijeloj obitelji, a isto tako i cijeli tim treba pružiti podršku svojem članu. U terapijskom radu u obitelji polazi se od prepostavke da će usmjerenost na roditelja i jačanje njihovih unutarnjih snaga, utjecati na suočavanje s vlastitim i djetetovim sposobnostima i ograničenjima, stavovima, interesima, načinom komuniciranja i boljim upoznavanjem svog odnosa s djetetom uz poučavanje o učinkovitim pristupima djetetu.

Ključne riječi: obitelj, dijete, planiranje, transdisciplinarnost, motivacija, komunikacija, član tima

COOPERATION WITH ADVISORY SERVICE IN THE EARLY PERIOD IN DETECTION OF CHILDREN WITH DIFFICULTIES

Tadeja Belšak

CIRIUS, Kamnik, Slovenia

The ultimate objective of advisory services in the kindergarten is the optimal development of a child, regardless of gender, social and cultural background, religion, national origin, and physical or mental condition. Advisory service in kindergarten carries out interdisciplinary-based professional work. Its fundamental mission is to be involved in solving complex pedagogical, psychological and social aspects of educational work, to help and cooperate with all participants in kindergarten and, where appropriate, with external institutions. This means that it also cooperates with mobile special educators. Part of the developmental tasks of preschool are developmental and preventive activities. Advisory service is involved in the developmental-analytical work in the kindergarten, through which monitors and assesses the existing condition. At the same time, various forms of preventive work can be directed to an individual, a group, and are intended to remove barriers and create appropriate conditions. This often reveals the need for cooperation with special educators. Counselors often feel the need for additional expert opinion regarding deviations in the development of individual child who do not receive additional professional help. This means in practice that the special educator is of a great help and support for advisory service in the detection of possible developmental problems in advising on further procedures in issuing recommendations for working with children with difficulties in the group and working with parents and ultimately making the proposals for the planning, the establishment and maintenance of appropriate conditions which allow the child's optimal progress.

Key words: advisory service, interdisciplinary, special educator, children with difficulti

SARADNJA SA SAVETODAVNOM SLUŽBOM U RANOM DETINJSTVU NA RANOJ DETEKCIJI DECE SA TEŠKOĆAMA

Tadeja Belšak

CIRIUS, Kamnik, Slovenija

Osnovni cilj savetodavne službe u obdaništu je optimalni razvoj deteta bez obzira na pol, socijalno i kulturno poreklo, veroispovest, narodnu pripadnost te telesno i duševno stanje. Savetodavna služba u obdaništu obavlja stručni rad baziran na interdisciplinarnosti. Njezin osnovni zadatak je uključivanje u kompleksno rešavanje pedagoških, psiholoških i socijalnih pitanja vaspitno-obrazovnog rada u obdaništu na način da pomaže i sarađuje sa svima koji su uključeni u obdaništu te po potrebi sa vanjskim institucijama. Saradnja sa vanjskim institucijama znači da sarađuje i sa mobilnim specijalno-rehabilitacijskim pedagozima. Deo razvojnih zadataka obdaništa su razvojne i preventivne aktivnosti. Savetodavna služba se uključuje u razvojno analitički rad u obdaništu uz pomoć kojega prati i definiše postojeće stanje. Istovremeno različiti preventivni oblici rada mogu biti usmereni na pojedinca, na grupu te su namenjeni odstanjivanju prepreka i uspostavljanju odgovarajućih uslova. Ovde se često ukaže potreba za saradjnjom sa specijalno-rehabilitacijskim pedagogom. Savetodavni radnici često osećate potrebu za dodatnim stručnim mišljenjem u pogledu odstupanja u razvoju kod pojedine dece koja ne dobijaju dodatnu stručnu pomoć. To u praksi znači da je specijalno-rehabilitacijski pedagog velika podrška u otkrivanju mogućih razvojnih teškoća, pri savetovanju u vezi sa dalnjim postupcima, u davanju preporuka sa rad sa detetom u grupi i u radu sa roditeljima, te konačni u davanju predloga za planiranje, uspostavljanje i održavanje odgovarajućih postupaka koji omogućavaju detetovo oprimalno napredovanje.

Ključne reči: savetodavna služba, interdisciplinarnost, specijalno-rehabilitacijski pedagog, deca sa teškoćama

EARLY INTERVENTION IN THE DEVELOPMENT GROUP OPEN TYPE – EXAMPLE OF GOOD PRACTICE

Kristina Ilić, Biljana Vujičić, Ana Dromnjaković

PI „Boško Buha“, Belgrade, Serbia

Early intervention is strategic, interdisciplinary activity, which includes information, counseling, education and support at an early age. The concept and importance of early intervention as a systematic approach implemented by a team of experts, it is necessary to approach all those needing support. In addition to working with children, to continue to provide advisory services to families and the environment is essential. From the moment you see and recognize deviations in the development of a child, going to process timely and effective operation continues. At an early age, of paramount importance is to shorten the time of searching for an appropriate solution and support. The development group is open, one of the choices when entering a child in kindergarten. The development group works on the principle of an open concept, which includes a daily, all-day stay in regular peer group, with the support of special education teachers. The goal that we seek, which implies the inclusion of full inclusion, feasible, thanks to high-quality, professional support. Space of development group, is used in exceptional situations, when the child needs to be secluded or in situations where the individual treatment in these conditions more efficient. In this way, while retaining the right to be a child, children or groups, retreat to your room, where special education teacher considers it desirable, realized stimulating environment for work and progress. It avoids the phenomenon of secondary emotional and social disorders, and allows optimal development of the potential capacities of the child. Presentation of the functioning of our group, which is backed up photos, videos and explanations, we aim to emphasize the inclusive approach that we apply, but which proved to be acceptable and effective in practice.

Key words: development group is open, inclusion

RANA INTERVENCIJA U RAZVOJNOJ GRUPI OTVORENOG TIPO – PRIMER DOBRE PRAKSE

Kristina Ilić, Biljana Vujičić, Ana Dromnjaković

PU „Boško Buha“, Beograd, Srbija

Rana intervencija je strategijska, interdisciplinarna delatnost koja obuhvata informisanje, savetovanje, edukaciju i podršku u ranoj dobi. Koncept i značaj rane intervencije kao sistemskog pristupa koji sprovodi tim stučnjaka, neophodno je približiti svima onima kojima je podrška potrebna. Osim rada sa decom, kontinuirano pružanje savetodavnih usluga porodicama i okolini je neophodno. Od momenta kada se uoče i prepozna odstupanja u razvoju deteta, dešava se da proces pravovremenog i efikasnog delovanja potraje. Na ranom uzrastu, od neprocenjivog značaja je skraćenje vremena traganja za adekvatnim rešenjem i podrškom. Razvojna grupa otvorenog tipa, jedna je od mogućnosti izbora prilikom upisivanja deteta u vrtić. Razvojna grupa radi po principu otvorenog koncepta, što podrazumeva svakodnevni, celodnevni boravak, u redovnoj vršnjačkoj grupi, uz podršku defektologa. Cilj kojem težimo je inkluzija koja podrazumeva potpuno uključivanje, izvodljiva, zahvaljujući kvalitetnoj, stručnoj podršci. Prostor razvojne grupe, koristi se u izuzetnim situacijama, kada je detetu potrebno da se osami ili u situacijama kada je individualni tretman u takvim uslovima efikasniji. Na taj način, zadržavajući pravo da se dete, deca ili grupa, povuku u svoj prostor, kada defektolog proceni da je to poželjno, ostvaruje se podsticajna sredina za rad i napredak. Izbegava se pojava sekundarnih emocionalnih i socijalnih poremećaja, a dopušta optimalni razvoj potencijalnih kapaciteta deteta. Prezentovanjem načina funkcionisanja naše grupe, potkrepljenog fotografijama, video zapisima i objašnjenjima, cilj nam je da ukažemo na inkluzivni pristup koji primenjujemo, a koji se pokazao kao prihvatljiv i efikasan u praksi.

Ključne reči: razvojna grupa otvorenog tipa, inkluzija

EARLY INTERVENTION TO INCLUSION: CASE REPORT

Jelena Nikolić¹, Damir Mujčinović², Fadilj Eminović³, Jelena Jovanović⁴

¹Belgrade, Serbia, ²PI "April 11", Belgrade, Serbia, ³University of Belgrade - Faculty of Special Education and Rehabilitation, Belgrade, Serbia, ⁴Clinic for Rehabilitation "Dr Miroslav Zotović", Belgrade, Serbia

Cerebral palsy is a medical, social and psychological problem, which occurs under the influence of harmful factors in the prenatal, natal and postnatal period on the central nervous system. As a result of damage to the central nervous system, there are difficulties and problems in the functioning of the engine, and the associated problems in the spheres of social, cognitive, speech and language functioning. Early intervention represents the provision of services by a multidisciplinary team, in which the children in the earliest months of life observed lower or higher developmental differences, with the aim of improving the capabilities and potential through various forms of individualized support from birth until the child go to school. Early childhood the most critical period in the development of the child and it is very important for gaining early experience, and the intensive application of stimulation program can achieve extraordinary results. Adequate operation in the early development of the child, and with it the parents are prepared for all aspects that wait them in life. The early inclusion of children with disabilities, is the inclusion of children in mainstream educational institutions, where they receive the necessary levels of support, creating individual education plan.

The aim is that through the example of a boy P. P. (born 2009th) with extrapyramidal form of cerebral palsy, show the importance of early intervention from the earliest months of life, which has contributed to the inclusion of child development in to regular educational kindergarten group. The boy was in the first months of life included in the special treatment, or treatment of other experts. From his third year, he attended the activities in growth, kindergartens "Pčelica", PI "April 11" Novi Beograd, with the constant support of special education teachers. Since october 2015th been included in the work, regular educational groups, with the support of the child's personal companion. Although forecasts for the proper functioning of the very small, due to the great expertise and persistence rehabilitators, the boy now walk independently, use cutlery, maintain personal hygiene, of course, most of the task and has a very great will and desire to progress on its path of development. Strengthen physical, emotional and cognitive development of the child is the essence of early intervention, and all these elements are key to the development of satisfactory operation in the middle. Inclusion cannot be successful if the child and its environment on a daily basis do not stimulate, and this is one of the main objectives in the work of each expert.

Key words: cerebral palsy, early intervention, inclusion

RANOM INTERVENCIJOM DO INKLUSIJE: PRIKAZ SLUČAJA

Jelena Nikolic¹, Damir Mujčinović², Fadilj Eminović³, Jelena Jovanović⁴

¹Beograd, Srbija, ²PU „11. april“, Novi Beograd, Srbija, ³Univerzitet u Beogradu – Fakultet za specijalnu edukaciju i rehabilitaciju, Beograd, Srbija, ⁴Klinika za rehabilitaciju „Dr Miroslav Zotović“, Beograd, Srbija

Cerebralna paraliza predstavlja medicinski, socijalni i psihološki problem, koji nastaje pod dejstvom štetnih faktora u prenatalnom, natalnom i postnatalnom periodu na centralni nervni sistem. Kao posledica oštećenja centralnog nervnog sistema, javljaju se poteškoće i problemi u svim oblastima funkcionisanja. Rana intervencija se definiše kao pružanje usluga od strane multidisciplinarnog tima, deci kod koje su u najranijim mesecima života uočena manja ili veća razvojna odstupanja, sa ciljem unapređenja sposobnosti i potencijala, kroz različite individualizovane oblike podrške, od samog rođenja pa sve do polaska u školu. Rano detinjstvo predstavlja najkritičniji razvojni period, veoma je važno za sticanje ranog iskustva, te se intenzivnom primenom programa stimulacije mogu postići izvanredni rezultati. Rana inkluzija dece sa smetnjama u razvoju, predstavlja uključivanje dece u redovne vaspitno-obrazovne ustanove, u kojima dobijaju neophodne nivoe podrške, kreiranjem individualnog obrazovnog plana.

Cilj rada je da kroz primer dečaka P. P. (rođen 2009. godine) sa ekstrapiramidnim oblikom cerebralne paralize, prikaže značaj rane intervencije, koja je doprinela uključivanju deteta iz razvojne u redovnu vaspitnu, vrtičku grupu. Dečak je od desetog meseca uključen u defektološki tretman, ali i tretmane drugih stručnjaka. Od svoje treće godine, aktivnosti je počeo u razvojnoj grupi, vrtića „Pčelica“, PU „11. april“ Novi Beograd, uz stalnu podršku defektologa. Od oktobra 2015. godine uključen je u rad redovne vaspitno-obrazovne grupe, uz podršku ličnog praktičara deteta. Iako su prognoze za adekvatno funkcionisanje bile jako male, zahvaljujući velikoj stručnosti rehabilitatora, dečak danas samostalno hoda, koristi pribor za jelo, održava ličnu higijenu i ima jako veliku volju i želju da napreduje na svom razvojnem putu. Osnažiti fizički, emocionalni i kognitivni razvoj deteta suština je rane intervencije, a svi ovi razvojni elementi ključ su zadovoljavajućeg funkcionisanja u sredini. Inkluzija ne može biti uspešna ukoliko se dete, porodica i njihovo okruženje svakodnevno ne stimulišu, a to je jedan od glavnih ciljeva u radu svakog stručnjaka.

Ključne reči: cerebralna paraliza, rana intervencija, inkluzija

CHILDREN WITH DEVELOPMENTAL DISABILITIES: TEACHER ATTITUDES AND THE HELP OF THE LOCAL GOVERNMENT

Nina Radović, Hani Mohorovičić

Kindergarten "Vladimir Nazor", Kastav, Croatia

Every child has the right to quality education that will allow development of their individual needs. Segregating children prevents their access to curricular and social opportunities and stigmatizes them, therefore inclusion of children with developmental disabilities in mainstream education system is present for over 20 years. Preschool curriculum should be appropriate for children of different capabilities. The need for further development is greater, as the number of children with disabilities is on the rise. Teachers need professional support in acquiring education and skills in their work to achieve the goal of quality inclusive practice, because teachers have a key role in preparing children to take their place in the world and in the society.

The purpose of this paper is to describe experiences of teachers in kindergarten Vladimir Nazor and elementary school Milan Brozović from Kastav in their work with children with disabilities. The survey was developed to determine challenges and obstacles kindergarten and elementary school teachers face in their work with children with developmental disabilities, benefits and disadvantages of inclusive practice, quality of teacher-parent cooperation, cooperation with other experts, their knowledge and competencies and their willingness to further their knowledge.

Key words: preschool children, school children, developmental disabilities, inclusion, teachers

DJECA S TEŠKOĆAMA U RAZVOJU: STAVOI ODGOJNO-OBRZOVNIH DJELATNIKA I SUSTAVNA POMOĆ LOKALNE SAMOUPRAVE

Nina Radović, Hani Mohorovičić

Dječji vrtić „Vladimir Nazor”, Kastav, Hrvatska

Sva djeca imaju pravo na kvalitetnu edukaciju koja će im omogućiti razvoj njihovih individualnih potreba. Segregacija djece ograničava njihov pristup društvenim i obrazovnim prilikama te ih stigmatizira, stoga je inkluzija djece s teškoćama u razvoju u redovite odgojno-obrazovne programe u svijetu prisutna više od 20 godina. Od predškolskih i školskih programa se očekuje da budu primjereni djeci različitim sposobnostima, a kako je broj djece s teškoćama u porastu, s njime je i povećana potreba za razvojem sustava podrške. Odgojno-obrazovnim djelatnicima je nužna profesionalna podrška s ciljem stjecanja znanja i vještina u radu s djecom s teškoćama da bi se postigao cilj kvalitetne inkluzivne prakse jer oni imaju ključnu ulogu u pripremanju djece da zauzmu svoje mjesto u društvu i u svijetu.

Svrha ovoga istraživanja bila je ispitati iskustva odgajatelja i učitelja u radu s djecom s teškoćama u razvoju. Provedena je anketa u kojoj su sudjelovali odgajatelji Dječjeg vrtića Vladimir Nazor i učitelji osnovne škole Milan Brozović iz Kastva, a koja ispituje prepreke i izazove s kojima se odgajatelji suočavaju u radu s djecom s teškoćama, prednosti i nedostatke inkluzivne prakse, kvalitetu suradnje sa stručnjacima i obitelji djeteta, uvjete rada, razinu znanja i kompetencija odgajatelja te njihovu spremnost na dodatnu edukaciju.

Ključne riječi: predškolska djeca, djeca s teškoćama, inkluzija, odgajatelji, učitelji

SOCIAL PROTECTION ACTION APPROACH IN WORK WITH CHILDREN WITH DEVELOPMENTAL DIFFICULTIES AND THEIR PARENTS

Ljubo Lepir, Dragana Šćepović

University of Banja Luka – Faculty of Political Sciences, Banja Luka, Bosnia and Herzegovina

Social needs status of children with developmental needs demand fast and effective intervention of the social protection system, which means securing straight and more flexible revealing, planning and realization of social protection services.

Traditional approach burdened with administrative limitations and bureaucratic procedures cannot offer the level of social protection that is needed due to the status of social protection need of children. In opposite, action approach of social protection means securing direct, fast and flexible support to children and their parents through the offer of different services that can reply to the social needs caused by developmental difficulties of children. The Action approach is analytically – research based approach, as well as it is based on counseling-therapy and commercial-promotion activities. The basic elements of the Action approach are: developing an analysis on needs, securing the approach to services, providing information and inclusion of parents, sensitization of public and activities directed towards the system institutions. The results that were achieved through the application of the social protection Action approach in work with children with developmental difficulties in the territory of Republic of Srpska concern the initiation of system monitoring of phenomenon appearance and actualization of this problem in general public, development of network of associations of children with developmental difficulties and their parents, connecting the activities of the social welfare centers with the users' associations, as well as development of daycare services as a priority service in the social protection system aimed towards children with developmental difficulties. The Mixed system of social protection that emerged as an answer to new demands for fulfilling the social needs of citizens represents a realistic framework for application of the above-mentioned Action approach of social protection in work with children with developmental difficulties, in the territory of Republic of Srpska.

Key words: action approach, traditional approaches, children with developmental difficulties, Republic of Srpska

AKCIONI PRISTUP SOCIJALNE ZAŠTITE U RADU SA DJECOM OMETENOM U RAZVOJU I NJIHOVIM RODITELJIMA

Ljubo Lepir, Dragana Šćepović

Univerzitet u Banjoj Luci – Fakultet političkih nauka, Banja Luka, Bosna i Hercegovina

Stanja socijalne potrebe djece sa smetnjama u razvoju zahtjevaju brzu i efikasnu intervenciju sistema socijalne zaštite, što podrazumijeva obezbjeđivanje veće neposrednosti i fleksibilnosti u otkrivanju, planiranju i realizaciji usluga socijalne zaštite. Tradicionalni pristupi opterećeni administrativnim ograničenjima i birokratskim procedurama ne mogu pružiti onaj nivo socijalne podrške koje stanja socijalne potrebe djece zahtijeva. Nasuprot tome, akcioni pristup socijalne zaštite podrazumijeva obezbjeđivanje neposredne, brže i prilagodljive podrške djeci i njihovim roditeljima kroz pružanje različitih vrsta usluga koje mogu odgovoriti na stanje socijalne potrebe prouzrokovane razvojnim poteškoćama djece. Akcioni pristup zasnovanje na analitičko-istraživačkim, savjetodavno-terapeutskim i propagadno-promotivnim aktivnostima. Osnovni elementi akcionog pristupa su: izrada analize potreba, obezbjeđivanje pristupačnosti usluga, ostvarivanje kvalitetnog kontakta u životnom prostoru korisnika, informisanost i uključivanje roditelja, senzibilizacija javnosti i djelovanje prema institucijama sistema. Rezultati koji su postignuti kroz primjenu akcionog pristupa socijalne zaštite djece sa smetnjama u razvoju na području Republike Srpske odnosili su se na pokretanje sistemskog praćenja pojavnosti i aktualizacije ovoga problema u stručnoj i opštoj javnosti, razvoj mreže udruženja djece sa smetnjama u razvoju i njihovih roditelja, uvezivanje djelovanja centara za socijalni rad i korisničkih udruženja i razvoj dnevног zbrinjavanja kao prioritetne usluge u sistemu socijalne zaštite namijenjene djeci sa smetnjama u razvoju. Mješoviti sistem socijalne zaštite koji je nastao kao odgovor na nove zahtjeve zadovoljavanja socijalnih potreba građana, predstavlja realan okvir primjene akcionog pristupa socijalne zaštite djece sa smetnjama u razvoju na prostoru Republike Srpske.

Ključne riječi: akcioni pristup, tradicionalni pristupi, djeca sa smetnjama u razvoju, Republika Srpska

USAGE OF ICT TOOLS IN EARLY CHILDHOOD INTERVENTION SERVICE

Monika Rosandić¹, Klara Popčević², Maja Peretić²

¹Croatian Association on Early Childhood Intervention, Zagreb, Croatia,

²University of Zagreb – Faculty of Rehabilitation and Education Sciences, Zagreb, Croatia

High-tech communication tools are increasingly beginning to apply in the context of the development of alternative and augmentative forms of communication and learning for children with disabilities. In the last five years, within the University of Zagreb and in cooperation with SMEs and NGOs, 20 educational ICT-AAC application for iOS and Android and network applications in Croatian were designed and developed (Communicator, e-Gallery, Vocals, Letters, Mathematical Carousel, Mathematical Playground). Croatian Association on Early Childhood Intervention (CAECI) was partner in the three-year project "ICT Competence Network for Innovative Services for Persons with Complex Communication Needs" (ICT-AAC, 2011-2013) within this applications were developed. From 2015 CAECI continued to develop its expertise in the field of the use of ICT tools in providing professional support to children with disabilities through the cooperation in the two-year European project „Let's Try I@T“ (until October, 2017).

It was noted that the ICT applications for the early learning are insufficiently in use for fostering of children with disabilities because experts do not have information about which applications can be used in therapy and they often lack the necessary knowledge and skills for their implementation. Also, there is often a fear that the use of ICT tools leads to social isolation of children and creating dependency.

Because of these risks, new technologies are often approached with delay and we fail to take advantage of existing benefits (reducing the time for preparation for work with children with disabilities, the attractiveness of the application for children, the possibility to personalize the content for every child individually, etc.).

Associates from CAECI have identified these values, and they continue to develop the use of ICT tools in supporting children with developmental difficulties, children with risks in development and their families.

This presentation includes examples of the use of applications developed with the aim of encouraging the communicative and language development of children with complex communication needs.

Key words: ICT application, early childhood intervention

PRIMJENA ICT ALATA U POTICAJNIM POSTUPCIMA U RANOJ INTERVENCIJI

Monika Rosandić¹, Klara Popčević², Maja Peretić²

¹Hrvatska udruga za ranu intervenciju u djetinjstvu, Zagreb, Hrvatska,

²Sveučilište u Zagrebu – Edukacijsko-rehabilitacijski fakultet, Zagreb, Hrvatska

Visokotehnološka sredstva komunikacije sve se više počinju primjenjivati u kontekstu razvoja potpomognutih oblika komunikacije, ali i učenja za djecu s teškoćama u razvoju. U posljednjih pet godina, u okviru Sveučilišta u Zagrebu te u suradnji s malim i srednjim poduzećima i udrugama, osmišljeno je i razvijeno 20-ak edukativnih ICT-AAC aplikacija za operacijske sustave iOS i Android te mrežnih aplikacija na hrvatskom jeziku (Komunikator, E-Galerija, Glaskalica, Slovarica, Matematički vrtuljak, Matematička igraonica itd.). Hrvatska udruga za ranu intervenciju u djetinjstvu (HURID) bila je partnerom na trogodišnjem projektu „Kompetencijska mreža zasnovana na ICT-u za inovativne usluge namijenjene osobama sa složenim komunikacijskim potrebama“ (skraćeno ICT-AAC; od 2011. do 2013.) unutar kojeg su razvijene navedene aplikacije. Od 2015. godine HURID je nastavio razvijati svoju ekspertnost u domeni uporabe ICT alata u pružanju stručne podrške djeci s teškoćama kroz suradnju na dvogodišnjem europskom projektu „Isprobajmo informacijsko-komunikacijsku tehnologiju (Let's Try IC@T – traje do listopada 2017.).

Uočeno je da se ICT aplikacije namijenjene ranom učenju vrlo malo rabe za poticanje razvoja djece s teškoćama u razvoju zato što stručnjaci nemaju informacije o tome koje su aplikacije pedagoški korisne, a ujedno im često manjkaju i nužna znanja i vještine za njihovu primjenu. Osim toga, često je prisutna bojazan da uporaba ICT alata dovodi do socijalne izolacije djece i stvaranja ovisnosti. Zbog navedenih rizika često se novim tehnologijama pristupa sa zadrškom te se propuštaju iskoristiti postojeće prednosti (smanjenje vremena za pripremu za rad s djecom s teškoćama u razvoju, atraktivnost aplikacija za djecu, mogućnost personalizacije sadržaja potrebama pojedinog djeteta itd.).

Stručni suradnici HURID-a prepoznali su ove vrijednosti te stoga, na kontroliran i strukturiran način koji omogućuje premošćivanje postojećih rizika, razvijaju uporabulCT alata u poticajnim postupcima pri pružanju podrške djeci s razvojnim teškoćama i rizicima u razvoju te njihovim obiteljima. Izlaganje obuhvaća primjere uporabe razvijenih aplikacija s ciljem poticanja komunikacijskoga i jezičnoga razvoja djece sa složenim komunikacijskim potrebama nastalima uslijed različitih teškoća u razvoju.

Ključne riječi: ICT aplikacije, rana intervencija u djetinjstvu

A MODEL OF SUCCESSFUL INTEGRATION OF IMMIGRANT CHILDREN INTO THE SLOVENIAN EDUCATION SYSTEM

Andreja Sinjur

University of Ljubljana – Faculty of Education, Ljubljana, Slovenia

Immigrant children in Slovenia are not given the attention required to fully integrate them into the school environment. Language acquisition is a particular problem, resulting in immigrant children that not only struggle in a formal educational environment, but also face difficulties integrating socially and interacting with the age group. Ultimately, many of the elementary schools felt that they have to find their own way when it comes to the integration of immigrant children, and therefore offer different specific programmes that help to integrate immigrant children, with staff at these schools believing that these programmes are effective and facilitate immigrant children becoming part of the school and local community, leading to immigrant children that are better socialised, have improved self-esteem and feel accepted. In order to successfully integrate immigrant children into the Slovenian education system, the state needs to adopt an active role in this process—specialized training for teachers who work with immigrant children that enables them to develop the skills required, a truly multi-/intercultural curriculum and the provision of sufficient funding to effectively implement this process. It is only this systemic, wider angling approach that will ensure all immigrant children have an equal role in all areas of society, as well as producing motivated staff that will create and carry out specific learning programmes that will enable the integration of these children. With the model of successful integration of immigrant children, we have built on the findings of the different research, we want to contribute to more holistic view on the issue of integration of immigrant children. Moreover, applicable and orientation value of this model can be *implemented in some changes* of more efficient integration of immigrant children into Slovenian education system.

Key words: integration of immigrant pupils, elementary school, model, Slovenia

MODEL ZA USPEŠNU INTEGRACIJU IMIGRANTSKE DECE U SLOVENAČKOM OBRAZOVNOM SISTEMU

Andreja Sinjur

Univerzitet u Ljubljani – Pedagoški fakultet, Ljubljana, Slovenija

Imigrantska deca u Sloveniji nemaju potrebnu pažnju za potpunu integraciju u školskom okruženju. Slovenski jezik je poseban problem što rezultira da se imigrantska deca, pored formalnog obrazovnog okruženja, suočavaju i sa poteškoćama u socijalnoj integraciji i interakciji sa svojim vršnjacima. Mnoge osnovne škole u Sloveniji smatraju da moraju pronaći svoj način rada kada je u pitanju integracija imigranatske dece, stoga nude različite specifične programe koji pomažu da se uspešno integrišu. Učitelji u ovim školama veruju da su ovi programi efikasni i olakšavaju imigrantskoj deci da postanu deo škole i lokalne zajednice, da poboljšaju samopoštovanje i samopouzdanje, da se osećaju prihvaćeno. Da bi se imigranatska deca uspešno integrisala u slovenski obrazovni sistem, država bi trebala da preuzme aktivnu ulogu u ovom procesu – specijalističku obuku za nastavnike, koji rade sa imigrantskom decom, koja bi im omogućila da razviju potrebne veštine da bi im pružila dovoljno sredstava za efikasno sprovođenje ovog procesa. To bi moralo da bude sistemsko rešenje sa širokim pristupom, koje bi osiguralo da sva imigrantska deca imaju jednaku ulogu u svim sferama društva, motivisalo učitelje da stvore i izvrše posebne specifične programe, a ti programi bi omogućili integraciju te dece. Uz model uspešne integracije imigranatske dece koji smo izgradili na nalazima različitih istraživanja, želimo doprineti boljem holističkom pogledu po pitanju integracije imigranatske dece u Sloveniji. Model predstavlja i korisnu orientacijsku i organizacijsku vrednost u primeni promena na području integracije.

Ključne reči: integracija imigranata, osnovna škola, model, Slovenija

THE TASKS OF SOCIAL WORK IN DETECTION AND IDENTIFICATION OF CHILDREN WITH DISABILITIES

Sabira Gadžo-Šašić

University of Sarajevo – Faculty of Political Sciences, Sarajevo, Bosnia and Herzegovina

Children with disabilities represent an extremely vulnerable group which was more or less on margin of social interest through history of human civilization. Social development establishment of human rights system and the introduction of a multidisciplinary approach in working with people with disabilities made social work as a helping professions irreplaceable. Therefore, social care and social protection, which is in the best interests of the child with disabilities and his/her family in any contemporary society can neither be imagined nor achieved without the involvement of social work or social workers. Adjustment to society, its historical conditions and relationships is key characteristic of social work as constantly evolving profession which is probably main reason of his different definitions, especially in the professional literature.

Fundamental principles of social work, such as human rights and social justice principle, collective responsibility principle and respect for diversity principle are of particular importance in the context of children with disabilities. Mentioned principles place greater responsibility on society with regard to various unfavourable condition in which most marginal social groups, including children with disabilities find themselves. They are mainly cared of by their families, parents, and only partially by the society. How to provide better level of protection for children with disabilities, how to alleviate poverty, how to train these children for independent life, are some of the questions raised in this paper, particularly in the context of different measures for preventive community action from the perspective of social work profession.

Key words: children with disabilities, human rights, social work, categorization

ZADACI SOCIJALNOG RADA U OTKRIVANJU I PREPOZNAVANJU DJETETA S TEŠKOĆAMA U RAZVOJU

Sabira Gadžo-Šašić

Univerzitet u Sarajevu – Fakultet političkih nauka, Sarajevo, Bosna i Hercegovina

Djeca s teškoćama u razvoju u cijelom svijetu predstavljaju izrazito vulnerabilnu skupinu koja je kroz cjelokupnu historiju ljudske civilizacije bila u manjoj ili većoj mjeri na margini društvenog interesa. Razvojem društva, uspostavljanjem sistema ljudskih prava, ali i uvođenjem multidisciplinarnog pristupa u radu sa ovom skupinom, socijalni rad kao jedna od pomažućih profesija postaje nezamjenjiva. Stoga je danas gotovo nezamislivo da se društvena briga i zaštita, koja je u najboljim interesima kako djeteta s teškoćama u razvoju tako i njegove porodice u bilo kojem društву može ostvariti bez angažmana socijalnog rada, odnosno socijalnih radnika, profesije, koja se, iako ne tako mlada, još uvijek na neki način konstituiše zadržavajući, kao konstantu, predznak pomaganja. Prilagođavanje društvu, historijskim uslovima i odnosima je jedna od karakteristika socijalnog rada koji se stalno razvija što je vjerojatno jedan od bitnih razloga njegovog, posebno u stručnoj literaturi, različitog definiranja.

Fundamentalni principi socijalnog rada kao što su: princip ljudskih prava i socijalne pravde, princip kolektivne odgovornosti i princip poštivanja različitosti posebno su bitni u kontekstu djece s teškoćama u razvoju. Njima se potencira veća odgovornost društva za različita nepovoljna stanja u kojima se nalazi većina marginalnih društvenih skupina, među kojima su i djeca s teškoćama u razvoju. Ova djeca su u većini briga porodice, roditelja, a potom djelimično i društva. Na koji način pružiti bolju zaštitu djece s teškoćama u razvoju, kako ublažiti prisutno siromašvo, kako tu djecu osposobiti za samostalan život, samo su neka od pitanja na koja odgovor treba tražiti, posebno u poduzimanju različitih mjera preventivnog djelovanja od strane društvene zajednice gdje posebno važno mjesto pripada socijalnom radu, odnosno profesionalcima socijalnim radnicima.

Ključne rječi: djeca s teškoćama u razvoju, ljudska prava, socijalni rad, kategorizacija

PRESCHOOL AND "MA'AGAN" PROGRAM

Marija Slavković, Mirela Stijović

Primary School "Sava Jovanović Sirogojno", Zemun, Serbia

The aim is to present preschool program, which is implemented in the elementary school "Sava Jovanovic Sirogojno" in Zemun and "MA'AGAN" program implemented in Israel, comparative analysis of the programs and proposed measures to improve early intervention.

Preschool program covers all areas of individual development in order to meet the basic needs of its learning and adaptation in the middle. Program's contents cover areas of physical development, sensory, sensorimotor and psychomotor development, linguistic, intellectual, emotional and social development. Educational facilities are adjusting to the individual characteristics of each child by the individual education plans each time during planning. During the implementation of thematic activities that are planned, the appropriate Montessori materials are used.

"MA'AGAN" program presents a multidisciplinary program of early intervention that aims to address the special needs of children, in their regular educational settings, in order to ensure their optimal participation in a wide range of proposed activities. The importance of early intervention refers to prevent the accumulation and intensification of existing difficulties; overcome the current dysfunction; reduce learning disorders in school children; to avoid the appearance of secondary emotional and social disturbances; and to ensure optimal development of potential capacity.

Using analysis of preschool and "MA'AGAN" program we determined that there are a number of similarities in the approach to individual programs, but also differences in the organization of early intervention.

Key words: preparatory preschool program, "MA'AGAN" program, proposed measures

PRIPREMNO-PREDŠKOLSKI I „MA'AGAN“ PROGRAM

Marija Slavković, Mirela Stijović

OŠ „Sava Jovanović Sirogojno“, Zemun, Srbija

Cilj rada jeste predstavljanje pripremno-predškolskog programa koji se realizuje u OŠ „Sava Jovanović Sirogojno“ u Zemunu i „MA'AGAN“ programa koji se primenjuje u Izraelu, uporedna analiza ovih programa i predlog mera unapređenja rane intervencije.

Pripremno-predškolski program pokriva sve oblasti individualnog razvoja deteta sa ciljem da zadovolji osnovne potrebe njegovog učenja i prilagođavanja sredini. Programske sadržaje obuhvataju oblasti fizičkog razvoja, senzornog, senzomotornog i psihomotornog razvoja, jezičkog, intelektualnog, emocionalnog i socijalnog razvoja. Prilikom planiranja rada, vaspitno-obrazovni sadržaji usklađuju se prema individualnim karakteristikama svakog deteta pomoću individualnih obrazovnih planova. Tokom realizacije tematski planiranih aktivnosti, koriste se odgovarajući Montesori materijali.

„MA'AGAN“ program predstavlja multidisciplinarni program rane intervencije koji ima za cilj da se bavi specijalnim potrebama dece, u okviru svojih redovnih edukativnih postavki, kako bi se obezbedilo njihovo optimalno učešće u širokom spektru predloženih aktivnosti. Značaj rane intervencije se odnosi na sprečavanje akumulacije i intenziviranja postojećih teškoća, prevazilaženje trenutne disfunkcije, smanjenje poremećaja učenja u školskom uzrastu, izbegavanje pojave sekundarnih emocionalnih i socijalnih poremećaja i obezbeđivanje optimalnog razvoja potencijalnih kapaciteta.

Analizom pripremno-predškolskog i „MA'AGAN“ programa ustanovljeno je da postoji niz sličnosti u pristupu izrade individualnih programa, ali i razlika u oblasti organizacije rane intervencije.

Ključne reči: pripremno-predškolski program, „MA'AGAN“ program, predlog mera

THE EVALUATION OF THE MODIFIED EARLY LEARNING OBSERVATION AND RATING SCALE FROM THE PRESCHOOL TEACHER'S POINT OF VIEW

Vanja Kiswarday, Karmen Drlić

University of Primorska – Faculty of Education, Koper, Slovenia

Ensuring opportunities for an early response to identified child's special needs in modern concepts of childhood is accepted as the most efficient support for eventual special needs prevention or reduction. Therefore, in inclusion the role of the preschool teacher is extremely important and increasingly connected with detailed observation and evaluating of a child's early development and learning. The focused observation of the preschool teacher aims mostly to the recognition of child's characteristics and an appropriate educational response towards them. An early response focused on child's needs ensures appropriate support and adjustment and help. The early childhood educator, an expert in child's play, which represents the most important source of learning, is also an important member of the inclusion team. It is playing, that represents the opportunity for monitoring a child's functioning in authentic situations. The preschool teacher spends a lot of time with a child in different circumstances (various activities, moods, routines) which gives a special value to his/her role in the professionals' team. But it seems that preschool teachers do not have appropriate and clearly structured tools that serve as a guide for observation. The aim of the paper is to describe the modified Early Learning Observation and Rating Scale consisted of 10 areas which have an important impact on the quality of a child's participation in activities that are: perceptual abilities and functioning (visual, auditory and tactile-kinaesthetic perceptions), motor skills (gross and fine motor skills), graphomotor skills and orientation, self-management, social-emotional development, early math learning, early literacy, receptive language and expressive language. The Scale is based on activities that are an integral part of the kindergarten curriculum. Thus, findings can serve as basis for the preparation of the individualized education program for empowerment and development of child's abilities. Preschool teachers evaluated the Scale in the focus group as a useful tool that can support constructive and process oriented communication with parents of children with special needs.

Key words: preschool teacher, observation scale, early development and learning, special needs

OCENA KORISNOSTI MODIFKOVANE SKALE ZA POSMATRANJE I BELEŽENJE RANOG UČENJA IZ PERSPEKTIVE VASPITAČA U OBDANIŠTU

Vanja Kiswarday, Karmen Drljić

Univerza na Primorskem – Pedagoška fakulteta, Koper, Slovenija

Pružanje mogućnosti za brz odziv na uočene posebne potrebe deteta smatra se, u savremenim konceptima detinjstva, za najefikasniju pomoć kod sprečavanja ili smanjenja potencijalnih deficitova, prepreka i poremećaja. Upravo zato je uloga vaspitača u inkluziji izuzetno važna i povezana sa detaljnim posmatranjem i procenom ranog razvoja i učenja deteta. Fokusirano posmatranje vaspitača je namenjeno prvenstveno prepoznavanju karakteristika deteta i odgovarajućemu pedagoškome odgovoru. Ran odgovor, prilagođen potrebama deteta, obezbeđuje odgovarajuće podsticaje, prilagođenja i podršku. Vaspitač je stručnjak u oblasti dečijih igara koje su najvažniji izvor učenja deteta i samim tim je i veoma važan član inkluzivnog tima. Igra pruža priliku za posmatranje funkcionisanja deteta u autentičnim situacijama. Vaspitač provodi sa detetom puno vremena u različitim okolnostima (različite aktivnosti, raspoloženja, rutine) što daje njegovoj ulozi u stručnom timu posebnu vrednost. Napominjemo, međutim, da vaspitačima nedostaju konkretna i jasno strukturisana uputstva za posmatranje. U ovom radu predstavljamo modifikovanu Skalu za posmatranje i beleženje ranog učenja koja se sastoji od 10 oblasti koje imaju značajan uticaj na kvalitet uključivanja deteta u aktivnosti: perceptivne sposobnosti i funkcionisanje (vizualna, auditivna i taktilno-kinestetička percepција), motoričke sposobnosti (fina i gruba motorika), grafiomotoričke sposobnosti i orientacija, samokontrola, socio-emocionalni razvoj, rano učenje matematike, rana pismenost, jezik – razumevanje i izražavanje. Skala posmatranja usmerena je na aktivnosti koje predstavljaju sastavni deo kurikuluma. Nalazi se mogu upotrebiti kao osnova za stvaranje individualizovanog programa za poticanje i unapređenje sposobnosti deteta. U fokus grupi su vaspitači Skalu ocenili kao koristan vodič kojeg je moguće upotrebiti i za konstruktivnu i procesno orijentisani komunikaciju sa roditeljima dece sa posebnim potrebama.

Ključne riječi: vaspitač, skala za posmatranje, rani razvoj i učenje, posebne potrebe

THE IMPORTANCE AND ROLE OF EXTRACURRICULAR ACTIVITIES IN THE SOCIAL INTEGRATION OF PUPILS WITH MULTIPLE DISABILITIES

Vesna Vlajkov, Marica Rusinkov

Primary School "Oktobar 6", Kikinda, Serbia

Goal: The representation of the examples of the social integration of pupils with multiple disabilities in a broader social community by means of extracurricular activities.

Extracurricular activities are the important part of an educational process for pupils of a primary school age with multiple disabilities. One of two activities which successfully operate is an ecological section which is willingly visited by pupils. During the classes of this extracurricular activity pupils acquire knowledge on the importance of environmental protection which they can apply in the further course of education. In the classes they make objects of natural recycled material in accordance with their capabilities. In the creation and realization of planned content, we use various shapes, the methods and techniques of work, particularly paying attention on individual capabilities of every pupil.

The Eco section members' works participated at various competitions and won valuable prizes. At the recently held Eco festival "Cistunko's wisdoms", pupils won the precious first prize in the category of schools. At this festival, younger and older pupils of a school age socialized with friends from all schools from our municipality as well as with the bards of our cultural scene Slobodan – Boda Ninković and Milorad Mandić – Manda. In a beautiful and simple way, the pupils from our school were included in the cultural life of our town, they socialized with their peers which at the same time represents the main goal and that is the social integration of the pupils with multiple disadvantages into a broader social community.

Key words: extracurricular activities, social integration, pupil

ZNAČAJ I ULOGA VANNASTAVNIH AKTIVNOSTI U SOCIJALNOJ INTEGRACIJI UČENIKA SA VIŠESTRUKIM SMETNJAMA

Vesna Vlajkov, Marica Rusinkov

OŠ „6. oktobar”, Kikinda, Srbija

Cilj: Prikaz primera socijalne integracije učenika sa višestrukim smetnjama kroz vannastavne aktivnosti u širu društvenu zajednicu

Vannastavne aktivnosti su važan deo nastavog procesa za učenike sa višestrukim smetnjama osnovnoškolskog uzrasta. Jedna od vannastavnih aktivnosti koja u našoj školi uspešno radi jeste Ekološka sekcija koju učenici rado pohađaju. Na časovima ove vannastavne aktivnosti učenici stiču znanja o važnosti očuvanja životne sredine, a ista mogu primeniti u daljem toku školovanja. Na časovima izrađuju predmete od prirodnog i recikliranog materijala, u skladu sa svojim mogućnostima. U kreiranju i realizaciji planiranih sadržaja koristimo različite oblike, metode i tehnike rada, naročito obraćajući pažnju na individualne sposobnosti svakog čenika.

Radovi članova Eko sekcije učestvuju na različitim konkursima i osvajaju vredne nagrade. Na nedavno održanom Ekofestivalu „Čistunkove mudrolije“ učenici su osvojili vrednu prvu nagradu u kategoriji škola. Na pomenutom festivalu učenici sa višestrukim smetnjama mlađeg i starijeg školskog uzrastasu se družili sa drugarima iz svih škola naše opštine, a takođe su se družili i slikali sa bardovima naše kulturne scene Slobodanom – Bodom Ninkovićem i Miloradom Mandićem – Mandom. Na jedan lep i jednostavan način učenici naše škole su bili uključeni u kulturni život našeg grada, družili se sa vršnjacima što ujedno i predstavlja glavnicij, a to je socijalna integracija učenika sa višestrukim smetnjama u širu društvenu zajednicu.

Ključne reči: vannastavne aktivnosti, socijalna integracija, učenik

THE POSSIBILITIES OF THE APPROACH TO TEACHING BOTH NATIVE AND FOREIGN LANGUAGE IN THE PRIMARY SCHOOL CLASSES

Svetlana Drobnjak, Vanja Čolović

Primary School „Branko Radicević”, Belgrade, Serbia

The aim of the study is the exchange of the examples of inclusive practice in primary school because of the noticeable difficulties in the teaching process and in order to make advance in the educational process. That require various demands have been considered in the project. The models, practical examples and explanation of the manner of doing the project have been given.

During 2015/2016 school year, the students of two classes of the eight grade took part in the interdisciplinary approach to the teaching of both the Serbian and the English language. Since there were students whose teaching was based on individual plans, the aim of the project was to come to better results in learning, socialization and the unity of the class using creative games and dramatic approach. The results of the project point out better socialization and the development of tolerance in terms of interdisciplinary.

The peer group education has been taken as the way of implementation of the individual plans in the regular system of education of the inter-subject correlation. Represents the approach through which directed and the wearer sides of the students are strengthened. The results of the project lead to better socialization and the development of tolerance through interdisciplinary.

Key words: education, correlation, inclusion, language

VRŠNJAČKA EDUKACIJA I KORELACIJA KAO MODELI INKLUZIVNE PRAKSE U OSNOVNOJ ŠKOLI

Svetlana Drobnjak, Vanja Čolović

OŠ „Branko Radičević“, Beograd, Srbija

U radu se razmatraju mogućnosti pristupa nastavi maternjeg i engleskog jezika u odeljenjima osnovne škole koja pohađaju učenici za čije obrazovanje je potrebno diferencirati zahteve. Daju se modeli, praktični primeri i obrazlaže način na koji je sproveden projekat. Cilj rada je razmena primera inkluzivne prakse u osnovnoj školi zbog primećenih poteškoća u radu, a radi unapređenja obrazovnog procesa.

U školskoj 2015/2016. godini učenici dva odeljenja osmog razreda učestvovali su u interdisciplinarnom pristupu nastavi maternjeg i nastavi engleskog jezika. Kako je u jednom odeljenju bilo učenika koji rade po individuajnim planovima, cilj projekta je putem kreativnih igara i dramskog pristupa doći do boljih rezultata u učenju, socijalizacije i jedinstva odeljenja. Prvu fazu projekta čini anketa, postavljanje primarnih i sekundarnih ciljeva; u drugoj fazi učenici dobijaju uputstva, stvaraju timove i uz pomoć nastavnika rade na istraživačkoj delatnosti; treća faza je sama realizacija kroz javne časove i evaluacija aktivnosti.

Rezultati projekta upućuju na bolju socijalizaciju i razvijanje tolerancije putem interdisciplinarnosti. Vršnjačka edukacija se uzima kao način implementacije individualnih planova u redovan sistem obrazovanja, a međupredmetna korelacija predstavlja pristup kroz koji se uspešno usmeravaju očuvani kapaciteti i jačaju slabe strane učenika.

Ključne reči: edukacija, korelacija, inkluzija, jezik

MODEL OF MONITORING AND ENCOURAGING THE EARLY DEVELOPMENT OF CHILDREN WITH NEURORISK ON CLINICAL LEVEL

*Ana Šećić¹, Martina Starčević Perica¹, Valentina Matijević¹,
Valentina Mašić², Ivan Habulin¹*

¹Clinical Department of Rheumatology, Physical Medicine and Rehabilitation,
"Sestre milosrdnice" University Hospital Center, Zagreb, Croatia,
²Centre for Education and rehabilitation „Vinko Bek“, Zagreb, Croatia

Early intervention is defined throughout all forms of stimulation directed towards children and counseling directed towards parents and family environment. At the Department of Pediatric Rehabilitation on Clinic for Rheumatology, Physical and Rehabilitation Medicine University Hospital Centre "Sestre milosrdnice" are hospitalized the children with risk factors (or children in which are observed neuro-motor deviations regardless of a risk factor in anamnesis). Throughout multidisciplinary team collaboration, we are seeking to provide to every child and parent an individualized approach and support during the early years of child life.

Early intervention program involves continuous monitoring of early childhood development throughout a multidisciplinary team approach involving a doctor physiatrist, education-rehabilitator, speech therapist, physiotherapist, occupational therapist, nurse as well as associate members of the team-neuro-pediatrician, psychologist and other specialists as required. With coordinated efforts of the entire team and individual approach to the child and parents, we are focusing on improving the child's physical, emotional and social health and supporting to the parents. Since the early development is largely determined by the environment in which child grows up, and while the first years of child growing up are mainly with his closest family, a parent as active participant in the rehabilitation process enables the child to succeed in the development charts.

The aim of this poster is to demonstrate the diagnostic and therapeutic model of monitoring and facilitating the early development of children with neuro-risk on clinical levels.

Key words: early development, child at neuro-risk, early rehabilitation

MODEL PRAĆENJA I PODSTICAJA RANOG RAZVOJA DECE S NEURORIZIKOM NA KLINIČKOM NIVOU

Ana Šećić¹, Martina Starčević Perica¹, Valentina Matijević¹,
Valentina Mašić², Ivan Habulin¹

¹Klinički bolnički centar „Sestre milosrdnice”, Klinika za reumatologiju, fizikalnu medicinu i rehabilitaciju, Zagreb, Hrvatska,

²Centar za odgoj i obrazovanje „Vinko Bek”, Zagreb, Hrvatska

Rana intervencija se definiše kroz sve oblike podsticaja usmerenog prema deci i savetovanja usmerenog prema roditeljima i široj okolini. Na Odseku za dečju rehabilitaciju Klinike za reumatologiju, fizikalnu medicinu i rehabilitaciju KBC „Sestre milosrdnice“ zbrinuta su deca sa faktorima rizika (ali i deca kod koje se uočava neuromotoričko odstupanja bez obzira na postajanje faktora rizika u anamnezi), te se kroz timsku saradnju svakom detetu i roditelju nastoji pružiti individualni pristup i podrška tokom perioda ranog razvoja deteta.

Program rane intervencije uključuje kontinuirano praćenje ranog razvoja kroz timski pristup u kojem učestvuju lekar fizijatar, edukacijski-rehabilitator, logoped, fizioterapeut, radni terapeut, medicinska sestra, te pridruženi članovi tima neuropedijatar, psiholog kao i ostali stručnjaci po potrebi. Kroz koordinirani rad čitavog tima te individualni pristup kako detetu tako i roditeljima usmereni smo na poboljšanje detetovog telesnog, emotivnog i socijalnog zdravlja te na pružanje podrške roditeljima. Budući da je rani razvoj u velikoj meri određen kontekstom u kojem dete odrasta, a u prvim je godinama života najvažniji kontekst detetova porodica, roditelj samo kao aktivni učesnik procesa rehabilitacije omogućuje detetu postizanje uspjeha na razvojnim lestvicama.

Cilj rada je prikazati dijagnostičko-savetodavno-terapijski model praćenja i poticanja ranog razvoja dece s neurorizikom na kliničkoj razini.

Ključne reči: rani razvoj, deca s neurorizikom, rana rehabilitacija

STIGMATIZATION OF PEOPLE WITH AUTISTIC SPECTRUM DISORDER: THE IMPACT OF THE DIAGNOSIS ON THE EXPRESSED SOCIAL DISTANCE

Ivona Milačić Vidojević, Marija Čolić

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

The aim of the research was to determine whether a diagnosis of autism affects the manifested social distance toward the person with the diagnosis of autism. A total of 146 respondents participated, by 73 patients into two groups. Respondents were unified by gender (59% were female respondents in both groups), and the relatively homogeneous according to age (the group to which it was not communicated to the diagnosis had a mean age of 33.78 years, the group to which it had notified the diagnosis average age of 35.22 years). Respondents were presented vignettes that describe the behavior of the opposite sex which describes rigid and socially inappropriate behavior. One group has only presented a description of the behavior, while the second group presented the same description, but it is said that a person is diagnosed with autism. We used the revised Bogardus scale of social distance. Results suggest marginal statistical difference between female subjects in the two groups ($t=1.855$, $df=72$, $p=.064$). Respondents who announced the diagnosis of autism exhibited a greater degree of social distance, but pregnancies where the diagnosis was not disclosed. Also, the difference was marginal when looking at total score in both groups ($t=1.852$, $df=72$, $p=.068$). Respondents showed greater social distance when they announced the diagnosis of autism. There was no correlation between age and demonstrated social distance. A positive correlation was observed between the level of education and the demonstrated social distance. Thus, with increasing level of education are less expressed social distance when you do not know the diagnosis of autism ($r=.325$, $p<.01$), and when we know the diagnosis ($r=.294$, $p<.05$), a person described in the vignette. The results indicate that the diagnosis of autism affected that female respondents express a greater degree of social distance than in the case where the diagnosis was not known. On the other hand, in male subjects has not been determined influence of imparted diagnosis. Also, the results indicate that the level of education was associated with apparent social distance in this direction, more educated respondents showed less social distance, in both groups.

Key words: autism, social distance, the belief, diagnosis of autism

STIGMATIZACIJA OSOBA SA AUTISTIČKIM SPEKTROM POREMEĆAJA: UTICAJ DIJAGNOZE NA ISPOLJENU SOCIJALNU DISTANCU

Ivona Milačić Vidojević, Marija Čolić

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

Cilj sprovedenog istraživanja je bio da se utvrdi da li dijagnoza autizma utiče na ispoljenu socijalnu distancu prema osobi sa dijagnozom autizma. Ukupno je učestovalo 146 ispitanika, po 73 ispitanika u dve grupe. Ispitanici su bili ujednačeni prema polu (59% su činili ženski ispitanici u obe grupe), i relativno ujednačeni prema uzrastu (grupa kojoj nije bila saopštена dijagnoza je imala prosečan uzrast od 33,78 godina; grupa kojoj je saopštena dijagnoza je imala prosečan uzrast od 35,22 godine). Ispitanicima je bila predstavljena vinjeta koja je opisivala ponašanje osobe suprotnog pola, a koje opisuje rigidno i socijalno neprikladno ponašanje. Jednoj grupi je samo predstavljen opis ponašanja, dok je drugoj grupi predstavljen isti opis ali je rečeno da osoba ima dijagnozu autizma. U istraživanju je korišćena revidirana Bogardusova skala socijalne distance. Rezultati ukazuju na marginalnu statističku razliku između ženskih ispitanika u dve grupe ($t=1,855$, $df=72$, $p=0,064$). Ispitanice kojima je saopštena dijagnoza autizma su ispoljile veći stepen socijalne distance, nego ispitanice kojima nije saopštena dijagnoza. Takođe, marginalna razlika je dobijena kada se posmatra ukupan skor u obe grupe ($t=1,852$, $df=72$, $p=0,068$). Ispitanici su ispoljili veću socijalnu distancu kada im je saopštena dijagnoza autizma. Nije utvrđena povezanost između uzrasta i ispoljene socijalne distance. Pozitivna korelacija je dobijena između nivoa obrazovanja i ispoljene socijalne distance. Tako, sa porastom stepena obrazovanja manje je ispoljena socijalna distanca kada se ne zna dijagnoza autizma ($r=0,325$, $p<0,01$), i kada se zna dijagnoza ($r=0,294$, $p<0,05$), opisane osobe u vinjeti. Rezultati ukazuju da je dijagnoza autizma uticala na to da ženski ispitanici ispolje veći stepen socijalne distance nego u slučaju kada nije bila poznata dijagnoza. Sa druge strane, kod muških ispitanika nije utvrđen uticaj saopštene dijagnoze. Takođe, rezultati ukazuju da je stepen obrazovanja bio povezan sa ispoljenom socijalnom distanicom, u tom smeru, da su obrazovaniji ispitanici ispoljili manju socijalnu distancu, u obe grupe.

Ključne reči: autizam, socijalna distanca, uverenje, dijagnoza autizma

VOCAL REHABILITATION IMPACT ON QUALITY OF LIFE OF PATIENTS LARINGECTOMY

Mila Bunijevac^{1,4}, Mirjana Petrović-Lazić^{2,3}, Siniša Maksimović¹

^{1,4}Public Health Hospital "St Vračevi", Bijeljina, Bosnia and Herzegovina, ^{2,3}ENT Clinic, Clinical Hospital Center "Zvezdara", Belgrade, Serbia, ³University of Belgrade - Faculty of Special Education and Rehabilitation, Belgrade, Serbia, ⁴Student, University of Belgrade - Faculty of Special Education and Rehabilitation, Belgrade, Serbia

Background/Aim. Laryngeal carcinoma is radical surgery, which removes important anatomical and functional structures related to the physical appearance of a person, the ability to speak and communication, leading to their social isolation and decline in the quality of life. The aim is to examine the quality of life of patients after total laryngectomy.

Methods. The survey was conducted in PHI General Hospital "St. Sorcerers" in Bijeljina, in the three-year period. The study included 25 patients after total laryngectomy. We performed a subjective assessment of speech and voice Likert-type instruments, Voice Handicap Index (VHI), which is used to assess the quality of life. The research was conducted on two occasions. Respondents filled out a questionnaire for the first time when they came forward in speech therapy, and the second time after the completion of vocal rehabilitation. Statistical processing and analysis was done in a computer program SPSS 20°.

Results. VHI scale before vocal rehabilitation of all respondents (100%) belonged to the group by category difficult speech disability. T-test for independent samples, there was a change in the results before and after vocal rehabilitation VHI subscales, as well as the total score of the scale. The physical subscale ($t=32.7$, $p=.000$) before and after treatment ($M=36.6$ vs. $M=10.84$). The emotional subscale ($t=39.9$, $p=.000$) before and after treatment ($M=34.96$ vs. $M=4.42$). Functional subscale ($t=35.4$, $p=.000$) before and after treatment ($M=35.64$ vs. $M=6.06$). A statistically significant difference in the VHI scale exists and the overall scores before and after treatment ($t=39.19$, $p=.000$), which means better overall functioning after treatment ($M = 21.32$) than in the period before treatment ($M=107.2$).

Conclusion. Vocal rehabilitation had a positive impact on the physical, emotional and functional status of patients after total laryngectomy, which led to an improvement of their quality of life.

Key words: laryngeal neoplasms, total laryngectomy, vocal rehabilitation, quality of life

UTICAJ VOKALNE REHABILITACIJE NA KVALITET ŽIVOTA LARINGEKTOMIRANIH PACIJENATA

Mila Bunjevac^{1,4}, Mirjana Petrović-Lazić^{2,3}, Siniša Maksimović¹

^{1,4}JZU Opšta bolnica „Sveti Vračevi”, Bijeljina, Bosna i Hercegovina, ^{2,3}Klinika za otorinolaringologiju Kliničko-bolničkog centara „Zvezdara”, Beograd, Srbija, ³Univerzitet u Beogradu – Fakultet za specijalnu edukaciju i rehabilitaciju, Beograd, Srbija, ⁴Student, Univerzitet u Beogradu – Fakultet za specijalnu edukaciju i rehabilitaciju, Beograd, Srbija

Uvod/Cilj. Karcinom larincka je radikalni zahvat, kojim se odstranjuju važne anatomske i funkcionalne strukture vezane za fizički izgled osobe, sposobnost govora i komunikacije, što dovodi do njihove socijalne izolacije i pada kvaliteta života. Cilj je ispitati kvalitet života pacijenata posle totalne laringektomije.

Metod. Istraživanje je sprovedeno u JZU Opšta Bolnica „Sveti Vračevi“ u Bijeljini, u trogodišnjem periodu. U istraživanju je učestvovalo 25 pacijenata posle totalne laringektomije. Sprovedena je subjektivna procena govora i glasa instrumentom Likertovog tipa, Voice Handicap Index (VHI), koji se koristi za procenu kvaliteta života. Istraživanje je sprovedeno u dva navrata. Ispitanici su upitnik popunjavali prvi put kad su se javili u logopedsku ambulantu i drugi put posle završene vokalne rehabilitacije. Statistička obrada i analiza urađena je u kompjuterskom programu SPSS 20.

Rezultati. VHI skalom pre vokalne rehabilitacije svi ispitanici (100%) pripadali su po kategoriji grupe teškoj govornoj hendikepiranosti. T-testom za nezavisne uzorke došlo je do promene rezultata pre i posle vokalne rehabilitacije na VHI subskalama, kao i na ukupnom skoru skale. Fizička subskala ($t=32,7$, $p=0,000$) pre i posle tretmana ($M=36,6$ vs $M=10,84$). Emocionalna subskala ($t=39,9$, $p=0,000$) pre i posle tretmana ($M=34,96$ vs $M=4,42$). Funkcionalna subskala ($t=35,4$, $p=0,000$) pre i posle tretmana ($M=35,64$ vs $M=6,06$). Statistički značajna razlika na VHI skali postoji i na ukupnom skoru pre i posle tretmana ($t=39,19$, $p=0,000$), što znači da je bolje ukupno funkcionisanje posle tretmana ($M=21,32$) u odnosu na period pre tretmana ($M=107,2$).

Zaključak. Vokalna rehabilitacija je pozitivno uticala na fizičko, emocionalno i funkcionalno stanje pacijenata posle totalne laringektomije, što je dovelo i do poboljšanja njihovog kvaliteta života.

Ključne reči: tumori larincka, totalna laringektomija, vokalna rehabilitacija, kvalitet života

STIMULATION OF MOBILITY AND ADOPTION OF SKILLS IN CHILDREN WITH CONGENITAL DISLOCATION OF HIP

Sladana Arsić¹, Dragana Kljajić², Marija Stanković², Jadranka Urošević²

¹High Medical School of Professional Studies, Ćuprija, Serbia,

²High Medical School of Professional Studies, Belgrade, Serbia

Congenital hip dislocation is a very common congenital deformity in children. It can be manifested qua unstable hip subluxation and dislocation. The aim of treatment is to attain normal anatomical and physiological relationships in the hip joint, to retain that position until full stability of the joint and to create conditions for normal motor development. Approval of motor development in children with congenital hip dislocation characterizes harsh development of turning, sitting, crawling, standing and walking. Hi baby, through individual movements of joints, erects parts of the body and eventually the whole body against gravity, moves in space and spontaneously adopts developmental stages of motor control: mobility, stability, controlled mobility and skills. Skills are the highest level of motor control and movements are coordinated. All developmental stages are connected and each subsequent is more complicated than the previous one in terms of motor requirements that a child should master. Progression of Motor independence in children with congenital hip dislocation, as a result of limited movement may be limited to the level of creeping, sitting, standing and walking. Knowledge of normal motor development, allows the application of an appropriate motor stimulation during and after conservative treatment method. Motor stimulation facilitates the adoption of motor control up to the level of skills. Additional incentive movements of the child would be targeted, purposeful, spatially and temporally coordinated, efficient, aesthetically acceptable in all circumstances. By achieving good coordination, a child with a congenital hip dislocation will be able to adopt the highest level of motor control, and these are skills.

Key words: dislocation, subluxation, motor independence, stimulation

STIMULACIJA MOTORIKE I USVAJANJE VEŠTINA KOD DETETA SA UROĐENIM IŠČAŠENJEM KUKA

Sladana Arsic¹, Dragana Kljajić², Marija Stanković², Jadranka Urošević¹

¹Visoka medicinska škola strukovnih studija, Ćuprija, Srbija,

²Visoka zdravstvena škola strukovnih studija, Beograd, Srbija

Urođeno iščašenje kuka je veoma česta urođena deformacija kod dece. Može se ispoljiti kao nestabilan kuk, subluksacija i luksacija. Svrha lečenja je da se postignu normalni anatomske i fiziološke odnosi u zglobovima kuka, da se taj položaj sačuva do potpune stabilnosti zglobova i da se stvore uslovi za normalan motorni razvoj. Usvajanje motornog razvoja kod dece sa urođenim iščašenjem kuka karakteriše se otežanim razvojem okretanja, sedenja, puzanja, stajanja i hodanja. Zdravo dete, kroz pojedinačne pokrete u zglobovima, uspravlja pojedine delove tela i na kraju celo telo protiv gravitacije, kreće se u prostoru i spontano usvaja razvojne stadijume motorne kontrole: mobilnost, stabilnost, kontrolisanu mobilnost i veštine. Veštine su najviši nivo motorne kontrole i pokreti su koordinisani. Svi razvojni stadijumi se nadovezuju jedan na drugi i svaki naredni je složeniji od predhodnog u smislu motoričkih zahteva kojima dete treba da ovlada. Progresija motorne nezavisnosti deteta sa urođenim iščašenjem kukova, kao posledica ograničenog kretanja, može biti ograničena, na nivou razvoja puzanja, sedenja, stajanja i hoda. Poznavanje zakonitosti normalnog motornog razvoja, omogućava primenu odgovarajuće motorne stimulacije u toku i nakon konzervativnog načina lečenja. Motorna stimulacija olakšava usvajanje motorne kontrole sve do nivoa veština. Dodatnom stimulacijom pokreti deteta će biti ciljani, svršishodni, prostorno i vremenski usklađeni, efikasni, estetski prihvatljivi u svim okolnostima. Postizanjem dobre koordinacije, dete sa urođenim iščašenjem kuka moći će da usvoji najviši nivo motorne kontrole, a to su veštine.

Ključne reči: luksacija, subluksacija, motorna nezavisnost, stimulacija

SPECIAL EDUCATOR IN THE FIELD OF EARLY INTERVENTION IN THE DEPARTMENT FOR MONITORING CHILD DEVELOPMENT IN THE HEALTHCARE CENTRE „STARI GRAD”

Danijela Marijanović

Healthcare Centre Stari grad, Belgrade, Serbia

The team of the Department for Monitoring Child Development in the Healthcare Centre Stari grad consists of a special educator, a speech therapist and a part time psychologist, whose activities also cover the school health clinic.

This paper will be presented the work of a special educator in the Department for Monitoring Child Development in the pediatric child healthcare service. The total number of children in the children's clinic during the year 2015 was 4200 Out of this number 520 were babies, for all the selected pediatricians in the service. According to official statistics and protocol, during the year 2015 420 babies were examined by a special educator and received a stimulating treatment in the Department In the context of working with parents, the special educator held 13 "health lectures" where 13 babies and 26 parents were recorded to be present (both parents were present). The total number of services recorded as "wholesome individual educational work – psihomotor development of children" in the same year was 1137 (an average of six treatments per day). In addition to these services, a therapist was recorded to be working with a small group of children, which accounts for a total of 175 services.

The scope of work of a special educator covers the assessment of children with motor disorders and administration of stimulating treatments the zone of proximal development. In early intervention children are divided into age groups from birth to three years and three to seven years of age. Depending on the age of children, their assessment is based on the Munich functional diagnostics, and functional diagnosis, with specially designed protocols. The ssessment and stimulating treatments follow and support all developmental domains with the cooperation and instructive work with parents. At the local level there is cooperation of the Department of Monitoring and kindergartens within Preschools "Stari grad" in the detection of children with delays, monitoring and administration of treatments.

Key words: special education assessment, treatment, early intervention, Department of Monitoring Child Development

RAD SOMATOPEDA U OBLASTI RANE INTERVENCIJE U ODSEKU ZA PRAĆENJE RAZVOJA DECE - DOM ZDRAVLJA STARI GRAD

Danijela Marijanović

Dom zdravlja Stari grad, Beograd, Srbija

Tim Odseka za praćenje razvoja dece doma zdravlja Stari grad čine somatoped i logoped uz povremeno prisustvo psihologa koji svojom delatnošću pokriva i školski dispanzer

U radu ćemo predstaviti rad somatopeda u odseku za praćenje razvoja dece u okviru pedijatrijske službe dečjeg dispanzera. Ukupan broj dece u dečjem dispanzeru tokom 2015 godine bio je 4200. Od tog broja, kod svih izabranih pedijatara službe, ukupno je bilo 520 beba. U odseku je tokom 2015 godine od strane defektologa somatopeda pregledano i stimulativnim tretmanom, prema zvaničnoj statistici i protokolima, obuhvaćeno 420 beba. Somatoped je u okviru rada sa roditeljima održao 13 „zdravstvenih predavanja“ na kojima beležimo prisustvo 13 beba i 26 roditelja (prisustvo oba roditelja). Ukupan broj usluga koji se beleži kao „individualni zdravstevno-vaspitni rad – psihomotorni razvoj dece“ za istu godinu bio je 1137 usluga (prosečno po šest tretmana na dnevnom nivou). Pored navedenih usluga, beležimo i rad defektologa u maloj grupi dece, što čini ukupno 175 usluga.

Polje rada somatopeda podrazumeva procenu dece i sprovođenje stimulativnih tretmana u oblasti zone narednog razvoja. Uzrasna podeljenost dece u ranoj intervenciji deli se na interveciju kod dece od rođenja do tri godine i od tri do sedam godina. U proceni dece, zavisno do uzrasnog nivoa, koristi se Minhenska funkcionalna dijagnostika, defektološka dijagnostika, uz specijalno konstruisane protokole. Procena i stimulativni tretmani prate i podržavaju sve razvojne domene uz saradnju i instruktivni rad sa roditeljima dece. Na lokalnom nivou postoji saradnja Odseka za praćenje i vrtića u okviru Predškolske ustanove „Stari grad“ u polju identifikacije dece sa kašnjenjima, praćenja i sprovođenju tretmana.

Ključne reči: defektološka procena, tretman, rana intervencija, odsek za praćenje razvoja dece

SUPPORTING INCLUSION OF PRESCHOOL CHILDREN WITH DISABILITIES IN MAINSTREAM KINDERGARTENS IN CROATIA – PROJECT REPRESENTATION

Anamaria Mikšić¹, Marina Šimanović¹, Sanja Šimleša²

¹Croatian Association on Early Childhood Intervention (CAECI), Zagreb, Croatia, ²University of Zagreb – Faculty of Education and Rehabilitation Sciences, Zagreb, Croatia

More and more children in Croatia are covered by early and preschool system. Children with developmental disabilities of early and preschool age have priority when enrolling in regular preschool, and this advantage is usually respected. However, right to inclusion is not adequately encouraged by support system so parents are more warning on quality of support given to the child included in preschool, than on difficulties during enrollment. Therefore, a great professional challenge is to create a form of lifelong education for kindergarten teachers where they could improve their professional skills. Croatian Association on Early Childhood Intervention (CAECI) was conducting IPA-project IV component „Supporting inclusion of preschool children with disabilities in mainstream kindergartens in Croatia“, from August 2013 until February 2015, financed by European Union. Project associates were two kindergartens from Zagreb and Split, and one association of kindergarten teachers from Čakovec.

The aim of the project was to improve the support system for children with disabilities in preschool settings in Croatia through the improvement of professional skills of kindergarten teachers working with children and through the improvement of professional competence of inclusion assistants. Some of the results of this project are: created educational modules for kindergarten teachers and inclusion assistants, created manual for giving inclusion support for children with disabilities in institutions of early and preschool education and three mobile teams for educational inclusion: two in Zagreb and one in Split. This paper will present the main results of the project and give an example of good practice in Croatia. The educational modules developed in this project for kindergarten teachers are used as practical training (in-service training) when the preschool institution who includes a child with disabilities expresses a need for support.

Key words: children with developmental disabilities, early inclusion, kindergarten support

PODRŠKA UKLJUČIVANJU DJECE S TEŠKOĆAMA U RAZVOJU U REDOVNE VRTIĆE U HRVATSKOJ – PRIKAZ PROJEKTA

Anamaria Mikšić¹, Marina Šimanović¹, Sanja Šimleša²

¹Hrvatska udruga za ranu intervenciju u djetinjstvu (HURID), Zagreb, Hrvatska, ²Sveučilište u Zagrebu - Edukacijsko-rehabilitacijski fakultet, Zagreb, Hrvatska

Ranim i predškolskim vaspitanjem u Republici Hrvatskoj obuhvaćen je sve veći broj dece. Deca sa teškoćama u razvoju rane i predškolske dobi imaju prednost pri upisu u redovnu predškolske ustanove i ta se prednost uglavnom poštije. Međutim, pravo na uključivanje nije dovoljno praćeno sistemom podrške da uključivanje bude i kvalitetno te roditelji manje upozoravaju na teškoće pri upisu, a više na kvalitet podrške koju dete dobija u obdaništu. Zato je veliki stručni izazov stvoriti oblike doživotnog obrazovanja za vaspitače u kojem bi oni usavršavali svoje profesionalne veštine. Hrvatska udruga za ranu intervenciju u detinstvu (HURID) je od avgusta 2013. do februara 2015. godine provodila IPA-projekat IV komponente „Podrška uključivanju dece s teškoćama u razvoju u redovno obdanište u Hrvatskoj“ koji je finansirala Evropska unija. Saradnici projekta bili su dva dečija obdaništa iz Zagreba i Splita te udruženje vaspitača iz Čakovca.

Cilj projekta bio je unaprediti sistem podrške za decu sa teškoćama u razvoju u predškolskom sistemu u RH kroz unapređenje profesionalnih veština vaspitača u radu sa decom te unapređenje profesionalnih kompetencija inkluzijskih pomagača. Rezultati ovog projekta su edukacijski moduli za vaspitače i pomagače, priručnik za pružanje podrške u ustanovama ranog i predškolskog vaspitanja pri uključivanju dece sa teškoćama te tri mobilna tima za edukacijsko uključivanje: dva u Zagrebu i jedan u Splitu. Ovim radom ćemo da prikažemo glavne rezultate projekta i primer dobre prakse u RH. U projektu razvijeni edukacijski moduli za vaspitače primenjuju se kao praktični trening (in-service training) kada obdanište koje prima dete sa teškoćama u razvoju izrazi potrebu.

Ključne reči: deca s teškoćama u razvoju, rana inkluzija, podrška u obdaništu

ATTITUDES OF ELEMENTARY SCHOOL TEACHERS TOWARDS THE EARLY TREATMENT AND REHABILITATION OF CHILDREN WITH DISABILITIES

Hazim Selimović, Zehrina Selimović, Ruža Tomić

University Herzegovina of Mostar – Faculty of Education, Travnik, Bosnia and Herzegovina

The paper presents the results of the attitudes of elementary school teachers towards the early treatment and rehabilitation of children with disabilities. Our interest is to explain what the attitudes of teachers of elementary education are and what measures are proposed to improve the early treatment and rehabilitation of children with disabilities.

The aim is to find out how to evaluate the implementation of the early treatment of children with disabilities in our country and who provides the parents with the most support in its implementation of the authorities and to assess the effects of realization of the development of children with disabilities and the integration of these children into society. The methods used in the work are the method of theoretical analysis and survey research methods and instruments of a questionnaire designed for the purposes of our research.

The study included 105 elementary school teachers from the Central and Zenica-Doboj Canton.

The research results show that the attitudes of respondents to the early treatment are positive and must be meticulously and systematically carried out with all categories of children with disabilities.

Key words: attitudes, class teachers, children with disabilities, early treatment, rehabilitation

STAVOVI NASTAVNIKA RAZREDNE NASTAVE O RANOM TRETMANU DJECE S TEŠKOĆAMA U RAZVOJU

Hazim Selimović, Zehrina Selimović, Ruža Tomić

Sveučilište Hercegovina u Mostaru – Edukacijski fakultet, Travnik, Bosna i Hercegovina

U radu su predstavljeni rezultati istraživanja stavova nastavnika razredne nastave prema ranom tretmanu i rehabilitaciji djece s teškoćama u razvoju. Interesuje nas kakvi su stavovi nastavnika razredne nastave i koje mjere predlažu u cilju unapređenja ranog tretmana i rehabilitacije djece s teškoćama u razvoju.

Cilj je saznati kako ocjenjuju provođenje ranog tretmana djece s teškoćama u razvoju u našoj zemlji i ko roditeljima pruža najveću podršku u njegovoј realizaciji od nadležnih institucija i kako procjenjuju efekte realizacije po razvoj djece s teškoćama u razvoju i integraciju ove djece u društvenu zajednicu. Od metoda u radu smo koristili metodu teorijske analize i servejistratizivačku metodu, a od instrumenata anketni upitnik konstruisan za potrebe našeg istraživanja.

Istraživanjem je obuhvaćeno 105 nastavnika razredne nastave sa područja Srednjobosanskog i Zeničko-dobojskog kantona.

Rezultati istraživanja pokazuju da su stavovi ispitanika prema ranom tretmanu pozitivni i da ga treba studiozno i sistemski provoditi sa svim kategorijama djece s teškoćama u razvoju.

Ključne riječi: stavovi, nastavnici razredne nastave, djeca s teškoćama u razvoju, rani tretman, rehabilitacija

EARLY INTERVENTION – THE PERSPECTIVES AND EXPERIENCES THUS FAR

Bratislava Stojković, Jasmina Nikolić

Social Welfare Center the Municipality of Aleksinac, Aleksinac, Serbia

Early intervention stands for a set of necessary stimulating measures directed at the children with disabilities from the moment the first signs of deviation from development are noticed, as well as for advisory and support measures directed at their parents and families. It has been achieved by means of the work of a multidisciplinary early intervention team, through a continual and comprehensive approach, in accordance with the individual needs. The team worked in home surroundings, accompanied with the active participation of the families.

The results of the early intervention team's two years' work with 16 children have shown the influence on the stimulation of the child's development, as well as on the strengthening of the families of the children with disabilities. When it comes to the children themselves, the improvements have been noticed in the development of their cognitive skills, motor skills, communication, social and emotional development, everyday skills' development, and independence. The parents, on the other hand, gained more information, education, counseling and necessary support.

The perspectives for the establishment of this service: the creation of a common platform for early intervention, transdisciplinarity as a priority, the establishment of the standards, the quality of the service given, the method of observing and evaluation, planned professional training, strategic planning at the local community level, availability and sustainability.

Key words: the early intervention team, the local community

RANA INTERVENCIJA – DOSADAŠNJA ISKUSTVA I PERSPEKTIVE

Bratislava Stojković, Jasmina Nikolić

Centar za socijalni rad opštine Aleksinac, Aleksinac, Srbija

Rana intervencija predstavlja niz neophodnih podsticajnih mera usmerenih na decu sa smetnjama, u trenutku kada se uoči postojanje prvih mogućih znakova razvojnog odstupanja, kao i savetodavnih i mera podrške, usmerenih na njihove roditelje i porodicu. Realizovana je radom multidisciplinarnog tima za ranu intervenciju kroz kontinuiran i sveobuhvatan pristup u skladu sa individualnim potrebama. Tim je radio u kućnim uslovima uz aktivno učešće porodice.

Rezultati rada tima za ranu intervenciju sa 16-oro dece, u trajanju od dve godine, pokazuju uticaj na podsticanje detetovog razvoja i osnaživanje porodice deteta s razvojnim rizicima. Kod dece dolazi do napretka u razvoju kognitivnih veština, motorike, komunikacije, socijalnom i emocionalnom razvoju, razvoju svakodnevnih veština, samostalnosti. Roditeljima je omogućeno informisanje, edukacija, savetovanje i dobijanje potrebne podrške.

Perspektive za uspostavljanje usluge: stvaranje zajedničke platforme za ranu intervenciju, transdisciplinarnost kao prioritet, uspostavljanje standarda, kvaliteta pružanja usluge, načina praćenja i evaluacije, planirano stručno usavršavanje, strateško planiranje na nivou lokalne zajednice, dostupnost i održivost.

Ključne reči: tim za ranu intervenciju, lokalna zajednica

PRESENTATION OF THE PROJECT ON THE DETECTION OF MOTOR DIFFERENCES IN YOUNG CHILDREN INVOLVED IN PRESCHOOL PROGRAMMES

Nina Pantić Čehajić

CIRIUS, Kamnik, Slovenia

The project of discovering the motor deviations in young children involved in preschool programs will be presented. The project was designed based on the fact that a number of young children with motor deviations, during their stay in kindergarten is "unnoticed" and that such children have not been offered any form of additional professional assistance. The purpose of the project was to offer teachers and other professionals new knowledge and ways to help as soon as possible and as efficiently as possible to discover such children. The project lasted for two years. At first it was placed in two kindergartens and preschools in four groups aged 2-3 years. A screening was done with the help of preschool teachers using the rating scale consisting of two parts. The first part related to the standard development phase where it was necessary to mark the presence or absence of a particular element of development. The second part of the scale of assessment included questions about the quality of execution of certain elements related to the presence or absence of primary reflex movements. For children we have chosen to work with we created individual programmes consisting of standard special pedagogical work and work in the field of primary reflex movements. Continuation of the project involved the transition from individual to group work, advisory and educational work with educators and counselors in pre-school programs and with parents in the form of lectures and workshops. The project has discovered many neglected areas in terms of specific knowledge for preschool teachers, professional workers and the need to connect on other levels (health, education and social department), the need for the flow of information and the need to work with parents starting from pre-school age.

Key words: primary reflex movements, professional workers, specific knowledge, linking

PREZENTACIJA PROJEKTA O OTKRIVANJU MOTORIČKIH ODSTUPANJA KOD MALE DECE UKLJUČENE U PREDŠKOLSKE PROGRAME

Nina Pantić Ćehajić

CIRIUS, Kamnik, Slovenija

Predstavljen će biti projekat o otkrivanju motoričkih odstupanja kod male dece koja su uključena u predškolske programe. Projekat je bio zasnovan na osnovi činjenice, da je određeni broj male dece sa motoričkim odstupanjima, tokom boravka u obdaništu „neopažen“ te da takvoj deci nije ponuđen niti jedan oblik dodatne stručne pomoći. Svrha projekta je bila ponuditi odgajateljima i drugim stručnim saradnicima nova znanja i načine kako bi što pre i što efikasnije otkrili takvu decu. Projekat je trajao dve godine. Na početku je bio postavljen u dva obdaništa odnosno u četiri predškolske grupe starosti od 2-3 godine. Izveden je bio skrining uz pomoć vaspitačica s pomoću skale procene sastavljene iz dva dela. Prvi deo odnosio se na standarde razvojne faze gde je bilo potrebno označiti prisutnost ili odsustvo određenog elementa razvoja. Drugi deo skale procene je sadržavao pitanja u vezi sa kvalitetom izvođenja određenih elemenata u vezi sa prisustvom ili odsustvom primarnih refleksnih pokreta. Za decu koju smo zajednički označili kao primerenu za obradu smo izradili individualni program sastavljen iz standardnog specijalno pedagoškog dela te iz dela koji se odnosio na rad na području primarnih refleksnih pokreta. Nastavak rada na projektu je podrazumevao prelazak sa individualnog pristupa ka grupnom, savetodavni i obrazovni rad sa vaspitačicama te savetnicima u predškolskim programima te sa roditeljima u vidu predavanja i radionica. Projekat je odkrio mnoga zanemarena područja u smislu specifičnih znanja vaspitačica, stručnih radnika te potrebu za povezivanjem na drugim nivoima (zdravstvo, školstvo i socijalni resor), potrebu za protokom informacija te nužnost rada sa roditeljima već od predškolskog uzrasta.

Ključne reči: primarni refleksni pokreti, stručni radnici, specifična znanja, povezivanje

IDENTIFICATION OF PRESCHOOLERS SUSPECTED ON DISABILITIES: POTENTIALS AND BARRIERS

Ksenija Romstein¹, Sandra Zamečnik², Marija Zelić²

¹University J. J. Strossmayera – Faculty of Upbringing and Education, Osijek, Croatia,

²Kindergarten Snjeguljica, Osijek, Croatia

Inclusive education has become pedagogical imperative. Engagement of children with disabilities is perceived as their fundamental right, and preschool teachers have an obligation to respond adequate on children's needs. Further, researches have shown that early identification and early intervention have positive long-term outcomes, which makes preschool education even more important. An insight into pedagogical reality reveals a presence of problems in cases where children don't have formally assessed disabilities, yet preschool teachers "suspect" that children may have one. I.e. problems emerge when preschool teachers notice certain developmental discrepancy, yet do not have "the tools" to confirm or dismiss such suspicions. Problems emerge within communication with a child's parents, unavailability and/or absence of social support services for parents, as well as absence of pedagogical instruments which preschool teachers could use for identification of children's needs, and designing developmental profiles according to reality. Therefore, this paper represents an attempt of discussing present problems in field. Also, possible solutions regarding this issue will be argued in this paper.

Key words: early education, early intervention, preschool teachers, pedagogical assessment

IDENTIFIKACIJA DECE PREDŠKOLSKE DOBI SUSPEKTNE NA POSTOJANJE TEŠKOĆE U RAZVOJU: POTENCIJALI I PREPREKE

Ksenija Romstein¹, Sandra Zamečnik², Marija Zelić²

¹Sveučilište J. J. Strossmayera – Fakultet za odgojne i obrazovne znanosti, Osijek, Hrvatska,

²Dječji vrtić Snjeguljica, Osijek, Hrvatska

Inkluzivno vaspitanje danas je postalo pedagoški imperativ. Uključivanje dece s teškoćama u razvoju smatra se temeljnim pravom, a vaspitači imaju obavezu da pravilno odgovore na dečje potrebe. Takođe, istraživanja su pokazala da rana identifikacija i rana intervencija mogu da imaju pozitivne dugoročne razvojne efekte, zbog čega predškolsko vaspitanje ima veliku važnost. Praćenjem pedagoške realnosti, zapaženo je postojanje problema u slučajevima kada deca nemaju formalno potvrđeno postojanje teškoće, već se na neku vrstu teškoće samo „sumnja“. Odnosno, problemi nastaju onda kada vaspitači uoče određena razvojna odstupanja kod dece ali nemaju „alat“ kojim tu sumnju mogu da potvrde ili otklone. Problemi na koje tada vaspitači nailaze su: otežana komunikacija s roditeljima, nepostojanje, nedostupnost i/ili nepoznavanje socijalnih resursa koji bi mogli da pomognu roditeljima u traženju prave dijagnoze i provođenju rehabilitacije te nepostojanje pedagoških mernih instrumenata kojima bi vaspitači mogli da identifikuju razvojne potrebe dece i izrade razvojne profile uskladene sa stvarnim stanjem. Stoga će se u ovome radu dati pregled postojećih problema na terenu i dati predlozi mogućih rešenja u skladu sa realnim stanjem u predškolskom vaspitanju.

Ključne reči: rano vaspitanje, rana intervencija, vaspitači, pedagoška procena

EXECUTIVE FUNCTIONS IN PRESCHOOL CHILDREN

Haris Memišević¹, Aida Šljivo², Sadeta Zečić³, Inga Ibralić Biščević³

¹University of Sarajevo – Faculty for Educational Sciences, Sarajevo, Bosnia and Herzegovina,

²SOS Children homes BiH, Sarajevo, Bosnia and Herzegovina,

³Herzegovina University, Mostar, Bosnia and Herzegovina

Executive functions (EF) are one of the most studied areas in the field of psychology, neuropsychology and educational-rehabilitational sciences in the last 20 years. They play a key role in child's cognitive, behavioural and emotional development. Research indicates that EF are excellent predictors of academic success, even better than the intelligence. EF are present at birth but their full manifestation starts at age of 3 years, together with the growth of prefrontal cortex. Preschool period is very important for EF assessment as the timely detection of deficits in EF enables creation and implementation of many interventions. The goal of this study is to assess EF in preschool children. The sample comprised 48 children (24 boys and 24 girls) aged between 36-52 months (mean age 43.9 months, SD-4,7). The test used for assessment was Dimensional Card Sorting test. The instrument is valid and reliable for the EF assessment in preschool children. One of the greatest advantages of this instrument is its relative simplicity and the fact it is interesting to children. The results of this study indicate statistically significant positive relationship between age of the child and EF performance. There was no gender effect on EF performance. It is clear that there is a developmental trend in adapting EF, and that there are some critical periods for their development. In these periods, early intervention is the key for the fulfilment of child's developmental capacities. The role of educator-rehabilitator in this period is of crucial importance. Preschool curricula should have EF development programs.

Key words: executive functions, preschool children, dimensional card sorting test, early intervention

IZVRŠNE FUNKCIJE KOD DJECE PREDŠKOLSKE DOBI

Haris Memišević¹, Aida Šljivo², Sadeta Zečić³, Inga Ibralić Biščević³

¹Univerzitet u Sarajevu – Pedagoški fakultet, Sarajevo, Bosna i Hercegovina,

²SOS Dječija sela BiH, Sarajevo, Bosna i Hercegovina,

³Sveučilište Hercegovina, Mostar, Bosna i Hercegovina

Izvršne funkcije (IF) su jedna od najistraživаниjih tema u području psihologije, neuropsihologije i edukacijsko-rehabilitacijskih nauka u poslednjih 20-ak godina. One igraju ključnu ulogu u dječjem kognitivnom, ponašajnom i emocionalnom razvoju. Istraživanja pokazuju da su IF odlični prediktori školskog uspjeha, čak i bolji od koeficijenta inteligencije. Mada su prisutne odmah po rođenju, manifestacija IF počinje između 3 i 5 godine života, paralelno sa rastom prefrontalnog korteksa. Predškolska dob je veoma bitno razdoblje za procjenu IF, jer pravovremeno otkrivanje deficita u ovom periodu omogućava kreiranje i implementaciju brojnih intervencija koje su se pokazale efikasnim za razvoj IF. Cilj ovog rada je procjeniti IF kod djece predškolske dobi. Uzorak je činilo 48 djece (24 dječaka i 24 djevojčice) u dobi od 36-52 mjeseca starosti (srednja dob – 43,9; SD- 4,7). Test koji je korišten za procjenu IF je Dimenzionalno Sortiranje Karata (DSK). Instrument se pokazao kao pouzdan i valjan za procjenu IF kod djece. Jedna od najvećih prednosti DSK nad drugim instrumentima je njegova relativna jednostavnost i to što je veoma interesantan djeci. Rezultati ovog rada pokazuju da postoji statistički značajna pozitivna korelacija između dobi djeteta i performansa na testu IF. Nije bilo statistički značajnih razlika na testu IF između dječaka i djevojčica. Jasno je da postoji razvojni trend u usvajanju IF, kao i to da postoje posebno osjetljivi periodi za njihov razvoj. Upravo, u tim periodima, rana intervencija je ključ za ostvarenje punih razvojnih kapaciteta djece. Uloga edukatora-rehabilitatora u ranoj intervenciji IF je neprocjenjiva. Sistem predškolskog odgoja bi trebao uvesti programe za razvoj IF djece.

Ključne riječi: izvršne funkcije, djeca predškolske dobi, dimenzionalno sortiranje karata, rana intervencija

SCREENING OF ARTICULATORY ABILITIES OF PRESCHOOL CHILDREN

Sladana Ćalasan¹, Mile Vuković², Bojana Vuković¹, Andrijana Bakoč¹

¹University of East Sarajevo – Faculty of Medicine in Foča, Foča, Bosnia and Herzegovina,

²University of Belgrade – Faculty of Special Education and Rehabilitation, Belgrade, Serbia

The term articulation refers to the process of forming and producing speech sounds. This process begins in the first months of life and it ends at preschool age. During this period of development it could be certain differences which indicate the presence of disturbances in the articulation. The articulation disorders are manifested in the form of omission, substitutions (replacement of one sound with a second sound) and distortion (damaged or incorrect pronunciation of sound). The aim of this paper is to assess articulatory abilities of preschool children and to determine irregularity. For this purpose we used Articulation Screening Test which assess pronunciation of all speech sounds in Serbian language. The study sample consisted of 104 children of both sexes, aged 5 to 6 years. The research was conducted in kindergarten in Foča in April and May 2016. The research results indicate very high percentage of articulatory disorders in preschool children (40,04%). There is no significant differences in the articulation ability between children of different sexes, while referring to the age this differences are reported. Furthermore, the most common forms of articulation disorders is distortion, substitution and then omission. All tested children manifested impairment in pronunciation of sounds from the group of affricates, fricatives, laterals (Č, Đ, Š, Ž, L, LJ), and sound R. The results indicate a high prevalence of articulation disorders in preschool children, which cause should be revealed by future research.

Key words: articulation, articulation disorders, preschool age, children

SKRININIG ARTIKULACIONIH SPOSOBNOSTI DJECE PREDŠKOLSKOG UZRASTA

Sladana Ćalasan¹, Mile Vuković², Bojana Vuković¹, Andrijana Bakoc^{x1}

¹Univerzitet Istočno Sarajevo – Medicinski fakultet u Foči, Foča, Bosna i Hercegovina,

²Univerzitet u Beogradu – Fakultet za specijalnu edukaciju i rehabilitaciju, Beograd, Srbija

Pod terminom artikulacija podrazumijeva se process formiranja i proizvođenja govornih glasova. Artikulacija govornih glasova je process koji počinje još u prvim mjesecima života i završava se napred školskom uzrastu. Tokom ovog razvojnog perioda moguća su određena odstupanja koja ukazuju na prisustvo poremećaja u artikulaciji glasova. Artikulacioni poremećaji se ispoljavaju u vidu omisije (izostavljanjeglasa), supstitucije (zamjena jednog glasa drugim glasom), i distorzije (oštećen ili nepravilan izgovor glasa). Cilj ovog rada je bio da se procijene sposobnosti artikulacije djece predškolskog uzrasta i utvrde odstupanja u izgovoru glasova. Za procjenu artikulacije korišćen je Trijažni artikulacioni test, kojim se procjenjuje stanje izgovorrasvih glasova srpskog jezika. Uzorak istraživanja činilo je 104 djece obapola, uzrasta od pet do šest godina. Istraživanje je obavljeno u dječjem vrtiću u Foči, tokom aprila i maja 2016 godine. Rezultati istraživanja su pokazali visok procenat poremećaja artikulacije kod djece predškolskog uzrasta (40, 04%). Nema značajne razlike u artikulacionim sposobnostima između ispitanika različitog pola, dok je dobijena razlika u odnosu na uzrast. Najčešći oblik poremećaja artikulacije je distorzija, zatim slijedi supstitucija pa omisija. Ispitivana djeca su ispoljavala oštećenja glasova izgrupe afrikata, frikativa i laterala (Ć, DŽ, Š, Ž, L, LJ), i glasa R. Dobijeni rezultati ukazuju navisku učestalost poremećaj aartikulacije kod djece predškolskog uzrasta, čiji uzrok bi trebalo utvrditi budućim istraživanjima.

Ključne riječi: artikulacija, artikulacioni poremećaji, predškolski uzrast, djeca

THE SPEECH-LANGUAGE THERAPY WITH THE FUNCTION OF THE EDUCATION AND REHABILITATION OF THE CHILDREN WITH SPEECH AND LANGUAGE DISORDERS WITHIN INCLUSIVE EDUCATION

Vesna Narančić

Primary School "Radivoj Popović", Zemun, Serbia

Speech and language disorders appear in the children with developmental disabilities, but they are present with a significant increase also in the children of primary school age from typical population. In the conditions of inclusive education and within the additional educational support the competent defectologist personnel – speech therapists – on the basis of the opinion of the interministerial commission realises the individual speech-language therapy with the children that have speech and language disorders. Speech-language therapeutic school work with children is carried out with the purpose of: diagnosing the speech-language status, removing articulation disorders, the correction of pronunciation, removing reading and writing irregularities, surmounting the functional changes in the quality of the laryngeal voice, removing speech impairments that are manifested through undeveloped speech, removing agrammatism and removing the disorders of prosodic elements. The aim of the research is examining the teachers' attitudes towards the speech-language therapy with the function of the education and rehabilitation of the children with speech and language disorders within inclusive education. In this paper the principles of work will be presented as well as the contents of the programme of speech-language therapeutic exercises. The sample of the research consisted of 90 teachers from the primary schools in the Municipality of Zemun. The research was carried out by the voluntary filling in of the questionnaire created for this occasion. The descriptive method was used. Research results show that the teachers in inclusive education have the opinion that it is necessary to opportunely carry out the speech-language therapy with the children with developmental disabilities as well as with the children with speech and language disorders from typical population. The teachers notice that the children included in speech-language therapy are more motivated and involved in the teaching process, and therefore suggest more frequent treatments. The conclusion is that speech-language therapy has a great importance because it causes better verbal communication and because it has a stimulative effect on the development of cognitive functions and also leads to the amelioration of the achievements of the children with speech and language disorders within inclusive education.

Key words: speech-language therapy, education, rehabilitation, children with speech and language disorders, inclusive education

LOGOPEDSKI TRETMAN U FUNKCIJI EDUKACIJE I REHABILITACIJE DECE SA POREMEĆAJIMA GOVORA I JEZIKA U INKLUZIVNOM OBRAZOVANJU I VASPITANJU

Vesna Narančić

OŠ „Radivoj Popović”, Zemun, Srbija

Poremećaji govora i jezika se javljaju kod dece sa smetnjama u razvoju, ali su prisutni u značajnom porastu i kod dece tipične populacije osnovnoškolskog uzrasta. U uslovima inkluzivnog obrazovanja i vaspitanja u okviru dodatne obrazovne podrške na osnovu mišljenja interresorne komisije kompetentan defektološki kadar – logopedi realizuju individualni logopedski tretman sa decom koja imaju poremećaje govora i jezika. Logopedski rad u školama sa decom se sprovodi sa ciljem: dijagnostikovanja govorno-jezičkog statusa, otklanjanja artikulacionih poremećaja, korekcije izgovora glasova, otklanjanja nepravilnosti u čitanju i pisanju, savlađivanja funkcionalnih promena u kvalitetu laringealnog glasa, otklanjanja teškoća u govoru koji se manifestuje nerazvijenim govorom, otklanjanja agramatizama i otklanjanja poremećaja prozodijskoh elemenata. Cilj istraživanja je ispitivanje stavova nastavnika o logopedskom tretmanu u funkciji edukacije i rehabilitacije dece sa poremećajima govora i jezika u inkluzivnom obrazovanju i vaspitanju. U ovom radu će biti prezentovani i principi rada kao i sadržaji programa logopedskih vežbi. Uzorak istraživanja je činilo 90 nastavnika razredne i predmetne nastave u osnovnim školama na teritoriji opštine Zemun. Istraživanje je sprovedeno dobrovoljnim popunjavanjem namenski konstruisanog anketnog upitnika. Korišćena je deskriptivna metoda. Rezultati istraživanja pokazuju da nastavnici u inkluzivnom obrazovanju i vaspitanju smatraju da je neophodno blagovremeno sprovesti logopedski tretman kako kod dece sa smetnjama u razvoju, tako i kod dece tipične populacije sa poremećajima govora i jezika. Nastavnici primećuju da su deca obuhvaćena logopedskim tretmanom motivisanja i uključenja u nastavni proces, te predlažu češći logopedski tretman. Zaključak je da logopedski tretman ima veliki značaj jer uzrokuje bolju verbalnu komunikaciju i stimulativno deluje na razvoj kognitivnih funkcija, te dovodi do poboljšanja postignuća dece sa poremećajima govora i jezika u inkluzivnom obrazovanju i vaspitanju.

Ključne reči: logopedski tretman, edukacija, rehabilitacija, deca sa poremećajima govora i jezika, inkluzivno obrazovanje i vaspitanje

MODERN APPROACH TO MODEL OF EDUCATION OF STUDENTS WITH DISABILITIES IN THE REGULAR SYSTEM OF EDUCATION

Aleksandra Gvozdanović Debeljak¹, Nataša Maček²

¹Primary School "Ljudevita Gaja", Osijek, Croatia,

²Kindergarten „Medo Brundo“, Zagreb, Croatia

Students with disabilities have been institutionalized and marginalized in society for many years, and their right to education in mainstream schools is legalized in the late 20th century. The reasons for that can be found in a large number of students in classes, insufficient number of professional staff in schools, lack of professional education and rehabilitation support, (in) competence of teachers etc.

The aim of this paper is to theoretically show the current programs of education of children with disabilities into the regular system, with particular emphasis on the partial integration. The paper takes a critical approach to this issue.

The students with disabilities in their education have appropriate programs of education, and these programs can be: regular program with individualized procedures, regular program with personalized content and individualized procedures, as well as a special program with the individualized procedures.

In addition to the above programs model of complete and partial integration also take place in the regular education system. Students with disabilities who are educated according to the model of full integration are included in the regular class with other students in the classroom and have adapted program. In this way, students who consider their disability can overcome regular syllabus/curriculum without meaningful limitation, are determined by individualized procedures. When students are studying through the model of partial integration, they are included in the regular class and special class as well. Special program with individualized procedures seem particularly structured content of curricula/curriculum designed according to the possibilities and abilities of students. Special program with individualized procedures can be from all or certain subjects.

In determining the optimal program and the model it is important to take advantage of all the modalities to receive information, take into account the child's personality, his social needs, abilities, memory, verbal and other skills.

Key words: models of education, educational programs, children with disabilities

SUVREMENI PRISTUP MODELIMA ŠKOLOVANJA UČENIKA S TEŠKOĆAMA U REDOVNOM SUSTAVU ODGOJA I OBRAZOVANJA

Aleksandra Gvozdanović Debeljak¹, Nataša Maček²

¹Osnovna škola Ljudevita Gaja, Osijek, Hrvatska,

²DV „Medo Brundo“, Zagreb, Hrvatska

Učenici s teškoćama su dugi niz godina bili institucionalizirani i marginalizirani u društvu, a njihovo pravo na obrazovanje u redovitim školama ozakonjeno je krajem 20. stoljeća. Razlozi toga se mogu potražiti u velikom broju učenika u razrednim odjelima, nedovoljnem broju stručnih suradnika u školama, nedostatku stručne edukacijsko-rehabilitacijske podrške, (ne)kompetentnosti učitelja i sl.

Cilj rada je teorijski prikazati postojeće programe školovanja djece s teškoćama u redovnom sustavu, s posebnim naglaskom na djelomičnu integraciju. U radu sekri-tički osvrćemo na ovu problematiku.

Školovanje učenika s teškoćama u redovnom sustavu prate primjereni progra-mi odgoja i obrazovanja učenika, a ti programi mogu biti: redoviti program uz indi-vidualizirane postupke, redoviti program uz prilagodbu sadržaja i individualizirane postupke, te posebni program uz individualizirane postupke.

Osim prethodno navedenih programa školovanje u redovnom sustavu dovija se i po modelu potpune djelomične integracije. Učenici s teškoćama koji se školuju prema modelu potpune integracije uključeni su u redovan razredni odjel s ostalim učenicima u tom razrednom odjelu i imaju prilagođen program tijekom školovanja. Na taj način učenicima koji s obzirom na vrstu teškoće mogu svladavati redoviti na-stavni plan i program/kurikulum bez sadržajnog ograničavanja, određuju se indi-vidualizirani postupci. Kada se učenici školuju prema modelu djelomične integracije, uključeni su redovnu školu dijelom u poseban i dijelom u redovan razredni odjel. Posebni program uz individualizirane postupke čini posebno strukturirani sadržaj nastavnih planova i programa/kurikuluma izrađen prema mogućnostima i sposob-nostima učenika. Posebni program uz individualizirane postupke može biti iz svih ili pojedinih predmeta.

U određivanju optimalnih programa i modela važno je iskoristiti sve modalitete primanja informacija, voditi računa o djetetovoj osobnosti, njegovim socijalnim po-trebama, sposobnostima pamćenja, verbalnim i drugim sposobnostima.

Ključne riječi: modeli školovanja, programi školovanja, djeca s teškoćama

THE PREVENTIVE AND CORRECTIVE WORK IN THE EDUCATION AND REHABILITATION OF THE CHILDREN WITH DEVELOPMENTAL DISABILITIES

Vesna Narančić

Primary School "Radivoj Popović", Zemun, Serbia

The preventive and corrective work with the children with developmental disabilities had been until 2009, when inclusion was introduced into the educational system of the Republic of Serbia, present only as an compulsory extra-teaching activity in the schools for the education of the children with developmental disabilities.

From the introduction of inclusion, the preventive and corrective work with the children with developmental disabilities, which are educated together with the children from typical population, has been realised in schools within the additional educational support. The competent defectologist personnel which constitutes the team for providing the additional educational support carries out specific procedures and treatments in the preventive and corrective work in the education and rehabilitation of the children with developmental disabilities.

Primarily, individual preventive and corrective work is carried out with the aim of removing or alleviating developmental disabilities as well as stimulating the development of psychical and physical functions in the children with developmental disabilities. Also, the preventive and corrective work in the education and rehabilitation is realised because of the amelioration of the quality of the socialisation of the children with developmental disabilities.

The aim of this paper is a theoretical review of the methodology of preventive and corrective work as well as the discussion of the previous experiences in the preventive and corrective work in the education and rehabilitation of the children with developmental disabilities.

A conclusion is reached that timely and continual preventive and corrective work has positive effects on the process of the acquisition of knowledge and skills in the children with developmental disabilities in educational work as well as that it contributes to their more successful socialisation.

Key words: preventive and corrective work, education, rehabilitation, children with developmental disabilities

PREVENTIVNO-KOREKTIVNI RAD U EDUKACIJI I REHABILITACIJI DECE SA SMETNJAMA U RAZVOJU

Vesna Narančić

OŠ „Radivoj Popović”, Zemun, Srbija

Preventivno-korektivni rad sa decom sa smetnjama u razvoju je do 2009.godine, kada je uvedena inkluzija u obrazovni sistem Republike Srbije, bio isključivo zastrupljen kao obavezna vannastavna aktivnost u školama za obrazovanje i vaspitanje dece sa smetnjama u razvoju.

Uvođenjem inkluzije, u školama se preventivno-korektivni rad sa decom sa smetnjama u razvoju, koja se edukuju zajedno sa decom tipične populacije, realizuje u okviru dodatne obrazovne podrške. Kompetentan defektološki kadar koji čini tim za pružanje dodatne obrazovne podrške sprovodi specifične postupke i tretmane preventivno-korektivnog rada u edukaciji i rehabilitaciji dece sa smetnjama u razvoju.

Primarno, individualni preventivno-korektivni rad se sprovodi sa ciljem otklanjanja ili ublažavanja smetnji u razvoju kao i kako bi se podsticao razvoj psihičkih i fizičkih funkcija kod dece sa smetnjama u razvoju. Takođe, preventivno-korektivni rad u edukaciji i rehabilitaciji se realizuje i radi poboljšanja kvaliteta socijalizacije dece sa smetnjama u razvoju.

Cilj ovog rada je teorijski osvrt na metodologiju preventivno-korektivnog rada kao i razmatranje dosadašnjih iskustava u preventivno-korektivnom radu u edukaciji i rehabilitaciji dece sa smetnjama u razvoju.

Dolazi se do zaključka da pravovremeni i kontinuirani preventivno-korektivni rad ima pozitivne efekte na proces usvajanja znanja i veština dece sa smetnjama u razvoju u obrazovno-vaspitnom radu kao i da doprinosi njihovoj uspešnijoj socijalizaciji.

Ključne reči: preventivno-korektivni rad, edukacija, rehabilitacija, deca sa smetnjama u razvoju

DIDACTIC MATERIAL IN RESPECT OF PREVENTING DYSLEXIA AND DYSGRAPHIA – EARLY INTERVENTION ON PRESCHOOL AGE

Dragana Dženopoljac, Danijela Rodić

Association Logopraktika, Subotica, Serbia

Association *Logopraktika* Subotica is a professional association registered for publishing activities. The association was founded with the primary goal to improve speech and language therapy by raising awareness of preventive action and early intervention in speech and language disorders with an accent on producing, development and use of practical, didactic materials. Publications of *Logopraktika* are practical tools of operation designed to meet the developmental and needs of children with typical development, as well as those who are suffering from specific, different development, and the need for a different approach in learning. Logopractica's didactic material enable the use of various stimulus (visual, tactile, auditory), in different ways with multiple use, giving a basis for stimulating the development and optimal development skills necessary for the adoption of school skills and learning in general.

We would like to present our didactic materials and tools for the stimulation for development of predidactic and pre writing skills. They are intended for preschool children, with practical tools and support programs in early intervention of speech and language disorders and other developmental disabilities required in the special approach in literacy procedures

Our didactic material, namely: *Logoslovarica* – Logo spelling book (analysis and synthesis of phonemes), *Logovežbanka* – Logo workbook: position of phonemes in words, 100 characters (letters in colors for acoustic differentiation of phonemes), Logo G Logo L (set for visual perception, discrimination, attention and laterality) and *Super sveska* – Super notebook (notebook adapted for stimulation of graphomotorical development and initial literacy). The didactic material can be used individually and in group with simple instructions and method of use.

Key words: didactic materials, prevention, preschool age

DIDAKTIČKI MATERIJAL ZA RAD NA PREVENCIJI DISLEKSIJE I DISGRAFIJE – RANA INTERVENCIJA NA PREDŠKOLSKOM UZRASTU

Dragana Dženopoljac, Danijela Rodić

Udruženje Logopraktika, Subotica, Srbija

Udruženje *Logopraktika* Subotica je strukovno udruženje sa registrovanom izdavačkom delatnošću i osnovano je sa ciljem da se unapredi logopedska praksa u našoj zemlji podizanjem nivoa svesti o značaju preventivnog delovanja i rane intervencije kod govorno-jezičkih poremećaja sa akcentom na izradi i upotrebi praktičnog, didaktičkog logopedskog materijala za rad. Izdanja Logopraktike su praktična sredstva za rad koja su osmišljena da odgovore na razvojne i posebne potrebe, kako dece tipičnog razvoja, tako i one koja imaju specifičan, drugačiji razvoj, a samim tim i potrebu za drugačijim pristupom u učenju. Logopraktikin didaktički material omogućava da se u radu koristi više vrsta stimulus (vizuelni, taktilni, auditivni), na više načina i duže vreme, što je osnova za stimulaciju razvoja i razvijanje optimalnih sposobnosti neophodnih za usvajanje školskih veština i učenje, uopšte.

Ovom prilikom želimo da predstavimo didaktički materijal i sredstva za rad na stimulaciji razvoja predčitačkih i predpisačkih veština. Namjenjena su deci predškolskog uzrasta, kao praktična sredstva i podrška programima rane intervencije kod govorno-jezičkih poremećaja i ostalih razvojnih teškoća koje oteževaju i zahtevaju poseban pristup u opismenjavanju, a to su: *Logoslovarica* (analiza li sinteza glasova), *Logovežbanka*: položaj fonema u rečima, 100 slova (slova u bojama za diferencijaciju glasova po zvučnosti), Logo G-Logo L (set za vizuelnu percepciju, diskriminaciju, pažnju i lateralizovanost) i *Super sveska* (prilagođena sveska za stimulaciju razvoja grafomotorne veštine i početno opismenjavanje). Didaktički materijal se može koristiti u individualnom i grupnom radu, lak je za upotrebu uz jednostavne instrukcije.

Ključne reči: didaktički materijal, prevencija, predškolski uzrast

RETROSPECTIVE ANALYSIS OF ACCURACY OF THE INITIALLY DIAGNOSED CLINICAL ENTITY OF "DEVELOPMENTAL DYSPHASIA"

Miodrag Stošljević, Aleksandra Aleksov, Milosav Adamović

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

Developmental dysphasia is the most common diagnosis which is given to the children with atypical development between their second and third year of life. Reaching the diagnosis implies that there is a developmental delay only in speech and language development, while intelligence and hearing are intact. The aim of this analysis was to determine the accuracy of the initial diagnosis for clinical entity "developmental dysphasia". The research methodology included the analysis of available medical records of children with atypical development who were diagnosed with developmental dysphasia (F80) between the second and third year of life, and who, after several years of treatment, got a definitive diagnosis when they were tested for primary school admission. The analysed records covered the period 2000-2015, and included a sample of 116 children who had received a definitive diagnosis of autism (F84). The results showed that the initial diagnosis of developmental dysphasia, reached in 92 (79.31%) of children between the second and third year of life, changed over time to the definitive diagnosis of autism when they were tested for primary school admission. The conclusion of this study is that the relevant experts, especially child psychiatrists, should, at the time of the initial diagnosis, pay more attention to the diagnostic criteria for developmental dysphasia, with emphasis on the characteristics of intellectual development and the state of hearing.

Key words: developmental dysphasia, autism, diagnostics

RETROSPEKTIVNA ANALIZA TAČNOSTI PRVOBITNO POSTAVLJENE DIJAGNOZE ZA KLINIČKI ENTITET „RAZVOJNA DISFAZIJA“

Miodrag Stosljević, Aleksandra Aleksov, Milosav Adamović

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

Razvojna disfazija je najčešća dijagnoza koja se postavlja deci atipičnog razvoja između njihove druge i treće godine života, a postavljanje dijagnoze podrazumeva da dete zaostaje samo u govorno-jezičkom razvoju dok su inteligencija i sluh očuvani. Cilj ovoga rada je bio utvrditi tačnost prvobitno postavljene dijagnoze za klinički entitet „razvojna disfazija“. Metodologija istraživanja je podrazumevala analizu dostupne medicinske dokumentacije dece atipičnog razvoja kojima je postavljena dijagnoza razvojne disfazije (F80) između druge i treće godine života, a koja su nakon višegodišnjeg tretmana dobili konačnu dijagnozu prilikom testiranja za polazak u osnovnu školu. Analizirana dokumentacija je bila za period 2000-2015. godine, a obuhvatala je uzorak od 116 dece koja su dobila konačnu dijagnozu autizma (F84). Rezultati istraživanja su pokazali da je prvobitna dijagnoza razvojne disfazije postavljena kod 92 (79,31%) ispitanika između druge i treće godine života da bi se ta dijagnoza tokom vremena menjala do postavljanje konačne dijagnoze autizma prilikom testiranja za polazak u osnovnu školu. Zaključak ovog istraživanja je da relevantni stučnjaci, a posebno dečiji psihijatri, treba prilikom postavljanja prvobitne dijagnoze da obrate veću pozornost na dijagnostičke kriterijume za razvojnu disfaziju sa naglaškom na karakteristike intelektualnog razvoja i stanja sluha.

Ključne reči: razvojna disfazija, autizam, dijagnostika

THEORY OF MIND IN PEOPLE WITH INTELLECTUAL DISABILITY

*Kristina Milosavljević, Vojislava Bugarski Ignjatović,
Sanela Slavković, Nina Brkić Jovanović*

University of Novi Sad – Medical Faculty, Novi Sad, Serbia

Introduction: Theory of mind represents a person's ability to describe, assign, or attribute certain mental states to themselves and others. Theory of mind is the basis of social cognition, which is the essence of the ability of people to get along with other people, and to look at the world from the perspective of another person. The ability of attributing mental states, which develops slower in children with developmental disorders, depends on both the inborn capacity of the child, as well as on stimulation that comes from the outside.

Objective: The objective of this paper was to examine the development of the theory of mind in persons with intellectual disabilities living in institutional and family care.

Materials and Methods: In this paper we used the Sally-Anne test for the assessment of "false beliefs". All persons were tested with the same testing material, and the test lasted on average 3 minutes, in isolated areas without the possibility of distraction of attention or influence by parents/guardians/teachers. The sample consisted of 40 people with intellectual disabilities (20 subjects with mild and 20 subjects with moderate intellectual disability), half of which had been growing up in an institutional accommodation and the other half in a family environment.

Results: The results suggest that there is a very low adoption of the theory of mind in people with intellectual disabilities. The degree of intellectual disability and the environment in which they grow up do not affect the level of development of the theory of mind.

Conclusion: Support is needed in developing the theory of mind in children with intellectual disability, regardless if they are at home or in an institution. Therefore, there is a need for systemic implementation of stimulating early development of the theory of mind in children with intellectual disabilities in order to ensure their better integration and participation in the community.

Key words: theory of mind, intellectual disability, institutional accommodation, family accommodation

TEORIJA UMA KOD OSOBA SA INTELEKTUALNOM OMETENOŠĆU

*Kristina Milosavljević, Vojislava Bugarski Ignjatović,
Sanela Slavković, Nina Brkić Jovanović*

Univerzitet u Novom Sadu – Medicinski fakultet, Novi Sad, Srbija

Uvod: Teorija uma predstavlja sposobnost osobe da opiše, dodeli, ili pripiše određena mentalna stanja sebi i drugim osobama. Teorija uma je osnova socijalne kognicije koja predstavlja suštinu sposobnosti osoba da se slažu sa drugim ljudima, i da sagledaju svet iz ugla druge osobe. Sposobnost pripisivanja mentalnih stanja, koja se sporije razvija kod dece sa smetnjama u razvoju, zavisi kako od urođenih kapaciteta deteta, tako i stimulacije koja dolazi iz spoljašnje sredine.

Cilj: Cilj rada je ispitati razvijenost teorije uma kod osoba sa intelektualnom ometenošću na institucionalnom i porodičnom smeštaju.

Materijal i metode: Za potrebe ovog rada korišćen je Sally-Anne test za procenu „lažnog verovanja“. Sve osobe su testirane istim materijalom, a testiranje je prosečno trajalo tri minuta i izvršeno je u izolovanim prostorijama bez mogućnosti distrakcije pažnje i uticaja od strane roditelja/staratelja/vaspitača. Uzorak je činilo 40 osoba sa intelektualnom ometenošću (20 ispitanika sa lakom i 20 ispitanika sa umerenom intelektualnom ometenošću), od kojih je polovina odrastala na institucionalnom smeštaju a druga polovina u porodičnom okruženju.

Rezultati: Rezultati govore u prilog vrlo niske usvojenosti teorije uma kod osoba sa intelektualnom ometenošću. Stepen intelektualne ometenosti i sredina u kojoj su odrasli ne utiče na razvijenost teorije uma.

Zaključak: Podrška u razvijanju teorije uma potrebna je svoj intelektualno ometenoj deci bez obzira na to da li odrastaju u porodici ili u okviru institucije. Stoga treba razmotriti potrebu za sistemskim uviđenjem stimulacije ranog razvoja teorije uma kod dece sa intelektualnom ometenošću u cilju njihove bolje integracije i participacije u široj društvenoj zajednici.

Ključne reči: teorija uma, intelektualna ometenost, institucionalni smeštaj, porodični smeštaj

THE RIGHT TO PLAY AND INCLUSIVE PLAY

Patrick Hynes

St. Gabriel's School and Centre, Limerick, Ireland

This paper reviews literature regarding children's right to play and inclusive play. Play is essential to the social, physical, intellectual, creative and emotional development of the child, where children learn about their world. The developmental nature of play is very important for children with disabilities. Inclusive play is where children of all abilities can play together promoting and encouraging social integration, enabled by playground design based on the principles of universal access (Hicks and Heseltine, 2001). Recommendations, based on the literature review, are provided on how best to include children with disabilities in play, in environments that promote inclusion and foster children's participation.

Key words: play, inclusion, children with disabilities

PRAVO NA IGRU I INKLUSIVNA IGRA

Patrick Hynes

Škola i centar „Sveti Gabrijel”, Limerik, Irska

Ovaj pregledni rad odnosi se na dečije pravo na igru i inkluzivnu igru. Igra je esencijalna za socijalni, fizički, intelektualni, kreativni i emocionalni razvoj deteta, tokom koje deca uče o svetu. Prirodni razvoj igre je veoma važan za decu sa invaliditetom. Inkluzivna igra podrazumeva da se deca sa svim vrstama invaliditeta igraju zajedno promovišući i podstičući socijalnu integraciju, na igralištima na pravljenim na osnovu principa univerzalnog pristupa (Hicks and Heseltine, 2001). Na osnovu pregleda literature, mogu se izvući preporuke koje se odnose na načine na koje je najbolje uključiti decu sa invaliditetom u igru, u sredinu koja promoviše inkluziju i podstiče participaciju dece.

Ključne reči: igra, inkluzija, deca sa invaliditetom

MOVEMENTS AS A BASIS FOR LEARNING IN PRESCHOOL AGE

Nina Pantić Čehajic

CIRIUS, Kamnik, Slovenia

Primary or primitive movements are the basis of all complex movements that we learn throughout life. All complex movements are the combination of the primary ones. They appear intrauterine, during pregnancy. Their absence is one of the first signs of fetal malformations. The presence of individual, primary isolated movements in a child up to the age of the second year of life is normal and necessary and is a sign of healthy development. After the second year of life normal development involves not the absence or disappearance of primary movement but its integration in the complex scheme of movement, the movement as a whole. Primary movements represent the basis for the development of motor skills, sensory and cognition and their integrated, coordinated action. The presence of non-integrated primary movements in children after the second year of life is an obstacle, an obstacle for the coordinated functioning of all the systems that are necessary to learn and progress in all areas of child development. In practice we often find preschool children with visible differences at the level of primary movements. Sadly we found little skilled personnel having basic knowledge of this field. As a result they make incorrect conclusions about the causes of the child's behavior or poor skills in a particular area. Too often we explain everything we do not understand as laziness and / or poor upbringing because we do not have enough information and knowledge to understand that a child's body only "dictates" or "commands" how to behave and determines its cognitive and perceptual skills. Professional workers have too little knowledge about the connection between body and mind, and they consciously or unconsciously ignore this link. So, the necessity to start a debate on this important area of our work, both in the preschool years and throughout life, is imposed.

Key words: primary movements, development, integration movement, the professionals

PRIMARNI POKRETI KAO OSNOVA ZA UČENJE U PREDŠKOLSKOM UZRASTU

Nina Pantić Čehajić

CIRIUS, Kamnik, Slovenija

Primarni ili primitivni pokreti su osnova svih kompleksnih pokreta koje naučimo tokom života. Svi kompleksni pokreti su kombinacija primarnih. Pojavljuju se intrauterino, u vreme trudnoće. Njihovo odsustvo je jedan od prvih znakova malformacije ploda. Prisustvo pojedinačnih tj. izolovanih primarnih pokreta kod deteta do napunjene druge godine života je normalna i potrebna jer je kao takav primarni pokret znak zdravog razvoja. Nakon napunjene druge godine života normalan razvoj podrazumeva neizostanak ili nestanak nego integraciju primarnog pokreta u kompleksne sheme pokreta, u kretanje kao celinu. Primarni pokreti predstavljaju osnovu za razvoj motorike, senzorike i kognicije te njihovo integrисано, usklađeno delovanje. Prisustvo neintegriranog primarnog pokreta kod dece nakon druge godine života predstavlja prepreku, smetnju za usklađeno delovanje svih sistema koji su potrebni za učenje i napredovanje na svim područjima dečijeg razvoja. U praksi često nalazimo predškolsku decu kod kojih su vidna odstupanja na nivou primarnih pokreta. Nažalost stručni kadar nema potrebnih osnovnih znanja o ovome području. To ima za posledicu donošenje nepravilnih zaključaka o uzrocima za detetovo ponašanje ili slabe sposobnosti na određenom području. Prečesto sve što ne razumemo objašnjavamo lenjošću i/ili slabim vaspitanjem jer sami nemamo dovoljno informacija i znanja kako bismo razumeli da detetu telo samo »diktira« ili »zapoveda« kako da se ponaša i determinira njegove kognitivne i perceptivne sposobnosti. Stručni radnici imamo pre malo znanja o povezanosti tela i umu i tu vezu svesno ili nesvesno zanemarujemo. Sama po sebi nameće se nužnost potrebe o otvaranju debata na ovom važnom područje našeg rada, kako u predškolskom uzrastu tako i tokom celog života.

Ključне reči: primarni pokreti, razvoj, integracija pokreta, stručni radnici

THE PRESENCE OF ASSOCIATED DISORDERS AS INDICATORS OF MULTIPLE DISABILITY IN CHILDREN DIAGNOSED WITH CEREBRAL PALSY

Milena Milićević¹, Danka Krstić²

¹Institute of Criminological and Sociological Research, Belgrade, Serbia

²Day Care Center for Children and Youth with Developmental Disabilities, Belgrade, Serbia

This paper presents the preliminary results of research conducted in order to examine the differences in the distribution of various associated disorders in a population of children and young people with cerebral palsy. The functional profile included data on the type of cerebral palsy, the level of impairment of gross motor, fine bimanual and manual abilities, level of functional independence, intellectual disability, present sensory impairments, communication disorders and socialization. Due to the prevalence of health problems, data on the general health status and the presence of epilepsy are also included. The study included 117 participants diagnosed with cerebral palsy, 66 (56.4%) male and 51 (43.6%) female, aged from seven to 18 years, residing on the territory of the Republic of Serbia. Functional Profile was created by implementing Gross Motor Function Classification System – Expanded and Revised (GMFCS–E&R; Palisano, Rosenbaum, Bartlett, & Livingston, 2007), Manual Ability Classification System (MACS; Eliasson et al., 2006), Bimanual Fine Motor Function (BFMF; Beckung & Hagberg, 2002) and Functional Independence Measure for Children (WeeFIM; Msall et al., 1994). Other data were collected from available medical, educational or psychological documentation, and from members of the expert team, their parents or caregivers. In addition to descriptive statistics, χ^2 test of independence and Mann-Whitney U-test for group comparison were applied. Statistically significant differences were confirmed in relation to the level of functional independence in the domains of self-care ($p=0.029$, $r=0.201$), cognition ($p=0.000$, $r=0.461$) and overall independence ($p=0.008$, $r=0.244$). In addition, statistically significant differences were found in the domain of communication ($p=0.001$, $r=0.297$), intellectual abilities ($p=0.000$, $r=0.617$) and socialization ($p=0.000$, $r=0.441$), but also in relation to the health problems present ($p=0.010$, $\varphi =0.258$). The results obtained indicate that the dominant disorders, as an associated ones, can be considered as indicators of multiple disabilities in children diagnosed with cerebral palsy. The results were further discussed in relation to previous and current, primarily population-based studies of the phenomenology of cerebral palsy.

Key words: associated disorders, the diagnosis of cerebral palsy, functional profile

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PRISUSTVO PRIDRUŽENIH POREMEĆAJA KAO INDIKATORA VIŠESTRUKE OMETENOSTI KOD DECE S DIJAGNOSTIKOVANOM CEREBRALNOM PARALIZOM

Milena Milićević¹, Danka Krstić²

¹Institut za kriminološka i sociološka istraživanja, Beograd, Srbija

²Centar za smeštaj i dnevni boravak dece i omladine ometene u razvoju, Beograd, Srbija

U radu su predstavljeni preliminarni rezultati istraživanja sprovedenog s ciljem da se ispitaju razlike u distribuciji različitih pridruženih poremećaja u populaciji dece i mlađih s cerebralnom paralizom. Funkcionalnim profilom su obuhvaćeni podaci o tipu cerebralne paralize, stepenu oštećenja grubih motoričkih, finih manuelnih i bimanuelnih sposobnosti, stepenu funkcionalne nezavisnosti, o intelektualnoj ometenosti, prisutnim senzornim oštećenjima, poremećajima komunikacije i socijalizacije. Zbog učestalosti zdravstvenih problema, uključeni su i podaci o opštem zdravstvenom stanju i prisustvu epilepsije. Istraživanjem je obuhvaćeno 117 ispitanika s dijagnostikovanom cerebralnom paralizom, 66 (56,4%) muškog i 51 (43,6%) ženskog pola, starosti od sedam do 18 godina, koji žive na teritoriji Republike Srbije. Funkcionalni profil je sačinjen primenom Sistema klasifikacije grubih motoričkih funkcija – Proširene i izmenjene verzije (Gross Motor Function Classification System – Expanded and Revised, GMFCS-E&R; Palisano, Rosenbaum, Bartlett, & Livingston, 2007), Sistema klasifikacije manuelnih sposobnosti (Manual Ability Classification System – MACS; Eliasson et al., 2006), klasifikacije Bimanuelnih finih motoričkih funkcija (Bimanual Fine Motor Function – BFMF; Beckung & Hagberg, 2002) i Testa funkcionalne nezavisnosti za decu (Functional Independence Measure for Children – WeeFIM; Msall et al., 1994). Ostali podaci su prikupljeni iz dostupne medicinske, pedagoške ili psihološke dokumentacije i od članova stručnog tima, roditelja ili staratelja. Pored deskriptivne statistike, primenjeni su χ^2 test nezavisnosti i Man-Vitnijev U-test za poređenje grupa. Statističku značajnost su dostigle razlike u odnosu na stepen funkcionalne nezavisnosti u domenima samozbrinjavanja ($p=0,029$, $r=0,201$), kognicije ($p=0,000$, $r=0,461$) i ukupne nezavisnosti ($p=0,008$, $r=0,244$). Osim toga, statističku značajnost su dostigle razlike u domenu komunikacije ($p=0,001$, $r=0,297$), intelektualnih sposobnosti ($p=0,000$, $r=0,617$) i socijalizacije ($p=0,000$, $r=0,441$) i u odnosu na prisutne zdravstvene probleme ($p=0,010$, $\varphi=0,258$). Dobijeni rezultati ukazuju na dominantne poremećaje koji se, kao pridruženi, mogu smatrati indikatorima višestruke ometenosti kod dece s dijagnostikovanom cerebralnom paralizom. Rezultati su dalje prodiskutovani u odnosu na dosadašnja i aktuelna, prvenstveno populaciona istraživanja fenomenologije cerebralne paralize.

Ključne reči: pridruženi poremećaji, dijagnoza cerebralne paralize, funkcionalni profil

¹ Rad je nastao kao rezultat na projektu „Kriminal u Srbiji: fenomenologija, rizici i mogućnosti socijalne intervencije“ (broj 47011) koji finansira Ministarstvo prosvete, nauke i tehnološkog razvoja Republike Srbije.

MEDICAL HISTORY VARIABLES FUNCTIONING AS PREDICTORS OF READING COMPREHENSION IN CHILDREN WITH CEREBRAL PALSY

Almira Mujkić¹, Edina Šarić², Asmira Mužanović³

¹JZU Health Center Brčko, Brčko, Bosnia and Herzegovina,

²University of Tuzla - Faculty of Education and Rehabilitation Sciences, Tuzla, Bosnia and Herzegovina,

³Center for Children with Multiple Impairments "Koraci nade", Tuzla, Bosnia and Herzegovina

The aim of this study was to determine whether medical history variables: type of severity of motor and accompanying difficulties, class of respondents, frequency of treatment, risk factors, success in school and gender present significant predictors of reading comprehension. The study included 30 children with cerebral palsy, of both sexes, from the second to the sixth grade, who attended regular primary-school education program. Reading Comprehension Test and Paragraph Comprehension Test were used for testing reading comprehension (Duranović, 2013). Research results showed that all medical history variables (school performance, frequency of treatment, class, risk factors, gender, accompanying difficulties, and the type of motor impairment) represent a statistically significant predictor of variability in paragraphs comprehension and reading comprehension. Individual predictability was calculated by linear regression and it showed that accompanying difficulties represent a statistically significant predictor of paragraph comprehension, while the frequency of treatment is a statistically significant predictor of variability in reading comprehension.

Key words: cerebral palsy, medical history factors, reading comprehension, paragraph comprehension

ANAMNEŠIČKE VARIJABLE U FUNKCIJI PREDIKTORA RAZUMIJEVANJA PROČITANOG TEKSTA KOD DJECE SA CEREBRALNOM PARALIZOM

Almira Mujkic¹, Edina Šarić², Asmira Mujanović³

¹JZU Zdravstveni centar Brčko, Brčko, Bosna i Hercegovina,

²Univerzitet u Tuzli – Edukacijsko-rehabilitacijski fakultet, Tuzla, Bosna i Hercegovina

³Centar za djecu sa višestrukim smetnjama „Koraci nade”, Tuzla, Bosna i Hercegovina

Cilj ovog istraživanja bio je utvrditi da li su anamnešičke varijable: vrsta izraženosti motoričkih i propratnih poteškoća, razred ispitanika, frekventnost tretmana, faktori rizika, uspjeh u školi i spol značajni prediktori razumijevanja pročitanog teksta. Istraživanjem je obuhvaćeno 30 djece sa cerebralnom paralizom, oba spola, od drugog do šestog razreda, koja su pohađala redovni osnovno-školski program obrazovanja. Za ispitivanje razumijevanja pročitanog teksta korišteni su Test za razumijevanje pročitanog i Test za razumijevanje paragrafa (Duranović, 2013). Rezultatima istraživanja dobijeno je da anamnešičke varijable skupa (školski uspjeh, frekventnost tretmana, razred, faktori rizika, spol, propratne poteškoće i vrste motoričkog oštećenja) predstavljaju statistički značajan prediktor varijabilnosti razumijevanja paragrafa i razumijevanja pročitanog teksta. Linearnom regresijom izračunata je pojedinačna prediktivnost i ustanojeno da propratne poteškoće predstavljaju statistički značajan prediktor razumijevanja paragrafa, dok frekvenčnost tretmana predstavlja statistički značajan prediktor varijabiliteta razumijevanja pročitanog.

Ključne riječi: cerebralna paraliza, anamnešički faktori, razumijevanje pročitanog, razumijevanje paragrafa

MODEL OF DIAGNOSTICAL AND STIMULATING MONITORING OF EARLY CHILD DEVELOPMENT IN UZICE

Milja Kovačević

General Hospital in Užice, Department for Physical Medicine and Rehabilitation,
Department of Children's Rehabilitation, Užice, Serbia

The main objective of this paper is to show the methodology of detection and early intervention in General Hospital in Uzice on the Department for Physical Medicine and Rehabilitation, Department of Children's Rehabilitation.

A review of documentation during four-year period (2010, 2011, 2012 and 2013), we determined the total number of live-born children and children at risk, then the number of children who came for treatment at the Department of Physical Medicine and Rehabilitation, Department of Children's Rehabilitation.

The sample consists of children at risk, who are born after the maternity hospital in Uzice, located in the neonatal intensive care unit of the General Hospital in Uzice. Sub-sample surveys are children at risk, who are after a stay in the neonatal intensive care program continued to stimulate the development of the Department of Physical Medicine and Rehabilitation, Department of Children's Rehabilitation.

The prevalence of high risk infants in our sample is 15-20%. Based on the data obtained, we can conclude that the number of high risk infants during this period was increasing from year to year so that in 2013 it increased by 23% compared to the previous year.

At the same time, our data point to the fact that all children at risk are not included in the program of monitoring and stimulation. We recorded the absence of monitoring of children after a period of walking age, because stimulating program takes this motoricall component as an element of sucsession.

Stimulating program which is implemented, contains elements of somatopedic treatment based on stimulation of motor and perceptual skills at an early age, but without accepting the facts and understanding the needs that stimulation program should include a period up to third year (early intervention) and pre-school period, if it is needed.

Key words: detection, risk factors, stimulating treatment, early intervention

MODEL DIJAGNOSTIČKO-STIMULATIVNOG PRAĆENJA RANOGLJEDEČIJEG RAZVOJA U UŽICU

Milja Kovačević

Opšta bolnici u Užicu Odeljenje za fizikalnu medicinu i rehabilitaciju,
Odsek dečije rehabilitacije, Užice, Srbija

Osnovni cilj ovog rada jeste prikaz metodologije detekcije i rane intervencije u Opštaj bolnici u Užicu, na Odeljenju za fizikalnu medicinu i rehabilitaciju, odsek dečije rehabilitacije.

Pregledom dokumentacije tokom četvorogodišnjeg perioda (2010, 2011, 2012 i 2013. god.) utvrdili smo ukupan broj živorodene dece i dece sa rizikom, a zatim i broj dece koja su dolazila na tretman na Odeljenje fizikalne medicine i rehabilitacije, odsek dečije rehabilitacije.

Uzorak čine deca sa rizikom, koja su nakon rođena u porodilištu Opštaj bolnice u Užicu smeštena na Neonatološku intenzivnu negu Opštaj bolnice u Užicu. Poduzorak istraživanja čine deca sa rizikom, koja su nakon boravka na neonatalnoj intenzivnoj nezi nastavila sa programom stimulacije razvoja na Odeljenju za fizikalnu medicinu i rehabilitaciju, odsek dečije rehabilitacije.

Prevalencija riziko dece u našem uzorku iznosi 15-20%. Na osnovu dobijenih podataka možemo zaključiti da je broj riziko dece tokom ovog perioda bio u porastu iz godine u godinu tako da je u 2013-oj veći za 23% u odnosu na prethodne godine.

Istovremeno, naši podaci ukazuju i na činjenicu da sva deca sa rizikom nisu uključena u program praćenja i stimulacije. Evidentirali smo odsustvo praćenja dece nakon perioda prohodavanja, jer zapravo program stimulacije, kao elemenat uspešnosti uzima ovu motoričku komponentu.

Stimulativni program koji je sproveden u sebi sadrži elemente somatopedskog tretmana koji se zasniva na stimulaciji motoričkih i perceptivnih sposobnosti na ranom uzrastu, ali bez prihvatanja činjenice i razumevanja potrebe da program stimulacije treba da obuhvati i period do treće godine (rana intervencija) kao i predškolski period, ako za to postoji potreba.

Ključne reči: detekcija, riziko faktori, stimulativni tretman, rana intervencija

SENSE OF COMPETENCE IN WORKING WITH CHILDREN WITH DISABILITIES: STUDENTS OF HIGHER PROFESSIONAL SCHOOL FOR THE EDUCATION OF TEACHERS AND PRESCHOOL TEACHERS PERSPECTIVE

Ivana Radaković¹, Milana Rajić², Ivana Mihić¹, Vedrana Mirković¹

¹University of Novi Sad – Faculty of Philosophy, Novi Sad, Serbia

²PI "Joyous Childhood", Novi Sad, Serbia

The results of the research consistently show that employees in educational system, when it comes to work in inclusive context, have a belief that they are not competent enough to work with the children with disabilities. Accordingly, findings of the research indicate that there is lack of motivation for work with these children and social distance towards them. Preschool teachers with shorter work experience are more likely to have higher motivation and higher sense of competence for work with children with disabilities, than teachers with longer work experience. Students, future teachers, mostly feel ready to work in inclusive context and recognize the importance of early inclusion of children with disabilities in context of early intervention. The aim of this research was to examine the differences between students and teachers in evaluation of importance of basic education and training seminars for working with children with disabilities. The sample consisted of 232 responders – 72 students of Higher Professional School for the Education of Teachers, in Novi Sad and 160 teachers working in preschool institutions. For this research, we used a questionnaire for assessment of teacher's capacity to work with at-risk children. The results indicate that both teachers and students distinguish children with disabilities as the most demanding from all of at-risk groups. The results showed statistically significant differences between students and teachers in evaluation of importance of basic education and training seminars for working with children with disabilities ($t=7.15$, $df (226)$, $p<.01$) in favor of higher evaluations in students. Whereas in evaluation of importance of training seminars for working with children with disabilities there was no significant difference ($t=1.06$; $df (138)$; $p>.05$). These results are considered in context of knowledge and skills which the teachers gain through formal and informal education, factors that contribute higher feeling of competence and quality of training seminars.

Key words: preschool teachers, students, competences, children with disabilities

DOŽIVLJAJ VLASTITIH KOMPETENCIJA ZA RAD SA DECOM SA SMETNJAMA U RAZVOJU: PERSPEKTIVA STUDENATA VISOKE ŠKOLE ZA OBRAZOVANJE VASPITAČA I VASPITAČA U PRAKSI

Ivana Radaković¹, Milana Rajić², Ivana Mihić¹, Vedrana Mirković¹

¹Univerzitet u Novom Sadu - Filozofski fakultet, Novi Sad, Srbija

²PU „Radosno detinjstvo“, Novi Sad, Srbija

Kod zaposlenih u obrazovnom sistemu, kada je reč o spremnosti za rad u inkluzivnom kontekstu, javlja uverenje da nisu dovoljno kompetentni za rad sa decom sasmetnjama u razvoju. U skladu sa tim su i nalazi koji ukazuju na manjak motivacije za rad i prisustvo socijalne distance u odnosu na decu sa smetnjama u razvoju. Kod vaspitača sa kraćim radnim iskustvom, često se javlja veća motivacija i veći doživljaj sopstvene kompetentnosti za rad sa decom sa smetnjama u razvoju, nego kod vaspitača sa dužim radnim stažom. Studenti, budući vaspitači se mahom osećaju spremno za rad u inkluzivnom kontekstu i prepoznaju značaj ranog uključivanja dece sa smetnjama u razvoju u obrazovni sistem u kontekstu rane intervencije. Cilj ovog istraživanja je bio da se ispitaju razlike između studenata i vaspitača u proceni značaja bazičnog obrazovanja i seminara stručnog usavršavanja za rad sa decom sa smetnjama u razvoju. Uzorak je činilo 232 ispitanika – 72 studenta Visoke strukovne škole za obrazovanje vaspitača u Novom Sadu i 160 vaspitača iz predškolskih ustanova. Za potrebe istraživanja konstruisan je instrument za procenu kapaciteta vaspitača za rad sa decom iz rizičnih grupa. Rezultati su pokazali da u grupi vaspitača, kao i u grupi studenata, većina iz svog iskustva u radu sa decom iz rizičnih grupa, izdvaja decu sa smetnjama u razvoju kao najzahtevnije. Rezultati t testa za nezavisne uzorke ukazali su na postojanje statistički značajne razlike između studenata i vaspitača u praksi, u proceni značaja bazičnog obrazovanja za rad sa decom sa smetnjama u razvoju ($t=7,15$; $df = 226$; $p < 0,01$), u korist viših procena kod studenata, dok u proceni značaja seminara stručnog usavršavanja nisu dobijene značajne razlike ($t=1,06$; $df = 138$; $p > 0,05$). Dobijeni rezultati se razmatraju u kontekstu značaja znanja i veština koje vaspitači stiču kroz formalno i neformalno obrazovanje, faktora koji doprinoсе višem doživljaju kompetentnosti, te dostupnosti i kvaliteta seminara stručnog usavršavanja.

Ključne reči: vaspitači, studenti, kompetencije, deca sa smetnjama u razvoju

PRESCHOOL TEACHER PROFESSIONAL COMPETENCE FOR WORKING WITH CHILDREN WITH DISABILITIES

Milana Rajić¹, Ivana Mihic²

¹PI "Joyous Childhood", Novi Sad, Serbia

²University of Novi Sad – Faculty of Philosophy, Novi Sad, Serbia

The idea of inclusive education as a key principle of the education system, has met with implementation at all levels of education. However, still many factors contribute to the appearance of potential barriers along the way, especially when it comes to children with disabilities. Preschool facility, is often recognized as a valuable resource for providing early care and development stimulation. Unfortunately teachers, as key figures in the implementation of inclusion don't see themselves as competent enough. Preschool teachers as a major obstacle to the implementation of inclusion cite lack of applicable knowledge and expertise in the field of working with children with disabilities. The aim of this study was to investigate the contribution of different factors (work experience, experience in working with disabled children, estimated gains from basic education and professional training seminars) to preference and sense of competence of preschool teachers for working with children with disabilities. The sample consisted of 93 teachers from preschool institutions. We used part of the questionnaire for assessment of capacities of teachers to work with children at risk. The results showed a statistically significant negative effect of the work experience length ($\beta = -.283$, $p <.05$), and the positive effect of estimated gains from basic education ($\beta = .497$, $p <.01$) on preference for working with children with disabilities. Work experience has also a significant negative effect ($\beta = -.313$, $p <.01$) and estimated gains from basic education has positive effect ($\beta = .417$, $p <.01$) on the sense of competence of teachers. These results encourage further discussion about the importance of continuous formal and informal education of professionals. They also encourage further research of the factors contributing greater competence in preschool teachers, in order to provide better care in early education of children with disabilities.

Key words: preschool teacher, competence, inclusion, children with disability

PROFESIONALNE KOMPETENCIJE VASPITAČA ZA RAD SA DECOM SA SMETNJAMA U RAZVOJU

Milana Rajić¹, Ivana Mihic²

¹PU „Radosno detinjstvo”, Novi Sad, Srbija

²Univerzitet u Novom Sadu – Filozofski fakultet, Novi Sad, Srbija

Ideja inkluzivnog obrazovanja, kao ključnog principa sistema obrazovanja, naišla je na primenu na svim obrazovnim nivoima. Ipak, brojni faktori i dalje doprinose pojavi potencijalnih barijerana tom putu, posebno kada su u pitanju deca sa smetnjama u razvoju. Predškolska ustanova se često prepoznaje kao dragocen resurs u pružanju rane brige i rane stimulacije razvoja. Nažalost, vaspitači, kao ključne figure u realizaciji inkluzivne prakse često sebe doživljavaju kao nedovoljno kompetentne. Vaspitači kao najveću prepreku u usprešnoj realizaciji inkluzije navode manjak primenljivih znanja i nizak nivo ekspertize u oblasti rada sa decom sa smetnjama u razvoju. Cilj istraživanja je bio da se ispita doprinos različitih faktora (ukupnog radnog iskustva, iskustva u radu sa decom sa smetnjama u razvoju, procene dobiti od bazičnog obrazovanja i seminara stručnog usavršavanja), preferenciji za rad sa decom sa smetnjama u razvoju i doživljaju kompetentnosti vaspitača u radu sa njima. Uzorak je činilo 93 vaspitača, iz predškolskih ustanova sa teritorije Vojvodine. Za potrebe ovog istraživanja korišćen je deo upitnika za procenu kapaciteta vaspitača za rad sa decom iz rizičnih grupa. Rezultati višestruke regresione analize su ukazali na statistički značajan negativan efekat dužineradnog iskustva ($\beta=-0,283$, $p<0,05$), i pozitivan efekat procene dobiti od bazičnog obrazovanja ($\beta=0,497$, $p<0,01$) na preferenciju radasa decom sa smetnjama u razvoju. Na doživljaj kompetentnosti vaspitača, takođe, značajan negativan efekat ima radno iskustvo ($\beta=-0,313$, $p<0,01$) i pozitivan efekat procena dobiti od bazičnog obrazovanja ($\beta=0,417$, $p<0,01$). Dobijeni rezultati su razmatrani u kontekstu značaja znanja o inkluzivnom obrazovanju ponuđenih formalnim i neformalnim obrazovanja vaspitača. Takođe rezultati otvaraju polje za dalje istraživanje faktora koji potencijalno doprinose većoj kompetentnosti vaspitača za rad, i kvalitetnijoj brizi o deci sa smetnjama u razvoju.

Ključne reči: vaspitači, kompetencije, inkluzija, deca sa smetnjama u razvoju

CONTRIBUTION ENCYCLOPAEDIC EDITIONS EDUCATION SYSTEM AND INCLUSIVE EDUCATION

Mateja Bublić¹, Zdenko Jecić²

¹master of educational rehabilitation and doctoral student information and communication sciences at the University of Zagreb

²Lexicographic Institute "Miroslav Krleža", Zagreb

The idea for this exploration stems from learned that encyclopaedic editions include presentation of the content of human knowledge, and education is an organized system of learning in the development of different cognitive abilities, as well as the acquisition of diverse knowledge, skills and habits such as reading, writing, arithmetic and general knowledge physical, social and economic environment. Encyclopaedic editions trying to maintain the idea of the unions the world, and the projection axis idea encyclopaedism and basic experience of philosophical thinking. "As the encyclopedia does not begin construction of culture than it ends." (Tin Ujević, objection an interview, Collected Works, Vol. XIV, Zagreb, 1986), in encyclopaedic editions to gather the final judgment and knowledge about something in the garden of knowledge, which also becomes a mirror of the world.

It is assumed, from which we derive the basic hypothesis that the use of publicly available encyclopaedic editions in teaching contributes to increasing students' motivation to work and more efficient acquisition of knowledge, and this knowledge will be permanent.

Encyclopaedic editions are an integral part of the educational process of the lowest grade of elementary school, and with the help of these and other available literature teachers create a new model of teaching, which is efikacniji from the traditional model of learning from a textbook and more motivated students. Encyclopaedic editions are mostly free and available to everyone, mostly interactive and enriched multimedia content, and are publicly available. Through them, students and teachers get used to use modern technology to them in an interesting way, teachers enrich classroom lessons, presentations and individual work with the individual.

Key words: encyclopaedic editions, electronic encyclopedia, educational system

DOPRINOS ENCIKLOPEDIČKIH DJELA OBRAZOVNOM SUSTAVU I INKLUVIZNOM OBRAZOVANJU

Mateja Bublić¹, Zdenko Jecić²

¹magistra edukacijske rehabilitacije i doktorandica informacijskih i komunikacijskih znanosti na Filozofskom fakultetu Sveučilišta u Zagrebu

²Leksikografski zavod „Miroslav Krleža”, Zagreb

Ideja za ovo istraživanje proizlazi iz saznajnja da enciklopedička djela sadrže prikaz sadržaja ljudskog znanja, a obrazovanje je organizirani sustav učenja u funkciji razvoja različitih kognitivnih sposobnosti, kao i stjecanja raznovrsnih znanja, vještina, umijeća i navika kao primjerice čitanje, pisanje, računanje ili opće znanje o fizičkom, društvenom i gospodarskom okružju. Enciklopedička djela pokušavaju održati ideju jedinstva svijet, a ta projekcijska os ideja je enciklopedizma i temeljno iskustvo filozofiskoga mišljenja. „Kao što enciklopedije ne počinju gradnju kulture nego ju završavaju.“ (Tin Ujević, Prigovor interviewu, Sabrana djela, sv. XIV, Zagreb, 1986.), u enciklopedičkim djelima se sabire konačan sud i znanje o nečem u vrtu znanja, koji ujedno postaje ogledalo svijeta.

Pretpostavka je, odakle proizlazi i osnovna hipoteza istraživanja da korištenje javno dostupnih enciklopedičkih djela u nastavi doprinosi povećanju motivacije učenika za rad i efikasnijem usvajanju znanja, a usvojeno znanje će biti trajnije.

Enciklopedička djela sastavni su dio obrazovnog procesa od najnižih razreda osnovne škole, i uz pomoć njih i ostale dostupne literature učitelji kreiraju novi model nastave, koji je efikasniji od tradicionalnog modela učenja iz udžbenika i više motivira učenika. Enciklopedička djela su u najvećem broju besplatna i dostupna svima, uglavnom su interaktivna i obogaćena multimedijalnim sadržajima, a i javno su dostupna. Kroz njih se učenici i učitelji navikavaju koristiti suvremenu tehnologiju na njima zanimljiv način, učitelji obogaćuju nastavne sadržaje, prezentacije i individualni rad s pojedincem.

Ključne riječi: enciklopedička djela, elektronička enciklopedija, obrazovni sustav

ASSESSING AND DIAGNOSING CHILDREN WITH AUTISM SPECTRUM DISORDER (ASD) – THE DYNAMIC TEAM APPROACH

Patrick Hynes, Maria Gomes, Fiona Woods, Nellie Murphy, Teresa McAuliffe

St. Gabriel's School and Centre, Limerick, Ireland

Contemporary discourses on the assessment and diagnosis of Autism Spectrum Disorder (ASD) indicate that a team assessment approach is best practice when assessing children for ASD. Best Practice Guidelines such as the PSI guidelines in Ireland (2010), the NICE guidelines in the UK (2011), among others, recommend a team assessment. Further, the shifting paradigms that have resulted from the introduction of DSM – V (APA, 2013), regarding the diagnosis of ASD, encapsulate the need for a multi-faceted team approach to assessment. The aim of this paper is to outline the various factors associated with working as a team when diagnosing and assessing children for ASD. This paper presents how the team work collaboratively through the entire assessment process, identifying challenges and strengths. It highlights the strengths of working on team based assessments, which include assessing complex needs within a holistic approach of children's play/development skills, and it also highlights the challenges that it poses, such as overcoming the risk of over-assessing. It also discusses in detail best practice recommendations for promoting inclusion for children diagnosed with ASD, and how team work can promote inclusion.

Key words: ASD, assessment, team work

PROCENA I DIJAGNOSTIKOVANJE DECE SA PPOREMEĆAJEM AUTISTIČKOG SPEKTRA— DINAMIČKI PRISTUP

Patrick Hynes, Maria Gomes, Fiona Woods, Nellie Murphy, Teresa McAuliffe

Škola i centar „Sveti Gabrijel“, Limerik, Irska

Savremeni diskursi o proceni i dijagnozi poremećaja autističkog spektra pokazuju da je timski pristup proceni najbolja praksa kada je u pitanju procena ove dece. Timsku procenu, između ostalog, preporučuju i PSI u Irskoj (2010), kao i NICE u Velikoj Britaniji (2011). Dalje, pomeranje paradigm koje su rezultirale od uvođenja DSM-V (APA, 2013), u vezi sa dijagnozom poremećaja autističkog spektra, obuhvataju potrebu za svestranim timskim pristupom proceni. Cilj ovog rada je da prikaže različite faktore koji se odnose na timski rad prilikom procene i dijagnostikovanja dece sa poremećajem autističkog spektra. Ovaj rad pokazuje kako tim prolazi zajednički ceo proces procene, identifikacije problema i snaga. Naglašavaju se prednosti timskog rada utemeljeni na procenama, koje uključuju kompleksnu procenu potreba u okviru holističkog pristupa razvojnim veštinama, i takođe naglašava izazove kao što su prevazilaženje rizika od prekomerne procene. Istovremeno, detaljno razmatra najbolje preporuke i za prakse za promovisanje inkluzije za decu sa poremećajem autističkog spektra, i kako timski rad može da radi na promovisanju inkluzije.

Ključne reči: poremećaj autističkog spektra, procena, timski rad

PROFESSIONAL SUPPORT PROGRAMME FOR PARENTS OF CHILDREN INVOLVED IN EARLY INTERVENTION PROGRAMS

Emina Kovačić, Zlatko Bukvić, Blaženka Maltar

Association for Early Intervention of Varaždin, Varaždin, Croatia

Studies have shown that processes of learning from an early age have an invaluable role in early stages of child development. Considering that in the first three years form the basic psychological systems, early stimulation exposure has a great importance of children at neurorisk. Association for early intervention of the Varazdin County has 45 children – members with various disabilities (autism, movement disorders, ADHD). Within Association operate experts of different educational and rehabilitation profile, conducting individual therapies according to children's needs. Within Association there are playrooms, whose goal is to ensure free time for parents of children with disabilities, in which they can devote to their personal needs and desires. In playrooms overall for 30 children participate in meaningful activities, where they can improve and develop their communication and social skills. Playroom leaders are experts with educational-rehabilitation profiles (educational rehabilitators and speech therapists), and experts of preschool education. In conducted research, parents stated that this playrooms provided a free time for them. This time most of parents use for the solution of obligations in household, payment of the bills, reading books, drinking coffee and other activities. According to research results, we called our project "Coffee for mom". The work presents the activities within the playrooms, as well as the results of research on the attitudes of parents.

Key words: early intervention, parents, support, playgroups

PROGRAMSKA I PROFESIONALNA PODRŠKA RODITELJIMA DJECE UKLJUČENE U RANOINTERVENTNE PROGRAME

Emina Kovačić, Zlatko Bukvić, Blaženka Maltar

Udruga za ranu intervenciju Varaždinske županije, Varaždin, Hrvatska

Istraživanja ranih faza razvoja pokazala su neprocjenjivu ulogu istog na procesu učenja od najranije dobi. S obzirom na to da se u prve tri godine oblikuju temeljni psihički sustavi, izloženost ranoj stimulaciji kod neurorizične djece od velike je važnosti. Udruga za ranu intervenciju Varaždinske županije broji četrdeset i petero djece – članova s različitim teškoćama (autizam, motorička oštećenja, ADHD). Unutar udruge djeluju stručnjaci različitih edukacijsko-rehabilitacijskih profila koji provode individualne terapije sukladno potrebama svakog djeteta. Unutar udruge djeluju igraonice. Cilj je igraonica osigurati slobodno vrijeme za roditelje djece s teškoćama u kojem se mogu posvetiti svojim osobnim potrebama i željama. U igraonicama sveukupno sudjeluje tridesetero djece, članova Udruge koji su u osmišljenim aktivnostima usavršavali i razvijali svoje komunikacijske i socijalne vještine. Voditelji igraonica stručnjaci su edukacijsko-rehabilitacijskog profila (eksperti u oblasti edukacijskih rehabilitatora i logopeda) i stručnjaci predškolskog odgoja, a članovi su Udruge. U provedenom istraživanju roditelji su naveli kako su im ove igraonice osigurale vrijeme za sebe. Ovo vrijeme roditelji najviše koriste za izvršenje obaveza oko kućanskih poslova, plaćanja računa i ostalih aktivnosti koje ne mogu ostvariti uz dijete, kao i za čitanje knjiga i odlazak na kavu. Sukladno rezultatima istraživanja projekt smo nazvali „Kava za mamu“. U radu su prikazane aktivnosti unutar igraonica kao i rezultati istraživanja o stavovima roditelja.

Ključne riječi: rana intervencija, roditelji, podrška, igraonice

SELF-ASSESSMENT AND PARENTAL SKILLS ASSESSMENT AS THE BASIS FOR CREATING PROFESSIONAL SUPPORT TO PARENTS OF CHILDREN WITH DISABILITIES

Martina Bošnjak

Rehabilitation Centre for Person with Special Need „Sveta Obitelj“,
Mostar, Bosnia and Herzegovina

In our professional work we meet with parents of preschool children with proper development, but also with parents of preschool children who have certain disabilities. Early support is needed by both, parents of children with disabilities and parents of children with proper development. This paper will explore how their parental competencies are assessed by parents of preschool children with proper development, and how these same competencies are assessed by parents of children with disabilities. We also wish to explore how experts working with parents see their parental competencies and in which areas (the development of which competence) estimate that parents need support. Study participants were parents of children with proper development and parents of children with disabilities, and experts who work with parents of children with proper development, and parents of children with disabilities. Two instruments were used: Self-assessment of parental competencies and Assessment of parenting styles. Data were analyzed with descriptive statistics, and to test the differences between the results of two different groups of subjects a t-test for independent samples was used. The study showed the following: parents of children with proper development assessed themselves to be more permissive compared to parents of children with disabilities, there is no difference in self-reported parenting satisfaction with parents of children with proper development and parents of children with disabilities, the experts assessed parents of children with proper development and parents of children with disabilities more authoritarian than parents assessed themselves to be, there is no difference in the assessment of parenting styles by experts for parents of children with proper development and children with disabilities, parents need a better collaborative relationship or partnership with professionals who work with their children, experts need to become aware of the importance of partnership between experts and parents. Through theoretical and research part of the work we want to lay the foundation for creating a better professional support to parents of children with disabilities, which is as an important part of early intervention system.

Key words: early intervention, early support to parents through strengthening parenting skills, competent parent, positive parenting

SAMOPROCJENA I PROCJENA RODITELJSKIH KOMPETENCIJA KAO TEMELJ ZA KREIRANJE STRUČNE PODRŠKE RODITELJIMA DJECE S TEŠKOĆAMA U RAZVOJU

Martina Bošnjak

Rehabilitacijski centar za osobe s posebnim potrebama „Sveta Obitelj“,
Mostar, Bosna i Hercegovina

U svom profesionalnom radu se susrećemo s roditeljima djece predškolske dobi, koja su urednog razvoja, ali i s roditeljima djece predškolske dobi, koja imaju određene teškoće u razvoju. Rana podrška potrebna je i roditeljima djece s teškoćama u razvoju i roditeljima djece urednog razvoja. Ovim radom se želi istražiti kako svoje roditeljske kompetencije procjenjuju roditelji djece predškolske dobi koja su urednog razvoja, a kako te iste kompetencije procjenjuju roditelji djece s teškoćama u razvoju. Također se želi istražiti kako stručnjaci koji rade s roditeljima vide njihove roditeljske kompetencije te u kojim područjima (razvoju kojih kompetencija) procjenjuju da je roditeljima potrebna podrška. Sudionici istraživanja su bili roditelji djece urednog razvoja i roditelji djece s teškoćama u razvoju kao i stručnjaci koji rade s roditeljima djece urednog razvoja i roditeljima djece s teškoćama. Korištena su dva instrumenta: Samoprocjena roditeljskih kompetencija i Procjena roditeljskih stilova. Podaci su obrađeni deskriptivnom statistikom, a za testiranje razlika među rezultatima dvije različite skupine ispitanika korišten je t-test za nezavisne uzorke.

Istraživanje je pokazalo slijedeće: roditelji djece urednog razvoja su se procijenili permisivnijima u odnosu na roditelje djece s teškoćama u razvoju, nema razlike u samoprocjeni zadovoljstva roditeljstvom roditelja djece urednog razvoja i roditelja djece s teškoćama u razvoju, stručnjaci roditelje djece urednog razvoja i roditelje djece s teškoćama u razvoju su procijenili autoritarnijima nego što se roditelji samoprocjenjuju, nema razlike u procjeni roditeljskih stilova stručnjaka za roditelje djece urednog razvoja i djece s teškoćama u razvoju, roditeljima je potreban bolji suradnički odnosno partnerski odnos sa stručnjacima koji rade s njihovom djecom, kod stručnjaka je potrebno osvijestiti važnost partnerskog odnosa između stručnjaka i roditelja. Kroz teorijski i istraživački dio rada želi se doći do postavljanja temelja za kreiranje kvalitetnije stručne podrške roditeljima djece s teškoćama u razvoju što je važan dio sustava rane intervencije.

Ključne riječi: rana intervencija, rana podrška roditeljima putem osnaživanja roditeljskih vještina, kompetentan roditelj, pozitivno roditeljstvo

PILOT PROJECT: INTERDISCIPLINARY NATURE OF THE TEAM IN EARLY INTERVENTION IN THE CENTER "VLADIMIR NAZOR"

Arnela Pašalić

Center for Education and Rehabilitation "Vladimir Nazor",
Sarajevo, Bosnia and Herzegovina

Early intervention means timely recognition of differences in developmental milestones and implementation of interdisciplinary programs that enable children to maximize potential. Beside the child, at the early intervention there is also include the parent as the primary environment in which the child develops.

According to research conducted at the Center "Vladimir Nazor" (CVN) with 160 parents of children with intellectual disabilities came to the conclusion that in the 67,6 cases early period of the child's life for the parents was the most difficult period. That's the reason why we decided to launch a pilot project which will be support to the child and the parent in the early stage of child development.

The main goals of pilot project are: That interdisciplinary in one place with their professional treatments provide to the child with neuronal risk or one who has already shown deviations impetus for the development potential, then, assist by advice to parents in creating a responsive environment for maximizing the potential of the child, and, also, helping to strengthen the family potentials.

The members of the interdisciplinary team are: the defectologist practitioner of early intervention, speech therapist, psychologist, physical therapist, music therapist. After signed consent and medical history taken from their parents, here is start input assessment in which attend members of the team and it is recorded. After input assessment there is determines the coordinator for child and family.

During the next month will be conducted test of developmental assessment by areas: rough and fine motor skills, cognitive development, socio-emotional development, communication, self-care and adaptive skills and access to the creation of the IEP with additional advice from other professionals and parents.

Holistic treatment is carried out in the premises of the Centre "Vladimir Nazor" in the presence of parents once a week. For parents are organized psychosocial support groups, and experiential groups in which they participate with children. The evaluation is carried out every 3 or 6 months, further measures are proposed or implemented a process of transition. The project involves children aged 13-60 months.

The previous evaluation results of Individual family support plans showed the project's success, both in improving the capacities of children, and the parent satisfaction.

Key words: early intervention, interdisciplinary team, IEP, evaluation

PILOT PROJEKAT: INTERDISCIPLINARNOST TIMA U RANOJ INTERVENCIJI U CENTRU „VLADIMIR NAZOR“

Arnela Pašalić

Centar za odgoj, obrazovanje i rehabilitaciju „Vladimir Nazor“, Sarajevo, Bosna i Hercegovina

Rana intervencija podrazumijeva pravovremeno uočavanje dstupanja u razvojnim miljokazimai provođenje interdisciplinarnih programa kako bi se djeci omogućilo maksimiziranje potencijala. U ranoj intervenciji pored djeteta uključuje se i roditelj kao primarna sredina u kojoj se dijete razvija.

Prema istraživanju koje je provedeno u Centru „Vladimir Nazor“ (CVN) sa 160 roditelja djece sa intelektualnim teškoćama došlo se do zaključka da je u 67,6 % slučajeva rani period djetetovog života za roditelje bio najteži. Zato smo odlučili pokrenuti pilot projekat kojim će se u ranom periodu razvoja djeteta pružiti podrška djetetu i roditelju.

Ciljevi pilot projekta su: da interdisciplinarni tim stručnim tretmanima na jednom mjestu omogući djetetu sa neurorizikom ili onom koje je već pokazalo odstupanja poticaj za razvoj potencijala, a roditeljima savjetima pomogne u kreiranju responzivne okoline za maksimiziranje potencijala djeteta i pružanje pomoći ka jačanju porodičnih potencijala.

Članovi interdisciplinarnog tima su: defektolog praktičar rane intervencije, logoped, psiholog, fizioterapeut, muzikoterapeut. Nakon potpisane saglasnosti i uzete anamneze od roditelja pristupa se ulaznoj procjeni kojoj prisustvuju članovi tima i ona se snima. Poslije ulazne procjene određuje se koordinator za dijete i porodicu. Tokom slijedećeg mjeseca provodi se testrazvojne procjene po područjima: gruba i fina motorika, kognitivni razvoj, socioemotivni razvoj, komunikacija, briga o sebi i adaptivne vještine i pristupa kreiranju IEP-a uz dodatne savjete ostalih stručnjaka i roditelja. Holistički tretman se provodi u prostrijama CVN u prisutvu roditelja jednom sedmično. Za roditelje se organizuju psihosocijalne grupe podrške, te iskustvene skupine u kojima učestvuju sa djecom. Evaluacija se provodi svaka 3 ili 6 mjeseci, predlažu se dalje mjere ili provodi postupak tranzicije. U projekat su uključena djeca starosne dobi od 13 do 60 mjeseci.

Dosadašnji rezultati evaluacije Individualno obiteljskih planova podrške su pokazali uspješnost projekta, kako u poboljšanju sposobnosti djece, tako i u zadovoljstvu roditelja.

Ključne riječi: rana intervencija, interdisciplinarni tim, IEP, evaluacija

THE ROLE OF TEACHERS IN THE PROCESS OF EARLY INTERVENTION OF CHILDREN WITH DISABILITIES

Ivana Grbac, Nataša Maček

Kindergarten "Medo Brundo", Zagreb, Croatia

The main objective of this paper is to show the importance of the role and the theoretical involvement of teachers in the process of early intervention.

The theoretical elaboration includes the definition of early intervention as actions which consists of a multidisciplinary procedures for children from birth up to starting school which promotes the child's health, well-being, promotes the development of skills, reduces the developmental lag, removes an existing or prevents the possible disorders, prevents the functional decay and promotes custom parenting and general family functioning. In other words, early intervention is a term that implies a wide and varied range of activities and procedures that are intended to support early child development, because early childhood is defined as the most critical period in the development of each child for gaining early experience and brain development in its entirety.

One of the demands facing educational institutions is the notion of the child as an active participant of the process of upbringing and education, or as the authors of their own development and learning, which is from birth to consciously, proactively and social being. In accordance with the specified starting point, in the educational groups, each child is a unique personality no matter the variety, which enables the common education of children with disabilities and children without difficulty in the development. Educators in pre-school institutions are recognized as a key factor in identifying and satisfying the quality of children's needs, while ensuring the earlier listed wide and varied range of activities and procedures.

Key words: early intervention, multidisciplinarity, preschool institution, teachers

ULOGA ODGOJITELJA U PROCESU RANE INTERVENCIJE U RADU S DJECOM S TEŠKOĆAMA U RAZVOJU

Ivana Grbac, Nataša Maček

DV „Medo Brundo“, Zagreb, Hrvatska

Osnovni cilj ovog rada je teorijski prikazati ulogu i važnost uključenosti odgojitelja u procesu rane intervencije.

Teorijska razrada uključuje definiranje rane intervencije kao djelovanja koje se sastoji od multidisciplinarnih postupaka za djecu od rođenja do polaska u školu kojima se promiče djetetovo zdravlje, blagostanje, potiče razvoj sposobnosti, umanjuju razvojna zaostajanja, uklanjaju postojeći ili sprječavaju mogući poremećaji, sprječava funkcionalno propadanje i promiče prilagođeno roditeljstvo i opće obiteljsko funkcioniranje. Drugim riječima rana intervencija je pojam koji podrazumijeva širok i raznolik spektar aktivnosti i postupaka koji su namijenjeni podršci ranom dječjem razvoju, a rano djetinjstvo je definirano kao najkritičnije razdoblje u razvoju svakog djeteta zbog stjecanja ranog iskustva i razvoja mozga u cijelosti.

Jedan od zahtjeva s kojima se susreće odgojno-obrazovna ustanova je shvaćanje djeteta kao aktivnog sudionika procesa odgoja i obrazovanja, odnosno kao suautora vlastitog razvoja i učenja koje je od rođenja svjesno, proaktivno i socijalno biće. U skladu s navedenim polazištem, u odgojnim grupama svako dijete predstavlja jedinstvenu osobnost bez obzira na različitost, što omogućuje zajednički odgoj djece s teškoćama u razvoju i djece bez teškoća u razvoju. Odgojitelj se u predškolskim ustanovama prepoznaje kao ključan faktor u prepoznavanju i kvalitetnom zadovoljavanju dječjih potreba, istovremeno osiguravajući ranije naveden širok i raznolik spektar aktivnosti i postupaka.

Ključne riječi: rana intervencija, multidisciplinarnost, predškolske ustanove, odgojitelji

FORMS OF COOPERATION BETWEEN PARENTS AND SPECIAL EDUCATION TEACHER IN EARLY INTERVENTION

Marta Dedaj¹, Tanja Panic¹, Jelena Opsenica Kostic²

¹School of Applied Sciences for Educators – Sirmijum, Sremska Mitrovica, Serbia

²University of Niš – Faculty of Philosophy, Niš, Serbia

Family is not an isolated system in modern approach to early intervention, but a wider segment of the social environment with relative interdependence. The goal of early intervention is to encourage the sensorimotor, emotional, social and intellectual development of the child, to provide it as successfully as possible and independently participate in social life. In order to increase participation, progress and independence of the child, parents have the opportunity to be active participants in the team for additional support to the child. For children in need of early intervention, special education teachers will participate in the assessment of children's development, develop incentive programs and will monitor the performance of the inclusion of the child in the educational process. Due to this fact, we decided that in accordance with the set problem focusing on the following research objective: to establish forms of cooperation between parents and special education teachers that are realized in working with children in need of early intervention. Our research goal is to determine the forms of cooperation between parents and special education teachers that are realized in working with children in need of early intervention. The survey was conducted on a sample of 112 respondents – 92 parents and 20 special education teacher from South Backa district. Of the instruments used in the study was a questionnaire that is specifically designed for research purposes. Data was collected on the types of support for children and parents who are realized in preschools, the preferred forms of cooperation. The research point to the importance of multiple partnerships of parents and special education teachers in early intervention. Primary tasks are related to the development of quality programs of support for children and parents and to include special education teachers of different profiles in the work of preschools.

Key words: Early intervention, parent, child, special education teacher

OBLICI SARADNJE RODITELJA I DEFETOLOGA U RANOJ INTERVENCIJI

Marta Dedaj¹, Tanja Panic¹, Jelena Opsenica Kostic²

¹Visoka škola strukovnih studija za vaspitače i poslovne informatičare – Sirmijum,
Sremska Mitrovica, Srbija

²Univerzitet u Nišu – Filozofski fakultet, Niš, Srbija

U savremenom pristupu ranoj intervenciji porodica nije izolovani sistem, već segment šireg društvenog okruženja sa kojim je u odnosu međuzavisnosti. Cilj rane intervencije je da se podstakne senzomotorni, emocionalni, socijalni i intelektualni razvoj deteta, kako bi mu obezbedili što uspešnije i samostalnije učestvovanje u društvenom životu. U cilju povećavanja uključenosti, napredovanja i samostalnosti deteta, roditelji imaju mogućnost da budu aktivni učesnici u timu za dodatnu podršku detetu. Za decu kojoj je neophodna rana intervencija, defektolog će učestvovati u proceni detetovog razvoja, razvijajući stimulativne programe i praktične uspešnost uključivanja deteta u vaspitno-obrazovni proces. S obzirom na ovu činjenicu, odlučili smo da se u skladu sa postavljenim problemom fokusiramo na sledeći cilj istraživanja: utvrditi oblike saradnje roditelja i defektologa koji se realizuju u radu sa decom kojoj je potrebna rana intervencija. Istraživanje je sprovedeno na uzorku od 112 ispitanika – 82 roditelja i 20 defektologa iz Južnobačkog okruga. Od instrumenata u istraživanju korišćen je upitnik koji je namenski konstruisan za potrebe istraživanja. Prikupljeni su podaci o vidovima saradnje koji se realizuju u predškolskoj ustanovi i o preferiranim oblicima saradnje. Rezultati istraživanja ukazuju na mnogostruki značaj partnerstva roditelja i defektologa u ranoj intervenciji. Primarno je pružanje podrške detetu i njegovoj porodici. Pedagoške implikacije rezultata istraživanja odnose se na razvijanje kvalitetnih programa podrške deci i roditeljima i uključivanje defektologa različitih profila u rad predškolske ustanove.

Ključne reči: rana intervencija, dete, roditelj, defektolog

IMPORTANCE OF EARLY ESTIMATES AND SUPPORT FOR FAMILY FUNCTIONING

Enisa Mrkonjić, Almina Hajduk, Arnela Pašalić, Amra Saletović

Center for Education and Rehabilitation "Vladimir Nazor",
Sarajevo, Bosnia and Herzegovina

During pregnancy parents fantasize about the birth of the child and create its future. With notification that a child is born with an anomaly, parents are disoriented, lost, wandering from doctor to doctor and try to cure their child.

Early evaluation is important to determine development functioning of the child for providing immediate therapeutic incentive for child and parent. It is important to train parents how to act on the child and creates a responsive environment for him and for the whole family as well. Parents who receive timely instructions how to encourage the child and how to work to strengthen parental and personal resources will avoid various stressful situations and create more functional family. That can help children to gain social skills and independence, and to decrease expanding difficulties and undesirable behavior.

Evaluation of parents needs for education about the difficulties of intellectual development was examined using a questionnaire which consisted of 20 individual variables that were grouped into five summary variables: intellectual disabilities, the rights of children with intellectual disabilities, helping children with learning disabilities, individual and group program help. 21 parents of children from CVN, aged 4-6 years, were participated in carrying out the questionnaire.

The aim is to make a comparison of parents of children with disabilities who received support in the early period and those who was not provided with any support. Through the implementation of early intervention parents participate in decisions relating to the assessment and identification of skills, goal setting, evaluation and transition of the child. The results showed that parents who didn't receive support in the early period were not sufficiently informed about the support they can get in the community.

Key words: parents, the importance of early assessment of children with intellectual disabilities

ZNAČAJ RANE PROCJENE I PODRŠKE ZA FUNKCIONISANJE PORODICE

Enisa Mrkonjić, Almina Hajduk, Arnela Pašalić, Amra Saletović

Centar za odgoj, obrazovanje i rehabilitaciju „Vladimir Nazor”,
Sarajevo, Bosna i Hercegovina

Tokom trudnoće roditelji maštaju o rođenju djetata i kreiraju njegovu budućnost. Saopštenjem da je dijete rođeno sa nekom anomalijom, roditelji su dezorjen-tisani, izgubljeni, lutaju od liječnika do liječnika i pokušavaju izliječiti svoje dijete.

Rana procjena važna je kako bi se odredilo razvojno funkcionisanje i odmah pružio terapijski podsticaj za dijete i roditelja. Roditelja je važno obučiti kako da djeli-ju na dijete i stvara responzivnu okolinu za njega, ali i za cijelu porodicu. Roditelji koji blagovremeno dobiju upute kako poticati dijete, ali i kako raditi na jačanju rodi-tejskih i ličnih potencijala izbjegći će različite stresne situacije, te stvarati funkcional-niju porodicu. To može pomoći djetetu da stekne socijalne vještine i samostalnost, te umanji nadograđujuće poteškoće i nepoželjna ponašanja.

Procjena potreba roditelja za edukacijom o teškoćama intelektualnog razvoja ispitana je primjenom Anketnog upitnika koji se sastojao od ukupno 20 pojedinačnih varijabli koje su bile grupisane u pet sumarnih varijabli: intelektualne teškoće, prava djece sa intelektualnim teškoćama, pomoć djeci sa intelektualnim teškoćama, indi-vidualni program i grupna pomoć. U provođenju anketnog upitnika učestvovao je 21 roditelj djece iz CVN, starosne dobi od četiri do šest godina.

Cilj rada je izvršiti poređenje roditelja djece sa teškoćama koji su u ranom per-iодu dobili podršku i onih kod kojih je podrška izostala. Kroz implementaciju rane intervencije roditelji učestvuju u donošenju odluka vezano za procjenu i utvrđivanje sposobnosti, postavljanje ciljeva, evaluacije i tranzicije djeteta. Rezultati su pokazali da roditelji kod kojih je izostala podrška u ranom periodu nisu dovoljno informisani o podršci koju mogu dobiti u zajednici.

Ključne riječi: roditelji, značaj rane procjene, djeca sa intelektualnim teškoćama

FAMILY SUPPORT MODELS IN THE COUNSELING CENTER FOR EARLY CHILD DEVELOPMENT IN SOMBOR

Mirjana Budimir Berić, Branka Bogdan Petrić, Spomenka Šešević, Jasmina Benčić

Boarding School for Elementary and Secondary Education "Vuk Karadžić", Sombor, Serbia

Early intervention of children with delayed psychomotor development and "risk-children" in the Counseling center for early child development in Sombor is being implemented in the period from their birth to six years of age. It involves creating individual treatment plans for children and different models of family support. Facing parent with medical diagnosis and the fact that their child has some developmental difficulties are caused by different conflict feelings. After the first shock, they have a long period of adaptation, acceptance and understanding of the issues carried by the child's condition. In that case parental roles are changed. They need to become active participants in the treatment. The fact is that parents are largely directed to work by the special educator. Special educators are the ones who have to support both the child and the entire family. For eight years who are dealing with early intervention as experts we understand the importance of the role of the family in child's stimulation, and we have created several models of family support.

In our work we present the results of surveys and models to support the family that we use in our counseling center. In the questionnaire we examined how much parents even know about the difficulties of their child, which way to come up with an answer, what kind of support they need for better understand the problem and how much they appreciate consultation with special educator. The information obtained from the questionnaires we are used for selection of the best model of family support in the process of early intervention. Family support includes models that are implemented individually or in groups, through advice, training, improvement.

Key words: early intervention, family support children with delayed psychomotor development, special educator

MODEL PODRŠKE PORODICI U SAVETOVALIŠTU ZA RANI RAZVOJ DETE U SOMBORU

Mirjana Budimir Berić, Branka Bogdan Petrić, Spomenka Šešević, Jasmina Benčić

Škola za osnovno i srednje obrazovanje sa domom „Vuk Karadžić“, Sombor, Srbija

U Savetovalištu za rani razvoj deteta u Somboru rana intervencija dece uspo- renog psihomotornog razvoja i „riziko-dece“ sprovodi se u periodu od rođenja do šeste godine. Ona podrazumeva izradu individualnih planova tretmana za decu i različite modele podrške porodici. Suočavanje roditelja sa medicinskom dijagnozom i činjenicom da njihovo dete ima neke razvojne teškoće stvara različita konfliktna osećanja. Nakon prvog šoka, njima predstoji dug period adaptacije, prihvatanja i razumevanja problematike koju nosi detetovo stanje. Roditeljska uloga se menja. Oni moraju da postaju aktivni učesnici u tretmanu. Činjenica jeste da su roditelji u najvećoj meri upućeni na rad sa defektologom. Defektolozi su ti koji moraju pružiti podršku kako detetu tako i kompletnoj porodici. Kao stručnjaci koji se već osam godina bave ranom intervencijom shvatamo značaj uloge porodice za stimulaciju deteta, te smo stvorili nekoliko modela podrške porodici.

U našem radu ćemo predstaviti rezultate upitnika i modele podrške porodi- ci koje primenjujemo u našem savetovalištu. Upitnikom smo ispitali koliko roditelji uopšte znaju o teškoćama svoga deteta, kojim putem dolaze do odgovora, koja vrsta podrške im je potrebna da bi bolje razumeli problem i koliko im znači savetovanje sa defektolozima. Dobijene informacije iz upitnika smo iskoristili radi izbora najpri- lagođenijih modela podrške porodici u procesu rane intervencije. Podrška porodici obuhvata više modela koji se sprovode individualno ili grupno, putem savetovanja, obučavanja, osnaživanja i informisanja.

Ključne reči: rana intervencija, podrška porodici dece usporenog psihomotornog razvoja, defektolozi

ACTIVITIES OF THE HEAD CASE IN INSTITUTIONS SOCIAL PROTECTION IN PROCEEDINGS OF EARLY DETECTION AND TREATMENT OF CHILDREN THAT SHOWED SOME DEGREE DEVELOPMENT LAG OR THAT BELONG TO ANY OF RISK GROUPS AND THEIR FAMILIES

Tatjana Daničić

Centre for Social Work in the Municipality of Vršac, Vršac, Serbia

Rules on organization, norms and standards of work of centers for social work, provided that all the professionals from the Centres for Social Work Case become leaders who are responsible for the case, which identify and use the necessary professional and other resources from the center or from other institutions and organizations in the local community, which are essential for meeting and overcoming problems and needs, and providing appropriate services to the user. Problem application method of case management is reflected in the fact that professional workers get close professional education at the undergraduate level. Without teamwork and participation of experts of all profiles to protect persons, above all children who show some degree of developmental delay or who belong to a risk group and their families, it is not possible to determine exactly where the kind of problem it is, what are the needs of the particular person to whom providing care and family they come from. The Ordinance provides that only one social worker as case manager, hired to protect persons from lagging behind in development, with conduct disorders or those belonging to any of the risk groups and their families, regardless of which method or form of work is necessary to apply the particular case. The user or the "case" is then located in a position that he was just an employee of the social welfare system determines the condition and provides a service, it is highly uncertain whether the social worker, I am ready and able to fully, accurately, estimate a state in which the user is located and respond to needs that. The fact is that without a good diagnosis status has no adequate response to protect consumers in the system. When you can not establish a good diagnosis, and lacking adequate treatment, as well as cooperation with other systems, and to denied services they need. The aim is to point out the flaws in the method of case management that are obstacles to providing adequate protection to users of the system.

Key words: methods of case management, early detection, protection of persons with special needs

POSLOVI VODITELJA SLUČAJA U USTANOVAMA SOCIJALNE ZAŠTITE U POSTUPCIMA RANOГ OTKRIVANJA I TRETMANA DECE KOJA POKAZUJU NEKI STEPEN ZAOSTAJANJA U RAZVOJU ILI KOJA PRIPADAJU NEKOJ OD RIZIČNIH GRUPA I NJIHOVIH PORODICA

Tatjana Daničić

Centar za socijalni rad za opštinu Vršac, Vršac, Srbija

Pravilnikom o organizaciji, normativima i standardima rada centara za socijalni rad, predviđeno je da svi stručni radnici u Centrima za socijalni rad postanu voditelji slučaja koji su zaduženi za konkretni slučaj, koji utvrđuju i koriste potrebne profesionalne i druge resurse iz centra ili iz drugih ustanova i organizacija u lokalnoj zajednici, koji su neophodni za zadovoljavanje i prevazilaženje potreba i problema, odnosno pružanja odgovarajućih usluga korisniku. Problem primene metoda vođenja slučaja ogleda se u činjenici da su stručni radnici dobili usko stručno obrazovanje na osnovnim studijama. Bez timskog rada i učešća stručnjaka svih profila na zaštiti lica, pre svih dece koja pokazuju neki stepen zaostajanja u razvoju ili koja pripadaju nekoj od rizičnih grupa i njihovih porodica, nije moguće tačno utvrditi o kojoj vrsti problema se radi, kakve su potrebe konkretnog lica kome se pruža zaštita i porodice iz koje dolazi. Pravilnikom je predviđeno da se samo jedan stručni radnik, kao voditelj slučaja, angažuje na zaštiti lica sa zaostajanjem u razvoju, sa poremećajem ponašanja ili onima koja pripadaju bilo kojoj od rizičnih grupa i njihovih porodica, bez obzira koji metod ili oblik rada je potrebno primeniti u konkretnom slučaju. Korisnik, odnosno „slučaj“ se tada nalazi u situaciji da mu samo jedan od zaposlenih u sistemu socijalne zaštite utvrđuje stanje i pruža uslugu, pa je krajnje neizvesno da li je taj stručni radnik, sam, spremam i sposoban da u celosti, tačno, proceni stanje u kome se korisnik nalazi i odgovori na potrebe koje ima. Činjenica je da bez dobro postavljene dijagnoze stanja nema ni adekvatne reakcije u zaštiti korisnika u sistemu. Kada se ne uspostavi dobra dijagnoza, izostaje i adekvatan tretman, pa i saradnja sa ostalim sistemima, te je korisniku uskraćena usluga koja mu je potrebna. Cilj rada je da ukaže na propuste u metodu vođenja slučaja koji su prepreka pružanju odgovarajuće zaštite korisnicima u sistemu.

Ključne reči: metod vođenja slučaja, rano otkrivanje, zaštita lica sa posebnim potrebama

EARLY ASSESSMENT AND TREATMENT OF SPEECH DISORDERS IN FOSTER FAMILY CHILDREN

Milica Đuričić, Ana Simić

Center for Foster Families and Adoption, Belgrade, Serbia

Introduction: The presentation of the work of Center for Foster Families and Adoption in stimulation the child speech and language development in foster families.

Goals: Exploration of main roles of family advisers and their co-work with foster families and volunteers in child care-giving, with special focus on problems of early assessment, monitoring and treatments of speech pathology.

Method: Theoretical presentation and critical analysis of the positive praxis experience dealing with professional activities of family adviser in diagnosis and treatment of speech disorders in foster family children.

Conclusion: Determination the main principles of successful early intervention as the part of supporting the speech and language development of the foster family children, i.e. early detection of speech and language disorders, continuous monitoring, good co-work of family adviser, foster families and volunteers, as well as the appropriate professional support of specialized health services.

Key words: foster family children, speech disorders, early intervention, counselor for foster family/ foster care advisor

RANA PROCENA I TRETMAN GOVORNIH POREMEĆAJA KOD DECE NA HRANITELJSTVU

Milica Đuričić, Ana Simić

Centar za porodični smeštaj i usvojenje, Beograd, Srbija

Uvod: Prezentovanje rada Centra zaporodični smeštaj i usvojenje Beograd u pružanju stručne pomoći hraniteljskim porodicama u podsticanju govorno-jezičkog razvoja dece na hraniteljstvu.

Cilj: Istraživanje osnovnih uloga i saradnje porodičnog savetnika, hraniteljske porodice i volontera u radu sa decom na hraniteljstvu, sa posebnim osvrtom na problem rane procene, praćenja i tretmana govorne patologije.

Metod: Teorijski prikazi kritička analiza nalaza pozitivnih iskustava iz prakse o pitanjima profesionalnog angažovanja porodičnog savetnika kod donošenja procese i tretmana govornih poremećaja dece na hraniteljstvu.

Zaključak: Definisanje osnovnih principa uspešne rane logopedske intervencije na planu podrške govorno-jezičkom razvoju dece na hraniteljstvu, i to: rano otkrivanje govorno-jezičkih smetnji, kontinuirano praćenje, stalna saradnja prorodičnog svetnika, porodice i volontera i adekvatna stručna pomoć specijalizovanih službi.

Ključne reči: deca na hraniteljstvu, govorni poremećaji, rana intervencija, savetnik za hraniteljstvo

EARLY DETECTION AND DIRECTING OF CHILDREN WITH DISABILITY IN THE MUNICIPALITY OF FOČA

*Olivera Kalajdžić, Gorica Vuksanović, Ranka Perućica,
Bojana Mastilo, Ivana Zečević, Sandra Joković*

University of East Sarajevo – Faculty of Medicine in Foča,
Foča, Bosnia and Herzegovina

Early childhood is the most sensitive, unique and extremely important period of life to each person. Uniqueness of this period is the formation of basic psychological systems. Because of the early age there is a unique impact of children's development, early stimulation achieve significant results. The effects of early intervention programs are inversely correlated with the child's age. Early intervention provides more positive, continuous and delayed effects. Approaches to early childhood development, detection of deviations and intervention are fragmented and differentiated. This implicates that children with disability are usually detected when they get enrolled in the school. According the Law of Republic of Srpska, intervention is enrolled by "Rules on the assessment of needs and directing children and youth with disability" which includes individual plan of support for each mentioned person. The aim of this paper was to explore how many children with disability at the early age are registered in the Foča Municipality. The sample consisted of children at the age of six who are estimated by Rules on the assessment of needs and directing children and youth with disability. The results showed that 19 children with disability were registered. The highest percentage of children was with multiple disabilities (45%) and with physical disabilities and chronic diseases (45%). The result clearly indicate that there is a need to inform the public, present and future parents about the importance of early detection of disability and timely intervention.

Key words: early childhood, children with disability, early intervention

RANA DETEKCIJA I USMJERAVANJE DJECE SA SMETNJAMA U RAZVOJU NA PODRUČJU OPŠTINE FOČA

*Olivera Kalajdžić, Gorica Vuksanović, Ranka Perućica,
Bojana Mastilo, Ivana Zečević, Sandra Joković*

Univerzitet u Istočnom Sarajevu – Medicinski fakultet u Foči,
Foča, Bosna i Hercegovina

Rano djetinjstvo predstavlja najosjetljiviji, jedinstven i izuzetno značajan period u životu svake jedinke. Posebnost mu daje upravo to što se u ovom razdoblju oblikuju temeljni psihički sistemi. U ranoj dobi postoje jedinstvene mogućnosti uticaja na djetetov razvoj, zbog čega se ranom primjenom programa stimulacije mogu postići veliki rezultati. Efekti programa rane intervencije nalaze se u obrnutoj korelaciji sa uzrastom djeteta na kome se započinje sa njegovom primjenom, pa tako rana primjena obezbjeđuje pozitivnije, produžene i odložene efekte. Uglavnom se ranom rastu i razvoju djece, kao i ranoj detekciji odstupanja i intervenciji, pristupa fragmentirano i usko specijalistički. Rezultat ovoga je da se djeca koja imaju odstupanja u rastu i razvoju kasno otkrivaju, tek pred polazak u školu. U zakonski sistem Republike Srpske intervencija je uvrštena kroz Pravilnik o procjeni potreba i usmjeravanju djece i omladine sa smetnjama u razvoju, koji sadrži obavezan individualni plan podrške za svako lice sa smetnjama. Cilj ovog rada bio je da se istraži koliko je evidentirano djece sa smetnjama u razvoju, ranog uzrasta, na području opštine Foča. Uzorak su činila djeca uzrasta do 6 godina, koja su procjenjena Pravilnikom o procjeni potreba i usmjeravanju djece i omladine sa smetnjama u razvoju. Dobijeni rezultati su pokazali da je, prema Nalazu i mišljenju stručne komisije, evidentirano ukupno 19 djece ranog uzrasta sa smetnjama u razvoju. Najveći procenat djece je sa višestrukim smetnjama (45%) i sa tjelesnim oštećenjem i hroničnim oboljenjem (45%). Rezultati upućuju na potrebu informisanja javnosti, sadašnjih i budućih roditelja, o važnosti rane detekcije oštećenja i pravovremene intervencije.

Ključne riječi: rano djetinjstvo, djeca sa smetnjama u razvoju, rana intervencija

SPEECH THERAPY-MUSIC THERAPY SESSIONS IN EARLY INTERVENTION, THEIR ROLE AND IMPORTANCE

Alma Osmanbegović, Edvina Kustura, Arnela Pašalić

Center for Education and Rehabilitation "Vladimir Nazor",
Sarajevo, Bosnia and Herzegovina

Even in the womb of a mother child can distinguish his mother voice from voices of other people. When child is born people address him, trying to get his attention and develop communication. Initially, the child is not aware of this communication and his communication signals to meet the needs are various types of crying, but eventually he learns to direct the attention of others in order to achieve communication. Responsive parents who are preparing a stimulating environment for the child will know to recognize signs when communication is absence. With early recognition and going to professionals parents will receive advice and guidance to boost early communication.

The objective of providing incentives by speech therapists and music therapists in early intervention at the Center "Vladimir Nazor" is to incorporate sessions in IEP programs, and during the sessions to demonstrate, in the presence of a parent, how to stimulate the child through song on the development of gesticulation, combined (all senses) attention, cognition and perception, the establishment of social interaction, rhythm sense and listening skills, development of movement coordination, expression of emotion and confidence building, development of empathy, bonding with the baby, calm, and ultimately the development of expressive vocabulary and expanding vocabulary.

Key words: communication, development, music, speech, music therapy – speech therapy session

LOGOPEDSKO-MUZIKOTERAPEUTSKE SEANSE U RANOJ INTERVENCIJI NJIHOVA ULOGA I ZNAČAJ

Alma Osmanbegović, Edvina Kustura, Arnela Pašalić

Centar za odgoj, obrazovane i rehabilitaciju „Vladimir Nazor”,
Sarajevo, Bosna i Hercegovina

Dijete još u utrobi razalikuje glasove majke od glasova drugih ljudi. Kada se dijete rodi, ljudi mu se obraćaju, pokušavaju zadobiti njegovu pažnju i razviti komunikaciju. U početku dijete nije svjesno te komunikacije i njegov komunikacijski signal za zadovoljavanje potreba su razne vrste plača, ali vremenom on nauči da usmjerava pažnju drugih kako bi ostvario komunikaciju. Responzivni roditelji koji pripremaju stimulativnu okolinu za dijete znat će prepoznati znakove izostajanja komunikacije. Ranim prepoznavanjem i javljanjem stručnjacima dobit će savjete i usmjerenja za poticaj rane komunikacije.

Cilj pružanja podsticaja logopeda i muzikoterapeuta u ranoj intervenciji u Centru „Vladimir Nazor“ je da se seanse inkorporiraju u IEP programe, te prisustvom roditelja seansama pokaže kako stimulisati dijete kroz pjesmu na razvoj gesti, zdržane pažnje, spoznaje i opažanja, uspostavljanje socijalne interakcije, osjećaj za ritam i sposobnost slušanja, razvoj koordinacije pokreta, izražavanje emocija i jačanje samopouzdanja, razvoj empatije, zблиžavanje s djetetom, smirenosti, te u konačnosti razvoj ekspresivnog rječnika i širenje vokabulara.

Ključne riječi: komunikacija, razvoj, muzika, govor, muzikoterapeutsko-logopedска seansa

ASSISTIVE TECHNOLOGY IN EARLY REHABILITATION

*Dragana Kovačević, Svetlana Prvulović, Radmila Vasiljević,
Jelena Strugar, Dragana Popović*

Schools with Dormitory for Children with Hearing and Speech Impairment "May 11", Jagodina, Serbia

Early detection is very important for early and professional determination whether a child has a disability. Rehabilitation improves the psychological, physical and social consequences of disability. Early intervention for children with special needs can affect children's development in particular to 5 years, when applying additional stimulation and individual work with the child.

Modern educational technology with the use of multimedia systems, is precondition for engaging all the senses. Improve in the process of acquiring knowledge, developing creativity and provides greater activity in teaching and learning.

Using assistive technology, people with disabilities, may be given to learn, because it provides a means of stimulating and experiences within which they can explore and progress, to get involved in daily life, educate, looking for work and taking part in leisure activities.

Key words: early rehabilitation, assistive technology, modern approach

ASISTIVNA TEHNOLOGIJA U RANOJ REHABILITACIJI

*Dragana Kovačević, Svetlana Prvulović, Radmila Vasiljević,
Jelena Strugar, Dragana Popović*

Škola sa domom za decu oštećenog sluha i govora
„11. maj”, Jagodina, Srbija

Rano otkrivanje je veoma bitno da bi se što ranije i stručno utvrdilo da li neko dete ima smetnje u razvoju. Rehabilitacijom se poboljšavaju psihološke, fizičke, socijalne posledice ometenosti. Ranom intervencijom kod dece sa posebnim potrebama može se uticati na deciji razvoj naročito do 5. godine, kada se primenjuje dodatna stimulacija i individualni rad sadetetom.

Savremena obrazovna tehnologija uz korišćenje multimedijalnih sredstava, stvara preduslov za angažovanje svih čula. Unapređuje process sticanja znanja, razvija kreativnost i obezbeđuje veću aktivnost učenika u nastavi i učenju.

Koristeći se asistivnom tehnologijom, osobe ometene u razvoju, se mogu izražavati i učiti, jer ona pruža stimulativna sredstva i iskustva u okviru kojih mogu da istražuju i napreduju, da se uključuju u svakodnevni život, edukuju, traže posao i učestvuju u slobodnim aktivnostima.

Ključne reči: rana rehabilitacija, asistivna tehnologija, savremeni pristup

THE USE OF ASSISTIVE TECHNOLOGY IN THE EDUCATION AND REHABILITATION OF THE CHILDREN WITH DEVELOPMENTAL DISABILITIES

Vesna Narančić

Primary School "Radivoj Popović", Zemun, Serbia

The children with developmental disabilities are characterized by the specificities concerning the development of certain psychical and physical functions when compared to the children from typical population. In order to alleviate the existing developmental disabilities and with the purpose of stimulating the development of certain psychical and physical functions, the use of assistive technology is needed in the process of the education and rehabilitation of the children with developmental disabilities.

By the term "assistive technology" we mean every product, part of equipment, or system, no matter if it is used in its original form, if it is modified or adapted, which is used so that functional capabilities of handicapped people could be increased, maintained or ameliorated (Encyclopedia of Disability, 2006).

Defectologists, as the competent personnel for the work with the children with developmental disabilities, according to the individual abilities and needs of a child make the adequate choice of assistive technology for the use in education and rehabilitation.

Assistive technologies in the function of education and rehabilitation primarily require the specialist training of the defectologist personnel for their use. It is also necessary that within their specialist training defectologists continually keep track of information technology development and the development of assistive technology with the purpose of modernisation and through that also more successful education and rehabilitation of the children with developmental disabilities.

The aim of this paper is the theoretical discussion of the use of assistive technology in the education and rehabilitation of the children with developmental disabilities, and also the practical discussion on the basis of previous experiences with the use of assistive technology in the work with the children with developmental disabilities. In this paper a review is given of the use of assistive technology with the special mentioning of Snoezelen or the technique of the controlled multi-sensory stimulation in the education and rehabilitation of the children with developmental disabilities.

The conclusion is that the use of assistive technology has a positive effect in the education and rehabilitation because it stimulates the total development of psychical and physical functions, cognitive development, emotional development and ameliorates the interpersonal communication and socialization of the children with developmental disabilities.

Key words: assistive technologies, education, rehabilitation, children with developmental disabilities

PRIMENA ASISTIVNE TEHNOLOGIJE U EDUKACIJI I REHABILITACIJI DECE SA SMETNJAMA U RAZVOJU

Vesna Narančić

OŠ „Radivoj Popović”, Zemun, Srbija

Deca sa smetnjama u razvoju se odlikuju specifičnostima u pogledu razvoja određenih psihičkih i fizičkih funkcija u odnosu na decu tipične populacije. Kako bi se ublažile prisutne smetnje u razvoju i sa ciljem podsticanja razvoja određenih psihičkih i fizičkih funkcija neophodna je primena asistivne tehnologije u procesu edukacije i rehabilitacije dece sa smetnjama u razvoju.

Pod asistivnom tehnologijom se podrazumeva svaki proizvod, deo opreme ili sistem, bez obzira da li se upotrebljava u izvornom obliku, modifikovan ili prilagođen, koji se koristi da bi se povećale, održale ili poboljšale funkcionalne mogućnosti osoba sa hendikepom (Encyclopedia of Disability, 2006).

Defektolozi kao kompetentan kadar za rad sa decom sa smetnjama u razvoju shodno individualnim sposobnostima i potrebama deteta vrše adekvatan odabir asistivne tehnologije za primenu u edukaciji i rehabilitaciji.

Asistivne tehnologije u funkciji edukacije i rehabilitacije primarno zahtevaju stručno osposobljavanje defektološkog kadra za njenu primenu. Isto tako, neophodno je da defektolozi kontinuirano prate informatičko-tehnološki razvoj i razvoj asistivne tehnologije u okviru stručnog usavršavanja u cilju modernizacije a time i uspešnije edukacije i rehabilitacije dece sa smetnjama u razvoju.

Cilj ovog rada je teorijsko razmatranje primene asistivne tehnologije u edukaciji i rehabilitaciji dece sa smetnjama u razvoju, ali i praktično razmatranje na osnovu dosadašnjih iskustava u primeni asistivne tehnologije u radu sa decom sa smetnjama u razvoju. U ovom radu je dat prikaz primene asistivne tehnologije sa posebnim osvrtom na Snoezelen ili tehniku kontrolisane multisenzorne stimulacije u edukaciji i rehabilitaciji dece sa smetnjama u razvoju.

Zaključak je da primena asistivne tehnologije ima pozitivan učinak u edukaciji i rehabilitaciji jer podstiče sveukupni razvoj psihičkih i fizičkih funkcija, kognitivni razvoj, emocionalni razvoj i poboljšava interpersonalnu komunikaciju i socijalizaciju dece sa smetnjama u razvoju.

Ključne reči: asistivne tehnologije, edukacija, rehabilitacija, deca sa smetnjama u razvoju

MANUAL SIGNS AS A FORM OF ALTERNATIVE AND AUGMENTATIVE COMMUNICATION IN AUTISM SPECTRUM DISORDER – CASE STUDY

Anamaria Mikšić¹, Jasmina Ivšac Pavliša², Marina Milković²

¹Croatian Association on Early Childhood Intervention (CAECI), Zagreb, Croatia

²University of Zagreb – Faculty of Education and Rehabilitation Sciences, Zagreb, Croatia

Alternative and augmentative communication (AAC) is a term used for specialized strategies and forms of support to persons who have difficulties in using conventional methods of communication (speech, writing). AAC users rely on high-tech and low-tech aids. Today, AAC is widespread, and very often used in early intervention because of its great customization possibilities to different disabilities and disorders, and because of creating communication independence of persons using it. Despite the evidence about the effectiveness of AAC, it is not used enough within the early intervention. Autism Spectrum Disorder (ASD) implies difficulties in achieving social communication and interaction, and it is often linked with other difficulties (for example, childhood speech apraxia, ADHD, etc.) which hinder the realization of social and spoken communication. To ensure the independence in communication, greater participation in daily life activities and adequate access to education to children and persons with ASD, AAC is often offered as a choice of some form of communication. The most common forms of AAC in population of people with ASD are PECS (visual support, picture based system), manual signs and “cued-speech” (van der Meer et al., 2012). Although most children with ASD, due to the specific characteristics of the disorder, use visual support and some kind of picture based system such as PECS (Tincani, 2004), for some of them more appropriate form of support are manual signs adapted from the national sign languages. In this paper, a case of a girl with ASD, childhood apraxia of speech and intellectual disabilities will be described in the context of early intervention program in which multimodal approach is used (manual signs, visual support..).

Key words: alternative and augmentative communication (AAC), manual signs, early intervention, autism spectrum disorder

MANUALNI ZNAKOVI KAO OBLIK POTPOMOGNUTE KOMUNIKACIJE KOD POREMEĆAJA IZ SPEKTRA AUTIZMA – PRIKAZ SLUČAJA

Anamaria Mikšić¹, Jasmina Ivšac Pavliša², Marina Milković²

¹Hrvatska udruga za ranu intervenciju u djetinjstvu (HURID), Zagreb, Hrvatska

²Sveučilište u Zagrebu – Edukacijsko-rehabilitacijski fakultet, Zagreb, Hrvatska

Potpomognuta komunikacija (PK: alternativna i augmentativna komunikacija, AAC) pojam je koji se koristi za posebne strategije i oblike podrške osobama koje pokazuju teškoće u korišćenju konvencionalnih metoda komuniciranja (govor, pisanje). U okviru potpomognute komunikacije koriste se niskotehnološka i visokotehnološka sredstva. Danas je široko rasprostranjena i vrlo česta u ranoj intervenciji zbog velike mogućnosti prilagođavanja različitim teškoćama i poremećajima te zbog stvaranja komunikacione nezavisnosti osoba koje je koriste. Usprkos podacima koji upućuju na efikasnost PK, ona se i nadalje nedovoljno koristi u ranoj intervenciji. Poremećaj iz spektra autizma (PSA) podrazumeva teškoće u ostvarivanju socijalne komunikacije i interakcije, a često se uz njega vežu i druge teškoće (na primer, dečija govorna apraksija, ADHD, i sl.) što otežava ostvarivanje socijalne i gorovne komunikacije. Kako bi se deci i osobama sa PSA osigurala nezavisnost o drugim osobama u komunikaciji, veće učešće u svakodnevnim životnim aktivnostima i adekvatan pristup obrazovanju, neretko im se pruža na izbor neki od oblika potpomognute komunikacije. Najčešći oblici potpomognute komunikacije kod osoba sa poremećajem iz spektra autizma su PECS (vizuelna podrška, komunikacija grafičkim simbolima), manualni znakovi i "cued-speech" (van der Meer i sur., 2012). Iako većina dece sa poremećajem iz spektra autizma, zbog specifičnosti poremećaja, neretko bolje prihvata vizuelne oblike podrške poput PECS-a (Tincani, 2004), za neku od njih su primereniji oblik podrške manualni znakovi preuzeti i prilagođeni iz nacionalnih znakovnih jezika. Ovim radom prikazaćemo slučaj devojčice s poremećajem iz spektra autizma, dečjom govornom apraksijom i mentalnom retardacijom u programu rane intervencije u kojem se primenjuje multimodalni pristup (manualni znakovi, vizuelna podrška).

Ključne riječi: potpomognuta komunikacija (PK), manualni znakovi, rana intervencija, poremećaj iz spektra autizma

CHILDREN WITH AUTISM AND PHYSIOTHERAPY ACCESS

Ivan Jovanović

Student, High Medical School For Professional Studies Belgrade, Belgrade, Serbia

The author emphasizes the importance of physiotherapy approach in working with children with autism. Recent results of research of autistic spectrum disorder confirm significant sensorimotor component in children with autism. Physical therapists have the potential and ability to play a much larger role in the rehabilitation of autistic spectrum disorder (Mieres et al., 2012).

Physiotherapy approach in working with children with autism allows the child its operation normal sensorimotor development by providing him information that a child is denied because of his autistic behavior. Physio assessment gets an insight into the type and amount of development deviations on the basis of what makes a treatment plan for each child individually. Physiotherapy consists of therapeutic riding, sensory integration, neurodevelopmental treatment and other specific programs that are not directly related to physiotherapy. The paper highlights the importance of continuous adjustment of the plan and daily physiotherapy modification with respect to the child's general condition and the progression / regression in development.

Key words: physiotherapy, access, autistic child

DECA SA AUTIZMOM I FIZIOTERAPIJSKI PRISTUP

Ivan Jovanović

Student, Visoka zdravstvena škola strukovnih studija Beograd, Beograd, Srbija

U radu se ističe značaj fizioterapijskog pristupa u radu kod dece sa autizmom. Noviji rezultati istraživanja poremećaja autističnog spektra potvrđuju značajnu senzomotornu komponentu kod dece sa autizmom. Fizioterapeuti imaju potencijala i sposobnosti da igraju puno veću ulogu u rehabilitaciji poremećaja autističnog spektra (Mieres et al., 2012).

Fizioterapijski pristup u radu kod dece sa autizmom svojim delovanjem omogućuje detetu normalniji razvoj pružajući mu senzomotoričke informacije za koje je dete uskraćeno zbog svog autističnog ponašanja. Fizioterapeut procenom dobija uvid u vrstu i količinu razvojnih odstupanja na osnovu čega izrađuje plan terapije za svako dete individualno. Fizioterapija se sastoji od terapijskog jahanja, senzoričke integracije, neurorazvojnog tretmana, te drugih specifičnih programa koji nisu direktno vezani uz fizioterapiju. U radu se ističe značaj neprekidnog prilagođavanja fizioterapijskog plana i svakodnevnog modifikovanja s obzirom na detetovo opšte stanje i napredovanje/nazadovanje u razvoju.

Ključne reči: fizioterapija, pristup, autistično dete

PROGRAM MARTE MEO – NATURAL SUPPORT FOR DEVELOPMENT

Jasmina Sjekloća

Institute of Neonatology, Belgrade, Serbia

Marte Meo method is philosophy and practical aid in the same time. It was developed by Maria Aarts, Dutch pedagogue and therapist who met with problems of autistic children and their parents in 1976. In 1978, Aarts founds Marte Meo International Organization. The name comes from two Latin words: mars – meaning “force” and meus – meaning “my”, so “by my own force”. The main goal of this program is to encourage people to use their own force to urge and promote development in children, parents, all those who care about people and those who learn in order to use their capacities in best possible way. In the beginning, the program was intended to give practical aid to parents of autistic children so they could manage to have a successful relation with their children. Then, with time, it became a practical program for natural improvement of communication between people of all ages, from babies to elderly people and infirm, and finally it was progressively accepted as a communication standard in advanced training in communication all over the world.

The method consists in making the short videos during the interaction of a mother and her child, or child with other people (staff working in a nursery, teachers, physiotherapists, medical workers...). Then, this short videos are watched and analyzed by Marte Meo therapists, with the focus on what is positive, on what functions well. Marte Meo is based on natural capacity of both children and adults to communicate, through a dialogue in the first place. Dialogue always has a certain structure and rhythm. It can happen that perception of child's needs and the rhythm of dialogue with the child can be disturbed, for different reasons. When this happens, the communication with the child fails, relation between the child and the parent becomes troublesome and this can lead to development disturbances of the child.

We will not manage to eliminate problems by pointing out the errors, by correcting them, by prohibition, by interrogation or scolding, or in general, by insisting on negative sides.

Development is only supported by positive acceptance of existing good elements which are emphasized and expanded.

Maria Aarts's thoughts: It is strange we are not using existing natural models in our efforts to influence non-functional development processes. The Maker of natural models had greater wisdom than all us experts together.

Key words: good face, waiting, naming of the action, praise

MARTE MEO PROGRAM – PRIRODNA POTPORA RAZVOJU

Jasmina Sjekloća

Institut za neonatologiju, Beograd, Srbija

Metod Marte Meo je istovremeno i filozofija i praktična pomoć koju je razvila Maria Aarts, holandski pedagog i terapeut. 1976. se susreće sa problemima autistične dece i njihovih roditelja, a 1987. godine osniva Marte Meo međunarodnu organizaciju. Naziv je nastao od dve latinske reči: mars – što znači snaga i meus – što znači moj, odnosno „sopstvenom snagom“. Iz ovoga proističe da je osnovni cilj ovog programa da ohrabri ljudе da koriste „svoje sopstvene snage“ da bi podstakli i unapredili razvoj dece, roditelja, onih koji brinu o ljudima, i svih onih koji uče kako bi najbolje iskoristili svoje sposobnosti. U početku je program bio način da se praktično pomogne roditeljima autistične dece da ostvare uspešan kontakt sa svojom decom, a vremenom je prerastao u praktičan program za prirodno poboljšanje komunikacije osoba svih uzrasta, od odojčadi do starih i nemoćnih, da bi postepeno bio prihvaćen kao komunikacijski standard u stručnom usavršavanju u komunikaciji u celom svetu.

Metod se sastoji u snimanju kratkih filmova tokom interakcija između deteta i njegove majke, ili drugih osoba (osoblje u jaslicama, učitelja, fiziterapeuta, medicinskih radnika...). Zatim se ti kratki filmovi gledaju i analiziraju, neprestano se fokusirajući na ono što je pozitivno, na ono što dobro funkcioniše. Marte Meo se temelji na prirodnoj sposobnosti dece i odraslih da komuniciraju, pre svega kroz dijalog. Dijalog uvek ima određenu strukturu i ritam. Zapažanja detetovih potreba od strane odraslih i odgovarajući ritmički dijalog s detetom mogu biti poremećeni ili izostati zbog različitih razloga. Kad do toga dođe komunikacija s detetom propada, dolazi do teškoća u odnosima i kod deteta može doći do razvojnih poremećaja.

Ukazivanjem na pogreške, ispravljanjima, zaustavljanjima, ispitivanjima, grđnjom, uopšteno pridavanjem pažnje negativnostima nećemo ih ukloniti. Razvoj se podupire samo pozitivnim prihvaćanjem postojećih dobrih elemenata koji se naglašavaju i proširuju.

Misli Marie Aarts: Čudno je što ne koristimo postojeće prirodne modele u našim naporima da utičemo na razvojnodosfukcionalne procese. Onaj koji je tvorac prirodnih modela imao je puno veću mudrost nego svi mi stručnjaci skupa.

Ključne reči: dobro lice, čekanje, imenovanje akcije, pohvala

BIOLOGICAL BASIS OF SENSORY INTEGRATION

Siniša Ristić¹, Stevan Šećović², Anja Matijas³

¹University of East Sarajevo – Faculty of Medicine in Foča, Foča, Bosnia and Herzegovina

²Center for Social Work Gradiška, Gradiška, Bosnia and Herzegovina

³PI Center "Sunce", Prijedor, Bosnia and Herzegovina

Sensory or multisensory integration is a complex of neurobiological processes in which we can from individual information registered by various sensitive receptors/sense organs generate a single entity as their overall experience. It is the base for almost all cognitive functions of the brain, and it means the integration of a number of simple/elementary neurobiological processes, such as perception, stimulus detection, signal transduction, neuroplasticity, etc. Certainly it is not possible to allocate specific anatomical zones of the central nervous system in which the sensory integration takes place, and it seems like a function of the brain as a whole. Displayed neurobiological processes can be basis of sensory integration, such as the subcortical and cortical fields overlap (roof area of the midbrain, heteromodal associative cortex, e.t.c), the convergence signal pathways (e.g. auditory and visual information in Wernicke zone), development and adult neuroplasticity etc. Also, in this paper we will show the modern possibilities of exploring the neurobiological bases of sensory integration.

Key words: sensory integration, neurobiology, neuroplasticity

BIOLOŠKE OSNOVE SENZORNE INTEGRACIJE

Siniša Ristić¹, Stevan Sećatović², Anja Matijas³

¹Univerzitet u Istočnom Sarajevu – Medicinski fakultet u Foči, Foča, Bosna i Hercegovina

²Centar za socijalni rad Gradiška, Gradiška, Bosna i Hercegovina

³JU Centar „Sunce”, Prijedor, Bosna i Hercegovina

Senzorna ili multisenzorna integracija predstavlja kompleks neurobioloških procesa kojima se od pojedinačnih informacija registrovanih različitim senzitivnim receptorima čula formira jedinstvena cjelina tj. njihov ukupni doživljaj. Ona je baza za gotovo sve kognitivne funkcije mozga, a temelji se na integraciji brojnih jednostavnijih/elementarnih neurobioloških procesa, kao što su percepција, detekcija draži, trasdukcija signala, neuroplastičnost itd. Gotovo da nije moguće izdvojiti posebne anatomske cjeline centralnog nervnog sistema u kojima se senzorne integracije odvija, već je ona više funkcija mozga u cjelini. Prikazaćemo neurobiološke procese koji mogu da stoe kao temelj nastanka senzorne integracije, kao što su subkortikalna i kortikalna polja preklapanja (krovno područje srednjeg mozga, heteromodalna asocijativna kora itd), konvergencija puteva prenosa signala (npr. slušnih i vidnih informacija u Wernikeovu zonu), razvojna i adultna neuroplastičnost itd. Takođe, u radu ćemo prikazati i savremene mogućnosti istraživanja neurobioloških osnova senzorne integracije.

Ključне reči: senzorna integracija, neurobiologija, neuroplastičnost

SOCIAL SKILLS TRAINING

Matej Vukovič

University of Primorska – Faculty of Pedagogy, Koper, Slovenia

People are social creatures and we all need social skills and contacts with others. In the age of neoliberalism, when human being is less important than profit, the social skills are declining but, on the other hand, they are becoming more and more important. People play with each other because they are driven by the needs for acceptance and belonging. Without the social play a sense of belonging cannot develop. A lack of social skills and and the inability to establish social contacts are the signs which are in most cases present also in the young people with behavioural and emotional difficulties. Anyone can learn social skills.

When it comes to a social skills training, we talk about the practice of skills intended for young people and adults that they can use in everyday life. The training focuses on adequate communication, personal appearance, moral judgment, learning how to overcome unpleasant situations and resolve conflict situations, learning how to adequately give and accept criticism and praise, learning about relations with other people, gender relations, and relations with parents and authorities, etc.

Key words: social skills, training

TRENING SOCIJALNIH VJEŠTINA

Matej Vukovič

Univerzitet na Primorskem – Pedagoški fakultet, Koper, Slovenija

Ljudi su društvena bića i svima nama trebaju socijalne vještine i kontakti sa drugima. U eri neo liberalizma, kada više nije važan čovjek, nego samo profit, socijalnih vještina je sve manje, a s druge strane, postaju sve važnije. Ljudi se igraju međusobno, jer ih motiviše potreba po prihvatanju i pripadnosti. Bez društvenih igara do osjećaja pripadnosti kod pojedinca ne može doći. Nedostatak socijalnih vještina i kompetencija za uspostavljanje socijalnih kontakata su znakovi koji su u većini slučajeva prisutni i kod adolescenata s emocionalnim teškoćama i teškoćama u ponašanju. Socijalne vještine se mogu naučiti.

Kada je u pitanju trening socijalnih vještina, govorimo o tome da adolescenti i odrasli uče praktične vještine koje im služe u svakodnevnom životu; odgovarajuća komunikacija, osobni nastupi, moralno vrednovanje, prevazilaženje neprijatnosti, rešavanje konfliktnih situacija, pravilno davanje i primanje kritike, davanje i primanje komplimenta, odnosi sa drugima, rodni odnosi, odnosi sa roditeljima, autoritetima...

Ključne reči: socijalne veštine, trening

RESULTS OF THE PROJECT »WORKSHOPS FOR IMPROVEMENT THE PRACTICAL SKILLS OF PEOPLE WITH INTELLECTUAL DISABILITIES«

Goran Nedović, Srećko Potić, Mirjana Đorđević, Ivana Sretenović

Resource Center for Special Education, Belgrade, Serbia

This paper presents the results of the project »Workshops for improvement the practical skills of people with intellectual disabilities« implemented by the Resource Center for Special Education from Belgrade under the auspices and with the financial support of the Ministry of Labor, Employment, Veteran and Social Affairs of the Republic of Serbia – Sector for protection of people with disabilities.

Project activities included 60 people with intellectual disabilities and 60 parents of children with intellectual disabilities. As part of the project, it was made an initial assessment of practical skills of people with intellectual disabilities, than it was realized a training for the development of practical skills through a set of 16 workshops, intended for children and young people with intellectual disabilities and their parents, after which it was carried out re-assessment.

The results were statistically analyzed and as part of the paper we will present empirical data on the level of acquisition of practical skills of the populations examined and the findings which was checked the efficiency of realized training.

Key words: adaptive skills, assessment, training

REZULTATI PROJEKTA »RADIONICE ZA UNAPREĐENJE PRAKTIČNIH VEŠTINA OSOBA SA INTELEKTUALNOM OMETENOŠĆU«

Goran Nedović, Srećko Potić, Mirjana Đorđević, Ivana Sretenović

Resursni centar za specijalnu edukaciju, Beograd, Srbija

U ovom radu biće prikazani rezultati projekta »Radionice za unapređenje praktičnih veština osoba sa intelektualnom ometenošću« koji realizuje Resursni centar za specijalnu edukaciju iz Beograda pod pokroviteljstvom i uz finansijsku podršku Ministarstva za rad, zapošljavanje, boračka i socijalna pitanja Republike Srbije – Sektor za zaštitu osoba sa invaliditetom.

Projektnim aktivnostima je obuhvaćeno 60 osoba sa intelektualnom ometenošću i 60 roditelja dece sa intelektualnom ometenošću. U okviru projekta izvršena je inicijalna procena praktičnih veština osoba sa intelektualnom ometenošću, realizovan je trening za razvoj praktičnih veština kroz set od 16 radionica, namenjenih deci i mladima sa intelektualnom ometenošću i njihovim roditeljima, nakon čega je realizovana reprocena.

Rezultati su statistički obrađeni i u okviru rada prikazaćemo empirijske podatke o nivou usvojenosti praktičnih veština ispitivane populacije, kao i nalaze kojima je proveravana efikasnost realizovanog treninga.

Ključne reči: adaptivne sposobnosti, procena, trening

SOCIAL PREVENTION IN EARLY INTERVENTION SERVICES BEHAVIOR DISORDERS IN CHILDREN

Ljubinka Lazić

Derventa, Bosnia and Herzegovina

Since that risky behavior in children is an important social problem, improving the protection of children and identifying concrete efforts are the tasks that are set in front of the actors of social policy and all the factors that affect on the social development of children. Early detection and professional interventions are important initial steps of professional support to children with behavioral disorders. This approach is underdeveloped in practice so it is important to persist with emphasis on the importance of prevention and social support.

Social prevention, among its many tasks and goals, requires early intervention that specifically relies on risk assessment and analysis of protective factors for growth and development. Starting from socialectological learning theory, the system we live in and the division of responsibility, are essential factors which affect on the optimal development of the potential of persons, maturation, socialization and development of its resilience to various negative impacts the environment in which he lives. Effective planning of preventive interventions requires analysis and sources of social support which is why social prevention and actions have their place in the different preventive strategies planning. Social planning and development services in the community are also specific protective factor.

The importance of social prevention measures, as early the intervention of behavioral disorders in children, lies in its application in the field of social, child and health care for pointing out possible fields of expanding and improving preventive activities and development practices in society and targeting social development of those protective factors whose actions contribute desirable maturation, socialization and development of children. Shifting the focus from the child to the factors that can prevent detection and development problems in the development and behavior of children is what exactly should be taken in the planning of preventive action in society.

Key words: social prevention, early intervention, behavior disorders, strategy

SOCIJALNA PREVENCIJA U SLUŽBI RANE INTERVENCIJE POREMEĆAJA PONAŠANJA KOD DJECE

Ljubinka Lazić

Derventa, Bosna i Hercegovina

S obzirom da su rizična ponašanja kod djece značajan društveni problem, unaprijeđenje zaštite djece i identifikovanje konkretnih napora su zadaci koji se postavljaju pred aktere socijalne politike i sve činioce koji utiču na socijalni razvoj djece. Rana detekcija i stručna intervencija su bitni početni koraci stručne podrške djeci sa poremećajem u ponašanju. Ovaj pristup problemu nedovoljno je razvijen u praksi zbog čega je bitno istražati sa ukazivanjem na značaj prevencije i socijalne podrške.

Socijalna prevencija, između svojih brojnih zadataka i ciljeva, zahtjeva ranu intervenciju koja se specifično oslanja na procjenu rizika i analizu protektivnih faktora za rast i razvoj. Polazeći od učenja socijalnoedukološke teorije, sistem u kojem se živi i podjela odgovornosti su bitni faktori koji utiču na razvoj optimalnih potencijala osobe, sazrijevanje, socijalizaciju i razvoj njene rezilijentnosti na različite negativne uticaje sredine u kojoj živi. Učinkovito planiranje preventivnih intervencija zahtjeva i analizu izvora socijalne podrške zbog čega socijalna prevencija i akcija imaju svoje mjesto u različitim preventivnim strategijama planiranja. Socijalno planiranje i razvoj usluga u zajednici takođe su specifičan zaštitni faktor.

Značaj socijalne prevencije kao mjere rane intervencije poremećaja ponašanja kod djece leži u njenoj primjeni u oblasti socijalne, dječje i zdravstvene zaštite zbog ukazivanja na moguća polja proširivanja i unaprijeđivanje preventivne djelatnosti kao i razvoja praksi u društvu i usmjeravanja društvenog razvoja na one zaštitne faktore koji svojim djelovanjem doprinose poželjnoj maturaciji, socijalizaciji i razvoju djece. Pomjeranje fokusa sa djeteta na faktore koji mogu preduprijediti javljanje i razvoj problema u razvoju i ponašanju djece je ono čime se upravo treba voditi u planiranju preventivnog djelovanja u društvu.

Ključne riječi: socijalna prevencija, rana intervencija, poremećaj u ponašanju, strategija

SIGNIFICANCE OF EARLY INTERVENTION WITH CHILDREN WITH CEREBRAL PALSY

Biserka Jakovljević

City Center for Social Welfare Jagodina, Jagodina, Serbia

Cerebral palsy (CP) is the most often early physical disability; it occurs due to perinatal brain injury, sensor and motor limitations occur, which causes life-long consequences that imply bad adaptive and social functions.

This paper is a comparative analysis of two separate studies aiming to discover the significance of early intervention with children with CP. In the first study it is about a systematic review in which the authors analyse 45 works with the aim of evaluation of efficiency and effectiveness of exercise interventions that can improve postural control. The second study is a clinical examination of the children aged 12 to 24 months in which is examined the efficiency of Constraint-Induced Movement Therapy (CIMT) combined with motor and sensorimotor interventions.

By a comparative analysis of studies, the authors came to the result that the use of early treatments in form of exercises for improvement of posture control, with children with CP, becomes more extensive in the last decade. In addition to quantitative progress the improvement of the design of various studies itself also occurred, which provided more clarity regarding efficiency of the treatment. A systematic preview of studies identified potentially efficient interventions, but also those demanding additional research.

The authors of clinical examination intend to redefine CIMT intervention for future special education practice and to establish the efficiency of treatment. Which of the children with CP can have the most benefits from CIMT in opposition to other standard therapies?

What is common to both studies is expressed necessity for establishment of the relation between the postural control impairment, treatment options and outcome measurement. The need for further research for the children with various types and severity of CP is recognized, with the aim of establishing possible efficiency that would demonstrate the effectiveness for the improvement of postural control.

Key words: early intervention, cerebral palsy, treatment

ZNAČAJ RANE INTERVENCIJE KOD DECE SA CEREBRALNOM PARALIZOM

Biserka Jakovljević

Gradski centar za socijalni rad Jagodina, Jagodina, Srbija

Cerebralna paraliza (CP) je najčešći rani fizički invaliditet, nastaje usled perinatalne povrede mozga, dolazi do senzornih i motoričkih ograničenja, što uzrokuje doživotne posledice koje podrazumevaju loše adaptivne i socijalne funkcije.

Ovaj rad je uporedna analiza dve odvojene studije koje imaju za cilj da otkriju značaj rane intervencije dec sa CP. U prvoj studiji reč je o sistemskom pregledu u kome autori analiziraju 45 radova u cilju evaluacije efikasnosti i efektivnosti intervencija vežbama koje mogu poboljšati kontrolu držanja. Druga studija je kliničko ispitivanje dece uzrasta od 12 do 24 meseci u kome se ispituje efikasnost terapije kretanja indukovanih ograničenja (CIMT) u kombinaciji sa motoričkim i senzomotornim intervencijama.

Uporednom analizom studija autori su došli do rezultata da primena ranih tretmana u formi vežbi za poboljšanje kontrole držanja, kod dece sa CP, postaje obimnija u poslednjoj deceniji. Pored kvantitativnog pomaka došlo je i do poboljšanja samog dizajna različitih studija, što je pružilo više jasnoća u pogledu efikasnosti tretmana. Sistemski pregled studija identifikovao je potencijalno efikasne intervencije, a i one koje zahtevaju dodatno istraživanje.

Autori kliničkog ispitivanja imaju za cilj da redefinišu CIMT intervenciju za buduću defektološku praksu i da utvrde efektivnost tretmana. Koja to deca sa CP mogu imati najviše korisnosti od CIMT naspram drugih standardnih terapija.

Ono što je zajedničko za obe studije jeste iskazana neophodnost za utvrđivanjem veze između oštećenja kontrole držanja, opcija tretmana i merenja ishoda. Uviđa se potreba za daljim istraživanjem za decu sa različitim tipovima i težinom CP, u cilju utvrđivanja moguće efikasnosti intervencija vežbanjem koja bi demonstrirala efektivnost za poboljšanjem kontrole držanja.

Ključne reči: rana intervencija, cerebralna paraliza, tretman

ADOPTION OF CHILDREN WITH SPECIAL NEEDS - EXPERIENCES FROM THE UNITED STATES OF AMERICA

Jelena Opsenica Kostic¹, Tanja Panic², Marta Dedaj³

¹University of Niš – Faculty of Philosophy, Niš, Serbia

²College of Vocational Studies for Preschool Teachers and Business Computer Scientists - Sirmijum, Sremska Mitrovica, Serbia

The number of adoption of children with special needs (children that are older, who belong to racial or ethnic minorities, members of sibling groups, and/or children with special emotional, behavioral, developmental and/or medical problems) has been increased in recent decades in the USA. This option is favorable for children, because it offers them a possibility to grow up in stable conditions – in a family that they will not change; and it is also favorable for adoptive parents who have a capacity to take care of a child with special needs, since there are not enough healthy newborns for all couples that want to adopt a baby. Results of research on disrupted and successful adoptions of children with special needs can be used for creating conditions and programs for such adoptions in Serbia. Studies distinguished three categories of risk factors for the continuation of post-adoption problems. Among risks associated with characteristics of children, there are: the age of a child (an older child); the presence of more difficult, numerous and long-lasting emotional and behavioral problems; the history of sexual abuse and their placement in more foster families. Adoptive parents will more probably have greater parental satisfaction with and more adequate expectations of their child if they used to be the foster family or they are relatives of the child; if they are of a middle socio-economic and educational status; a favorable factor is also belonging to minority groups (minority families). Important stressors for an adoptive family are associated with the practice of the institutions: with insufficient pre-adoption education and insufficient information about a child. Satisfaction with the preparation by the institution is one of the most significant predictors of content of parents with the entire adoption process. The importance of the performance of the institutions in the adoption process opens the possibility for planning actions which could help children with special needs and potential adoptive parents in our country.

Key words: children with special needs, adoption, characteristics of children, characteristics of adoptive parents, practice of institutions

USVOJENJE DECE SA POSEBNIM POTREBAMA – ISKUSTVA IZ SJEDINJENIH AMERIČKIH DRŽAVA

Jelena Opsenica Kostić¹, Tanja Pamić², Marta Dedaj²

¹Univerzitet u Nišu – Filozofski fakultet, Niš, Srbija

²Visoka škola strukovnih studija za vaspitače i poslovne informatičare – Sirmium,
Sremska Mitrovica, Srbija

Usvojenje dece sa posebnim potrebama (dece koja su starija, koja pripadaju rasnim ili etničkim manjinama, članovi sibling grupe, i/ili deca sa posebnim emocionalnim, bihevioralnim, razvojim i/ili medicinskim problemima) je poslednjih decenija u porastu u SAD. Ova opcija je povoljna za decu, jer im omogućava odrastanje u stabilnim uslovima – u porodici koju neće menjati; a povoljna je i za one usvojitelje koji imaju kapaciteta da se brinu o detetu sa posebnim potrebama, s obzirom da nema dovoljno zdrave novorođenčadi za sve parove koji žele da usvoje dete. Rezultati istraživanja prekinutih i uspešnih usvojenja dece sa posebnim potrebama mogu biti iskorišćeni za stvaranje uslova i kreiranje programa ovakvih usvojenja u Srbiji. Istraživanja su izdvojila tri kategorije faktore rizika za nastanak post-adoptivnih problema. Među rizicima vezanim za karakteristike dece nalaze se uzrast deteta (starije dete); postojanje teških, brojnih i trajnih emocionalnih i bihevioralnih problema; istorija seksualnog zlostavljanja i boravak u više hraniteljskih porodica. Usvojitelji će verovatnije imati veće roditeljsko zadovoljstvo i prikladnija očekivanja od deteta ukoliko su bili hranitelji ili su rođaci deteta; ukoliko je porodica srednjeg socio-ekonomskog i obrazovnog statusa; a povoljan faktor je i pripadnost manjinskim grupama (minority families). Značajni stresori za adoptivnu porodicu vezani su za praksu institucije: za nedovoljnu pre-adoptivnu edukaciju i nepotpune informacije o detetu. Zadovoljstvo pripremom od strane institucije je jedan od najznačajnijih prediktora zadovoljstva roditelja celokupnim procesom usvojenja. Upravo ovaj značaj delovanja institucija u procesu usvojenja otvara prostor za planiranje akcija koje bi pomogle deci sa posebnim potrebama i potencijalnim usvojiteljima u našoj zemlji.

Ključne reči: deca sa posebnim potrebama, usvojenje, karakteristike dece, karakteristike usvojitelja, praksa institucije

THE FACTOR STRUCTURE OF THE SCALE FOR ASSESSING PARENT SATISFACTION WITH THE HEALTHCARE QUALITY¹

Bojan Dučić¹, Svetlana Kaljača¹, Dragana Pašćan²

¹University of Belgrade – Faculty of Special Education and Rehabilitation, Belgrade, Serbia

²School for Primary and Secondary Education „Milan Petrović“, Novi Sad, Serbia

Access to health care is one the fundamental human rights. The disabled persons belong to the population with an increased need for support related to preventive healthcare and health preservation and improvement.

In order to determine the level of parents' satisfaction with the quality of the healthcare their child receives, the special scale was created, based on the review of a number of relevant studies. This scale includes different factors influencing the perception of the quality of the received services, such as: parental awareness of health care services, making an appointment, parents' capability to balance the time needed for their children appointments with the doctor with their own duties, the time between making the first appointment and appointment itself, conditions in the waiting rooms for children and communication with medical professionals.

The sample consisted of 91 parents of children aged 4 to 7. The study included 37 parents of children with disabilities and 54 parents of typically developing children.

The analysis of the main components indicated three key factors: Communication with the physician, Waiting time and conditions while waiting to see the physician and Awareness. Together, all three factors account for 67.25 % of the variance. The first factor Communication with the physician consists of 10 items that account for 49.72% of the variance. The second factor Waiting time and conditions while waiting to see the physician, consisting of 7 items, accounts for 10.38% of the variance. The third factor, Awareness, has only 4 items and accounts for 7.15% of the variance. Cronbach's alpha of the whole scale had a satisfactory value of 0.94.

Based on the obtained results, we believe that the scale can be used to determine the level of parent satisfaction with the quality of the healthcare their child receives.

Key words: children with disabilities, healthcare quality, factor structure

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FAKTORSKA STRUKTURA SKALE ZA PROCENU NIVOA ZADOVOLJSTVA RODITELJA KVALITETOM ZDRAVSTVENE ZAŠTITE¹

Bojan Dučić¹, Svetlana Kaljača¹, Dragana Pašćan²

¹Univerzitet u Beogradu – Fakultet za specijalnu edukaciju i rehabilitaciju, Beograd, Srbija

²Škola za osnovno i srednje obrazovanje „Milan Petrović“, Novi Sad, Srbija

Pravo na zdravstvenu zaštitu pripada osnovnim ljudskim pravima. Osobe sa ometenošću predstavljaju populaciju sa povećanom potrebom za podrškom u oblasti medicinske prevencije, očuvanja i unapređenja zdravlja.

Da bi se utvrdio nivo zadovoljstva roditelja kvalitetom zdravstvene zaštite njegovog deteta, na osnovu pregleda većeg broja relevantnih istraživanja kreirana je posebna skala. Ovom skalom su obuhvaćeni različiti činioци koji utiču na percepciju kvaliteta pruženih usluga: informisanje roditelja o uslugama iz oblasti zdravstvene zaštite, zakazivanje susreta sa lekarom, mogućnosti roditelja da uskladi svoje obaveze sa odvođenjem deteta kod lekara, vreme koje protekne od zakazivanja do dana pregleda, uslovima u kojima dete čeka na pregled i komunikacija sa medicinskim osobljem.

Uzorak je činio 91 roditelj dece na uzrastu od četiri do sedam godina. Istraživanjem je obuhvaćeno 37 roditelja dece sa ometenošću i 54 roditelja dece tipičnog razvoja.

Analizom glavnih komponenti izdvojila su se tri faktora: Komunikacija sa lekarom, Vreme čekanja i uslovi u kojima se čeka na pregled i Informisanje. Sva tri faktora objašnjavaju 67,25 % varijanse. Prvi faktor Komunikacija sa lekarom sarži 10 ajtema kojima se objašnjava se 49,72% varijanse. Drugim faktorom Vreme čekanja i uslovi u kojima se čeka na pregled koje čini 7 ajtema objašnjava se 10,38% varijanse. Treći faktor Informisanje ima samo 4 ajtema i objašnjava 7,15% varijanse. Na celoj skali zabeležana je zadovoljavajuća vrednost Krombahove alfe od 0,94.

Na osnovu dobijenih rezultata smatramo da se skala može koristiti za utvrđivanje nivoa zadovoljstva roditelja kvalitetom usluga zdravstvene zaštite njihovog deteta.

Ključne reči: deca sa ometenošću, kvalitet zdravstvene zaštite, faktorska struktura

¹ Rad je proistekao iz projekata „Kreiranje protokola za procenu edukativnih potencijala dece sa smetnjama u razvoju kao kriterijuma za izradu individualnih obrazovnih programa“, broj 179025 i „Evaluacija tretmana stečenih poremećaja govora i jezika“ broj 179068, čiju realizaciju finansira Ministarstvo prosветe, nauke i tehnološkog razvoja Republike Srbije.

PARENTING STYLE PARADIGMS IN DAILY SCHOOL LIFE

Mitja Krajnčan

University of Primorska – Faculty of Education, Koper, Slovenia

We will present and compare different classifications of parenting styles and try to offer more useful and effective model. A comparison of different research papers often reveals solely notional differentiation behind which the similar, if not the same, descriptions are hidden. Parenting styles present a possibility of knowledge that teachers and educators could apply daily through various activities. Parenting styles are artificially constructed systems of order rather than realistically defined characteristics of educational practice. Over time, this topic has formed an obsolete fascination in both theory and practice. Educational attitudes and points of view substantially reflect social expectations, schools of thought and above all, the social conditions, opportunities, and boundaries that are embedded in all types of socialization. In times of profound social change that affects family structures, tendencies in the field of education strive for new directions, new technical terms or the old ones under a new guise, and that is why analytical comparison of available discourses is needed. The authors present a synthesis of compared parenting style theories and formulate useful and effective model of parenting style that also contributes to making informed decisions regarding educational practice.

Key words: education, parenting style

PARADIGME VASPITNIH STILOVA U ŠKOLSKOJ SVAKODNEVNICI

Mitja Krajnčan

Univerza na Primorskem – Pedagoška fakulteta, Koper, Slovenija

Mi ćemo predstaviti različite klasifikacije vaspitnih stilova, uporediti ih međusobno, te pokušati predstaviti fukcionalan i efikasan model. Poređenje različitih istraživanja će nam predstaviti, da se često otkrivaju samo pojmovne razlike, koje sakrivaju slične, ako ne i iste definicije.

Vaspitni stilovi predstavljaju mogućnosti ponašanja nastavnika odnosno vaspitača i aktivnosti, koje praktikuje u svom radu. Vaspitni stilovi su veštačko dizajnirani sistemi reda i ne predstavljaju realne specifičnosti obrazovnog ponašanja.

Tematika je bila formirana, kako u teoriji i praksi kroz vreme preživele fascinacije. Obrazovni stavovi i pozicije se u velikoj meri odražavaju na društvenim očekivanjima ideološke struje, posebno u društvenim uslovima i mogućnostima, koji rade sa pojedincama i porodicama i ostalim socijalizacijskim mogućnostima i ograničenjima. Autor daje naučni doprinos poređenjem teorija vaspitnih stilova i stvaranja funkcionalnih obrazovnih stilova, koji ima osnovnu nameru u podizanju svesti o važnosti refleksivnog obrazovnog (vaspitnog i obrazovnog) delovanja.

Ključne reči: obrazovanje, vaspitni stilovi

BEHAVIOR DISORDER, PARENTING STYLE AND NEGATIVISTIC BEHAVIOR – CASE STUDIES

Milena Petković¹, Snežana Zdravković¹, Miodrag Milenović², Mia Milenović³

¹ Health Center, Developmental Counseling Unit, Niš, Serbia

²University of Niš – Faculty of Philosophy, Department of Psychology, Niš, Serbia

³Faculty of Low and Business Administration, Novi Sad, Serbia

This work discusses two case studies of encopresis as a child behavioral disorder. Techniques of standardized interview, Brunet Lezine psychomotor development scale, as well as projective techniques such as Mosaic test and Emotional stability test, showed that in Child One, aged four, encopresis was an isolated disorder, whilst the Child Two, aged six, had other psychological disorders in addition to encopresis. In both cases, parenting styles were inadequate and/or inconsistent. The child with encopresis as an isolated disorder had a highly authoritative father and a permissive mother; the parents of the second child were switching styles: one moment they were strict and critical, the next they would assume a beseeching attitude, and the other way round. These behaviors activated a negativistic attitude in each child (otherwise a normal development phase in two year olds). This negativism, now caused by a subconscious resistance to parental behaviors, was manifested as an open or masked spitefulness, passive or active aggression, and quite often as instrumental indifference, in relation to their own encopresis.

Therapeutic approaches to sphincter control behaviors varied in the two cases. In the first study case a behavioral therapy, with elements of play therapy, was used. In the second case, an analysis of family relationships, especially the relationship between the parents, was conducted before the start of the actual therapy. In both encopresis cases, the therapy included parents' education towards changing the way they were bringing up the children, to prevent potential problems in relation to child's further growth and development.

Key words: encopresis, parenting style, negativistic behavior

POREMEĆAJ NAVIKA, VASPITNI STIL I NEGATIVISTIČKO PONAŠANJE – STUDIJE SLUČAJA

Milena Petković¹, Snežana Zdravković¹, Miodrag Milenović², Mia Milenović³

¹Dom zdravlja, Razvojno savetovalište, Niš, Srbija

²Univerzitet u Nišu – Filozofski fakultet, Departman za psihologiju, Niš, Srbija

³Fakultet za pravne i poslovne studije, Novi Sad, Srbija

U ovom radu obrađuju se dva slučaja specifičnog poremećaja navika kod dece – enkopreze. Tehnike standardizovanog intervjuja, Brinet-Lezinove skale psihomotor-nog razvoja, kao i projektivni instrumenti-Mozaik test i Test emocionalne stabilnosti pokazali su da je, kod prvog deteta (starog četiri godine) enkopreza izolovani poremećaj, dok se kod drugog (starog šest godina) javlja u kontekstu drugih psihičkih smetnji. Vaspitni stilovi roditelja, u oba slučaja, pokazuju neadekvatnost i nedoslednost. Kod izolovane enkopreze otac je izrazito autoritaran, a majka permisivna, dok roditelji drugog dečaka menjaju pristup detetu-jedan vremenski period su strogi i kritični, da bi posle toga zauzeli izrazito popustljiv stav, i obrnuto. Ovakvim pristupom, kod dece je reaktiviran negativistički stav (inače, prisutan kao normalan u fazi razvoja između druge i treće godine). Taj negativizam, sada uzrokovani nesvesnim otporom roditeljskom ponašanju, manifestuje se kao prkos (otvoreni ili prikriveni), agresivnost (aktivna ili pasivna), a često i instrumentalna ravnodušnost, kojom se deca odnose prema svojoj enkoprezi.

Terapijski pristup ovom poremećaju navike kontrole sfinktera bio je različit. U prvom slučaju, korišćen je bihevioralni tretman sa elementima terapije igrom, dok je drugi uključio prethodnu analizu porodičnih odnosa, sa posebnim osvrtom na isti između roditelja. Obe enkopreze su zahtevale i edukaciju u cilju promene vaspitnog stila roditelja, kako bi se, u budućnosti, prevenirali potencijalni problemi vezani za dečiji rast i razvoj.

Ključne reči: enkopreza, vaspitni stil, negativističko ponašanje

THE CHALLENGES OF SOCIAL WORK IN FOSTER CARE FOR ADULTS WITH DEVELOPMENTAL DISABILITIES

Andrea Rakanović Radonjić, Dragana Šćepović

University of Banja Luka – Faculty of Political Sciences,
Banja Luka, Bosnia and Herzegovina

In efforts to improve the protection of adults with developmental disabilities, with the aim of improving quality of their life, fostering stands out as one of the preferred forms of protection.

The challenges of foster care for adults with developmental disabilities in the Republic of Srpska primarily reflected in need of systemic affirmation of foster care for adults, targeting foster families who have the capacity for specialized foster care with a focus on adults with developmental disabilities, and the implementation of training for foster families in a specialized foster care.

The paper presents the possibilities of specialized foster care for adults with developmental disabilities in the Republic of Srpska, and the challenges of social work in education for development of specialized foster care and support to foster families.

Key words: foster care, specialized foster care, adults with developmental disabilities

IZAZOVI SOCIJALNOG RADA U HRANITELJSTVU ZA ODRASLA LICA SA POTEŠKOĆAMA U RAZVOJU

Andrea Rakanović Radonjić, Dragana Šćepović

Univerzitet u Banjaluci – Fakultet političkih nauka,
Banja Luka, Bosna i Hercegovina

U nastojanjima da se unaprijedi zaštita odraslih lica sa poteškoćama u razvoju, sa ciljem unaprijeđenja kvalitete njihovog života, hraniteljstvo se izdvaja kao jedan od poželjnih oblika zaštite.

Izazovi hraniteljstva za odrasla lica sa poteškoćama u razvoju u Republici Srpskoj prvenstveno se ogledaju u potrebi za sistemskom afirmacijom hraniteljstva za odrasle, targetiranjem porodica koje imaju kapacitete zaspecijalizovano hraniteljstvo sa akcentom na odrasla lica sa poteškoćama u razvoju, te sprovodenju edukacije za hraniteljske porodice u specijalizovanom hraniteljstvu.

U radu su predstavljene mogućnosti specijalizovanog hraniteljstva za odrasle sa poteškoćama u razvoju u Republici Srpskoj, te izazovi socijalnog rada u razvoju edukacije za specijalizovano hraniteljstvo i podršku hraniteljskim porodicama.

Ključne riječi: hraniteljstvo, specijalizovano hraniteljstvo, odrasl alica sa poteškoćama u razvoju

THE IMPORTANCE OF EARLY INCLUSION IN ELEMENTARY SCHOOL

Nevenka Vasić

Primary School "Miloš Marković", Donje Leskovice, Serbia

In this paper importance of early inclusion with a focus on promoting early intervention at the beginning of primary education is highlighted. The early inclusion of children with special needs is of great importance for the whole process of inclusion of students with special needs in their public and social environment, and affects their achievements in the field of education. In other words, the earlier the intervention at the elementary school level the greater the impact on the child's further development. Inclusion promotes activities that help students with special needs develop their full individual potential, become independent and participate in the community. At the same time, inclusion fights against discrimination in society, helping parents to think positively about their children with disabilities and promoting wider social inclusion. The paper gives examples of good inclusive practice of preparatory pre-school groups and the first grade in the primary school "Miloš Marković" in Donje Leskovice.

Key words: early inclusion, importance, primary school

ZNAČAJ RANE INKLUIZIJE U OSNOVNOJ ŠKOLI

Nevenka Vasić

OŠ „Miloš Marković”, Donje Leskovice, Srbija

U radu se ističe značaj rane inkluzije sa akcentom na promovisanju rane intervencije na početku osnovnog školovanja. Rana inkluzija dece sa posebnim potrebama od velikog je značaja za celokupan proces uključivanja učenika sa posebnim potrebama u njihovu socijalnu i društvenu sredinu, te utiče na njihova postignuća u području vaspitanja i obrazovanja. Drugim rečima, što je ranija intervencija u osnovnoj školi to je veći uticaj na detetov dalji razvoj. Inkluzija u školi promoviše aktivnost koje pomaže učenicima sa posebnim potrebama da razviju svoj puni individualni potencijal, postanu samostalni i učestvuju u široj društvenoj zajednici. U isto vreme, inkluzija se bori protiv diskriminacije u društvu, pomažući roditeljima da misle pozitivno o svojoj deci sa teškoćama u razvoju i promovišući širu društvenu inkluziju. U radu se daju prikazi dobre inkluzivne prakse iz pripremne predškolske grupe i prvog razreda u OŠ „Miloš Marković“ u Donjem Leskovicama.

Ključne reči: rana inkluzija, značaj, osnovna škola

IMPORTANCE OF TEACHING ASSISTANTS IN INCLUSIVE PRIMARY SCHOOLS

Nevenka Mravljičić, Jeronim Čeko

Primary School „Kralj Tomislav”, Zagreb, Croatia

Educational process is a living system that must constantly upgrade and adapt, and an essential component of the modern educational process is inclusion. Educational inclusion is a requirement stating that every child is educated in accordance with their individual abilities in school as an educational-educational institution. Inclusive education should provide equal rights for all children regardless of their nationality, religion, culture, age, gender, language or other identity differences (under the term goes, and diversity in skills for learning, teaching and socialization). If we want equal opportunities for all, it is necessary to improve and implement quality inclusive education. This implies the inclusion of teaching assistants and mobile professional teams in their own educational process. Do not forget not to conduct quality monitoring and improvement of the process of inclusion and consultation of various experts to help in the realization and implementation of inclusive education.

For successful inclusion, several factors are important: the equipment level of the institution, education (training) of teachers, positive attitude of teachers and the relevant ministry until an assistant in the classroom. Assistant / Assistant is the bridge on which depends the constructive involvement of students in the educational process. That is starting point and you have to channel all requests and difficulties encountered and the quality cooperation with the teaching staff to enable full inclusion of students in classes. In other words, the cooperation of teachers and assistants depends largely on the success of inclusion. Only the inclusion of assistants in classes primarily contributes greatly to social integration, successful academic achievement of all students, also the active participation of students with disabilities in all aspects of education. This creates a positive atmosphere and at the same time accepting students with disabilities, by conducting various activities in which they are involved and students without disabilities, which significantly affects the emotional security and social acceptance of students with disabilities.

Key words: teaching assistant, inclusion, adaptation

VAŽNOST ASISTENTA U NASTAVI U INKLUZIVNOJ OSNOVNOJ ŠKOLI

Nevenka Mravljinčić, Jeronim Čeko

Osnovna škola „Kralja Tomislava“, Zagreb, Hrvatska

Odgojno-obrazovni proces je živi sistem koji se stalno mora nadograđivati i prilagođavati, a bitna osnova modernog obrazovnoga procesa je inkluzija. Obrazovna inkluzija je zahtjev kojim se potvrđuje kako se svako dijete obrazuje u skladu s vlastitim individualnim mogućnostima u školi kao odgojno-obrazovnoj instituciji. Inkluzivno obrazovanje bi trebalo omogućiti jednakna prava za svako dijete bez obzira na njegovu nacionalnost, vjeru, kulturu, dob, spol, jezik ili neki drugi identitet različitosti (pod taj pojam ide i različitost u sposobnostima za učenje, poučavanje i socijalizaciju). Ako želimo jednakne mogućnosti za sve, nužno je usavršiti i provoditi kvalitetno inkluzivno obrazovanje. To podrazumijeva uključivanje pomoćnika u nastavi i mobilnih stručnih timova u sami proces obrazovanja. Ne smije se ni zaboraviti provoditi kvalitetno praćenje i unapređivanje samoga procesa inkluzije te savjetovanjem raznih stručnjaka pomoći u realizaciji i provedbi inkluzivne nastave.

Za uspješno inkluziju, vrlo važno je nekoliko faktora: od opremljenosti institucije, obrazovanja (usavršavanja) nastavnika, pozitivnog stava nastavnog osoblja i nadležnog ministarstva pa sve do pomoćnika u nastavi. Pomoćnik/asistent je most od koga zavisi kvalitetno uključivanje učenika u odgojno-obrazovni proces. Upravo je on polazna tačka te mora kanalizirati sve zahtjeve i poteškoće koje se pojavljuju te u kvalitetnoj suradnji s nastavnim osobljem omogućiti potpuno uključivanje učenika u razredno odjeljenje. Drugim riječima, o saradnji nastavnika i pomoćnika uvelike зависи uspješnost inkluzije. Samo uključivanje asistenta u nastavu prvenstveno uveliko doprinosi socijalnoj integraciji, uspješnjem školskom uspjehu svih učenika, ujedno i aktivnijim sudjelovanjem učenika s teškoćama u svim aspektima školovanja. Stvara se ujedno i pozitivno okruženje prihvaćanja učenika s teškoćama u razvoju, provođenjem raznih aktivnosti u koje su uključeni i učenici bez teškoća što značajno utječe na emocionalnu sigurnost i socijalno prihvaćanje učenika s teškoćama urazvoju.

Ključne riječi: asistent u nastavi, inkluzija, prilagodba

SOCIOPEDAGOGICAL WORK OF TEACHERS WITH RISK STUDENTS IN VOCATIONAL SCHOOL

Andrej Berdajs

University of Primorska - Faculty of Education, Koper, Slovenia

There is a significant part of risk population of students in educational programs in secondary vocational schools, who can not be accepted in other secondary programs. These are adolescents who were not successful in primary school or in the attempt of another secondary school. In many cases, it is noted that these young people come from socially disordered families. a large proportion of them constitute children of foreigners with the language problem. They have often been under social treatment because of their behavior and some have already met with crime. This students are very reserved towards school and towards teachers because of their relative failure in previous forms of education, and difficult or less successful socialization. They sometimes obtain aggressive attitude, which leads to a vicious circle of refusal to school and new failure. In my scientific research defined a model of socio-pedagogical work for teachers with risk population. I described a model that would imply the predominance of the protective factors against risk factors which affect the success of students. Successful students are those, who complete their studies in some normal time and thus gain a realistic starting point for employment and social integration. The situation at school causes a lot of stress to them, they lack self-confidence, theirself-esteem is low. On the side of protective factors the school atmosphere is very important. It can help students overcome or reduce barriers to successful socialization and educational goals. This atmosphere is created by teachers and other workers at school, by the way their socio-pedagogical work. I proved that educational counselors and teachers at school can with their socio-pedagogical action achieve that protective factors become stronger than risk factors. I determined how in some present situation the first can be reinforced and the others decreased.

Key words: social integration, sociopedagogical work, communication skills, school culture and school climate

SOCIOPEDAGOŠKI RAD NASTAVNIKA SA RIZIKO DECOM U STRUČNIM ŠKOLAMA

Andrej Berdajs

Univerzitet Primorska – Učiteljski fakultet, Koper, Slovenija

U populaciji učenika sa rizikom, postoji značajan broj onih koji su uključeni u obrazovne programe u srednjim stručnim školama, jer ne mogu da budu prihvaćeni u neki drugi srednješkolski program. To su obično adolescenti koji nisu bili uspešni u osnovnoj školi ili u pokušaju pohađanja druge srednje škole. U mnogim slučajevima, primećeno je da ovi mladi ljudi dolaze iz socijalno neuređenih porodica. Veliki deo njih čine deca stranaca koji imaju probleme sa jezikom. Oni su često bili pod socijalnim tretmanom zbog njihovog ponašanja i neki se već nalaze u kriminalu. Ovi učenici su veoma rezervisani prema školi i prema nastavnicima zbog njihovog relativnog neuspeha u prethodnim nivoima obrazovanja, i zbog otežane ili manje uspešne socijalizacije. Oni ponekad imaju agresivniji stav, što dovodi do začaranog kruga odbijanja od škole i novog neuspeha. U istraživanju definisan je model socio-pedagoškog rada za nastavnike sa ovom riziko grupom. Opisan je model koji bi podrazumevao dominaciju zaštitnih faktora naspram faktora rizika koji utiču na (ne)uspeh učenika. Uspešni učenici su oni, koji završavaju školu u nekom prihvatljivom vremenskom okviru i na taj način dobijaju polaznu osnovu za zapošljavanje i socijalnu integraciju. Situacija u školi izaziva puno stresa kod njih, oni nemaju samopouzdanje, njihovo samopoštovanje je na niskom nivou. Kao zaštitni faktor, školska atmosfera je veoma važna. Ona može da pomogne učenicima da prevaziđu ili smanje prepreke koje se nalaze ka uspešnoj socijalizaciji i obrazovnim ciljevima. Ova atmosfera je stvorena sociopedagoškim radom nastavnika i ostalih zaposlenih u školi. Dokazano je da obrazovni savetnici i nastavnici u školi sa svojim socio-pedagoškim akcijama postižu da zaštitni faktori postaju jači od faktora rizika. U nekim situacijama, utvrđeno je kako prvi faktor može biti ojačan i drugi smanjen.

Ključne reči: socijalna integracija, socio-pedagoški rad, komunikativne veštine, školska kultura i školska klima

EARLY DETECTION - SUBJECTIVE INTERVENTION THEORY ON INTERDISCIPLINARY APPROACH

Damjan Habe

University of Primorska – Faculty of Education, Koper, Slovenia

As living of young people become more and more complex, the more options young people have the more responsibilities and more demanding their everyday life is. In some cases, it seems like in a field of so called “carrying professions”, we tend to let this fact out of the picture.

In a field of children with emotional and behavioral difficulties, there are increasingly more individuals with multiple diagnosis. Not just diagnosis, also interventions and treatments. But, do we make an effort with multidisciplinary approach, or is it too demanding for young people with difficulties? Do we ever think about treatment and forget, that expectations are even more demanding, than difficulty or illness itself.

In the last three years the number of youngsters in Youth home Jarše, residential placement for young people, who were also treated by psychiatric clinic, has doubled. And it is so in most of residential homes and institutions throughout the country.

This presentation is pointing out case study, on which the main question is: was it necessary to put a psychiatric treatment in place “per se” or would it be better for the young person to have an “in-house” treatment with various approaches, not necessary excluding a psychiatric treatment. It explores young client’s own reflection on how and when she thinks the prevention should have happened in the first place. What has been done in the line of all “carrying professions” regarding preventive work and curing process? Do young people get all needed support from services included? And most important, are all the services in place to support one particular individual? And what is the experience of the individual to be treated soon enough, not to be “too soon, or too late”.

Key word: early anamnesis, residential treatment, psychiatric intervention, subjective theory

RANA DETEKCIJA – TEORIJA SUBJEKTIVNE INTERVENCIJE U INTERDISCIPLINARNOM PRISTUPU

Damjan Habe

Univerzitet Primorska – Učiteljski fakultet, Koper, Slovenija

Kako život mladih ljudi postaje sve složeniji, tako oni imaju više opcija, više odgovornosti i više zahteva u svom svakodnevnom životu. U nekim slučajevima, skloni smo da pustimo ovu činjenicu iz okvira, iako se nalazimo u oblasti koja se može nazvati „brižna profesija“. U oblasti rada sa decom sa emocionalnim teškoćama i teškoćama u ponašanju sve više je pojedinaca sa višestrukom dijagnozom. I ne samo sa uspostavljenom dijagnozom, već su oni obuhvaćeni intervencijom i tretmanom. Postavlja se pitanje, da li treba uložiti napore sa multidisciplinarnim pristupom ili je to previše zahtevno za mlade sa teškoćama? Da li kada razmišljamo o tretmanu zaboravljamo da su očekivanja još zahtevnija, od teškoća ili same bolesti.

U poslednje tri godine, broj osoba u rezidencijalnom smeštaju za mlade „Dom za mlade Jarše“ se udvostručio. Korisnici doma su bili i pod psihijatrijskim tretmanom. U Sloveniji, u većini rezidencijalnih domova i institucija situacija je slična.

U ovom radu dat je prikaz slučaja mlade osobe koja je na psihijatrijskom tretmanu. Postavlja se pitanje da li je potrebno psihijatrijski tretman sprovoditi „per se“ ili bi bilo bolje da mlada osoba bude pod tretmanom „u kućnim uslovima“, pri čemu bi tretman bio sagledan sa različitih pristupa? Dalje, analizirane su refleksije mладог klijenta o tome šta on misli kako i kada treba da se sproveđe prevencija. Šta je urađeno na nivou svih „brižnih profesija“ posmatrajući preventivni rad i proces lečenja? Da li mladi dobijaju svu neophodnu podršku od servisa u koje su uključeni? I ono što je najvažnije, da li svi servisi (usluge) mogu da podrže svakog pojedinca? Iskustvo pojedinca koji je pod tretmanom se ogleda u tome da „ne bude prerano ili prekasno“.

Ključne reči: rana anamneza, rezidencijalni tretman, psihijatrijske intervencije, subjektivna teorija

BURNOUT SYNDROME IN PERSONS WHO PROFESSIONALLY WORK WITH CHILDREN WITH DISABILITIES

Siniša Ristić¹, Stevan Šećović², Željko Vučović³

¹University of East Sarajevo – Faculty of Medicine in Foča, Foča, Bosnia and Herzegovina

²Center for Social Work Gradiška, Gradiška, Bosnia and Herzegovina

³University Hospital, Foča, Bosnia and Herzegovina

Burnout syndrome is recognized as entities associated with stress due to professional activities. This syndrome leads to impaired functioning of the affected people in different professional spheres in the beginning, but later there will generalized in their entire life. In burnout syndrome participate interaction in characteristics of individuals and their (micro) environment and also for the workplace and his (micro) environment. Persons who professionally work with children with disabilities can significantly frequently developing burnout syndrome. We shall point the recognition, the dinamic of progression, measure and possible prevent of this syndrome. We will also draw attention to the particular characteristics of the workplace of people who professionally work with children with disabilities that can be important for the development of burnout syndrome. In this paper we will show results from several studies of other authors in burnout.

Key words: burnout syndrome, persons who professionally work with children with disabilities, work place

SINDROM SAGORJEVANJA KOD OSOBA KOJE PROFESIONALNO RADE OSOBA SA DJECOM SA SMETNJAMA U RAZVOJU

Siniša Ristić¹, Stevan Seatović², Željko Vuković³

¹Univerzitet u Istočnom Sarajevu – Medicinski fakultet u Foči, Foča, Bosna i Hercegovina

²Centar za socijalni rad Gradiška, Gradiška, Bosna i Hercegovina

³Univerzitetska bolnica, Foča, Bosna i Hercegovina

Sindrom sagorjevanja ili izgaranja (burnout) prepoznat je kao entitet povezan sa stresom uslijed profesionalne djelatnosti. Ovaj sindrom vodi ka umanjenju funkcionalnosti pogodjenih osoba u različitim profesionalnim sferama u početku, a kasnije se generalizuje i na njihov cjelokupni život. U nastanku sindroma sagorjevanja učestvuju interakcija karakteristika pojedinaca i njegove životne (mikro)okoline sa radnim mjestom i njegovom (mikro)okolinom. Osobe koje profesionalno rade sa djecom sa smetnjama u razvoju u značajno većoj mjeri razvijaju sindrom sagorjevanja. Ukazāćemo na prepoznavanje, uobičajeni tok, mjerjenje i moguće mjere prevencije ovog sindroma. Takođe ćemo ukazati i na specifične karakteristike radnog mesta osoba koje profesionalno rade sa djecom sa smetnjama u razvoju a koji su značajni za nastanak sindroma sagorjevanja. U radu ćemo prikazati izvode iz nekoliko istraživanja drugih autora ove problematike.

Ključne riječi: sindrom sagorjevanja, osobe koje profesionalno rade sa djecom sa smetnjama u razvoju, radno mjesto

PRESENCE OF MYTHS ABOUT BULLYING IN THE STUDENT POPULATION OF FUTURE TEACHERS

Ivana Borić, Ena Pavić

University J. J. Strossmayera – Faculty of Philosophy, Osijek, Croatia

Because of the importance of the role that teachers have in prevention of bullying, the aim of this study was to examine the knowledge of education students of bullying, that is, to examine the presence of myths about bullying that future teachers might have. Data were collected from 217 students of Faculty of Education in Osijek and Slavonski Brod. For the purposes of this study was developed a questionnaire regarding consequences of bullying, relationship between gender and bullying, responsibility of bullies, knowledge of different kinds of bullying, characteristics of bullies and peers who don't help the victims. Participants have recognized that bullying leaves long-term and severe consequences and that boys are more prone to bullying than girls. Participants wrongly evaluated that girls are often victims of bullying. Participants somewhat consider that victim who provokes bully is partially responsible for bullying, which is somewhat in accordance with previous studies. They were able to recognize different forms of bullying. They also recognized that bullies have need for domination in groups and that they want to gain the acceptance of peers with their behavior, but participants evaluate that bullies are only somewhat popular in class, which isn't in accordance with previous studies. Participants consider that bullies don't feel alienated from school, which is not true. They somewhat consider that peers don't help victims of bullying because they don't have enough empathy for victims, which is also not true. This study, as well as many others, shows that there is a need for education of teachers about bullying, especially about relationship between gender and bullying, characteristics of bullies and peers who don't help the victims.

Key words: consequences of bullying, victim, bully, gender, responsibility for bullying

PRISUTNOST MITOVA O VRŠNJAČKOM NASILJU U STUDENTSKOJ POPULACIJI BUDUĆIH UČITELJA

Ivana Borić, Ena Pavić

Univerzitet J. J. Strossmayera – Filozofski fakultet, Osijek, Hrvatska

Zbog važnosti uloge koju učitelji imaju u prevenciji vršnjačkog nasilja cilj ovog istraživanja bio je ispitati znanje studenata razredne nastave o vršnjačkom nasilju, odnosno ispitati prisutnost mitova o vršnjačkom nasilju u studentskoj populaciji budućih učitelja. U istraživanju je sudjelovalo 217 studenata Fakulteta za odgojne i obrazovne znanosti u Osijeku i Slavonskom Brodu. Za potrebe istraživanje osmišljen je anketni upitnik koji sadrži tvrdnje koje se odnose na: posljedice vršnjačkog nasilja, povezanost spola i vršnjačkog nasilja, odgovornost počinitelja vršnjačkog nasilja, znanje o oblicima nasilja, osobine nasilne djece i vršnjake koji ne pomažu žrtvi. Sudionici su prepoznali kako vršnjačko nasilje ima dugotrajne i teške posljedice te kako su dječaci u odnosu na djevojčice skloniji nasilju. Pogrešno su procijenili kako su djevojčice češće žrtve vršnjačkoga nasilja. Donekle smatraju kako je žrtva koja isprovocira nasilnika djelomično odgovorna za nasilje, što je donekle u skladu s prethodnim istraživanjima. Znali su prepoznati različite oblike vršnjačkog nasilja. Također, prepoznali su kako nasilna djeca imaju potrebu za dominacijom u grupi i kako svojim ponašanjem žele steći naklonost vršnjaka, ali su procijenili kako su ona samo donekle popularna u razredu, što ne odgovara rezultatima prijašnjih istraživanja. Smatraju kako se nasilni učenici ne osjećaju otuđenima od škole, što nije istina. Donekle smatraju kako vršnjaci ne pomažu žrtvama jer nemaju dovoljno empatije za žrtvu, što nije točno. Ovo istraživanje, kao i brojna prethodna, pokazuje kako postoji potreba za obrazovanjem učitelja o vršnjačkom nasilju (posebno o temama odnosa spola i vršnjačkog nasilja, osobina nasilne djece i vršnjaka koji ne pomažu žrtvi nasilja).

Ključne riječi: posljedice nasilja, žrtva, nasilnik, spol, odgovornost za nasilje

POSITIVE INFLUENCE OF SCHOOL CLIMATE ON STUDENTS AGGRESSIVE BEHAVIOR

Maša Đurišić¹, Jelena Gajic²

¹PhD student, University of Belgrade – Faculty of Special Education and Rehabilitation, Belgrade, Serbia

²Primary School "Veselin Masleša", Belgrade, Serbia

The research problems of aggressive behavior in children and young people acquire new knowledge that can contribute to the successful prevention of this behavior and mitigation of the consequences. In the society we live in aggressive behavior is widespread. The increase in aggressive behavior is very visible in schools. We just got these reasons focused on the study of this problem.

Although there is no universally accepted definition of school climate, most of authors agree that the school climate is a multidimensional and complex construct that refers to the quality and character of school life. Developing a positive school climate, creating a safe and supportive environment, establishing quality interpersonal relations and creating the conditions for a positive and healthy development of children, stand out as the most significant objectives of the educational system. Positive school climate plays an important role in creating healthy school atmosphere, but also associated with the reduction of aggressive behavior of students in the school environment. The results of numerous studies confirm the impact of the different elements of the school climate on the occurrence of aggressive behavior of students – the school environment, school size, organizational structure, etc.

Aim assumes systematic focus on the impact of a positive school climate on aggressive behavior of students. After examining the studies that have dealt with this issue, we can notice the existence of a negative correlation with indicators of aggressive behavior with positive school climate: a clear set of rules of conduct, teachers who motivate and monitor the progress and work of students, the application of disciplinary measures, quality teaching with modern shapes and working methods, the existence of a system of rewards and praise students, positive classroom climate, good cooperation with parents and others.

It is obvious that the school environment with all its characteristics, climate and type of organization, directly or indirectly contributes to a certain mode of behavior. It follows our opinion that the positive school climate can be treated as a ground for reduction and prevention of aggressive behavior at school.

Key words: aggressive behavior, reduction, prevention, school, school climate

UTICAJ POZITIVNE ŠKOLSKE KLIME NA ISPOLJAVANJE AGRESIVNOG PONAŠANJA UČENIKA

Maša Đurišić¹, Jelena Gajic²

¹Student doktorskih studija, Univerzitet u Beogradu – Fakultet za specijalnu edukaciju i rehabilitaciju, Beograd, Srbija

²OŠ „Veselin Masleša”, Beograd, Srbija

Istraživanjem problema agresivnog ponašanja dece i mladih stiču se nova saznanja koja mogu doprineti uspešnoj prevenciji ovog ponašanja i ublažavanju eventualnih posledica. U društvu u kome živimo agresivno ponašanje je veoma rasprostranjeno. Porast agresivnog ponašanja je veoma vidljiv i u školama. Upravo su nasti razlozi usmerili na proučavanje ovog problema.

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. Razvijanje pozitivne 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 i dovodi u vezu sa redukovanjem agresivnog ponašanja učenika u školskoj sredini. Rezultati brojnih istraživanja potvrđuju uticaj različitih elemenata školske klime na pojavu agresivnog ponašanja učenika – školsko okruženje, veličina škole, organizaciona struktura i dr.

Cilj rada pretpostavlja sistematsko sagledavanje uticaja pozitivne školske klime na ispoljavanje agresivnog ponašanja učenika. Uvidom u istraživanja koja su se bavila ovom problematikom, može se primetiti postojanje negativne povezanosti agresivnog ponašanja sa pokazateljima pozitivne školske klime: jasno postavljena pravila ponašanja, nastavnici koji motivišu i prate napredak i rad učenika, primena disciplinskih mera, kvalitetna nastava uz primenu savremenih oblika i metoda rada, postojanje sistema nagrađivanja i pohvale učenika, 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 agresivnog ponašanja učenika u školi.

Ključne reči: agresivno ponašanje, redukovanje, prevencija, škola, školska klima

PARENTS OPINION ABOUT FREQUENCY IN PEER VIOLENCE AMONG CHILDREN WITH SPECIAL NEEDS

Amra Imširagi¹, Šahim Kahrimanovic²

¹Center for Education, Training and Rehabilitation of Hearing and Speech,
Sarajevo, Bosnia and Herzegovina

²Public Institution Therapeutic Community Kampus – Canton Sarajevo,
Sarajevo, Bosnia and Herzegovina

Bullying represents a persistent unwelcome behavior that cause intended harmed to other person. There is not much information on the prevalence of bullying among children with special needs. In Bosnia and Herzegovina, research is mainly conducted in primary schools with children without physical and psychological damage. Therefore it was necessary to examine the situation in our country among children with special needs.

The survey included 123 parents of children with special needs who attend the center for education, training and rehabilitation of hearing and speech in Tuzla, Sarajevo and Banja Luka, in Department of Education for people with difficulties in psychological and physical development of Tuzla. Statistical analysis was performed with the help of IBM software Statistics v.22. From descriptive statistical parameters were calculated by the arithmetic mean of the corresponding standard deviations.

According to parents estimation, the male children exhibited significantly higher level of violence than those of the female gender. The highest average levels of violent behavior manifested through psychological signs of violence, both in male children $M=.66$, and the female $M=.29$. Then through the behavioral signs of violence, where the average value in male children was $M=.47$, while for women was $M=.16$. The physiological signs of violence manifest themselves as the third strength of the four dimensions measured in the study, where male children showed signs of violence in the average $M=.44$, and female children in the same average level as in the behavioral signs of violence $M=.16$.

Key words: children with special needs, parents, bullying, bully, victim

STAVOVI RODITELJA O UČESTALOSTI VRŠNJAČKOG NASILJA MEĐU DJECOM S POSEBNIM POTREBAMA

Amra Imširagić¹, Šahim Kahrimanović²

¹Centar za obrazovanje, vaspitanje i rehabilitaciju slušanja i govora,
Sarajevo, Bosna i Hercegovina

²JU Terapijska zajednica Kampus Kantona Sarajevo, Sarajevo, Bosna i Hercegovina

Vršnjačko nasilje ili buling predstavlja perzistentno nepoželjno ponašanje kojima se drugim osobama namjereno nanosi šteta. Nema mnogo informacija o rasprostranjenosti vršnjačkog nasilja među djecom s posebnim potrebama. U Bosni i Hercegovini su se uglavnom provodila istraživanja u osnovnim školama za populaciju djece bez fizičkih i psihičkih oštećenja. Zbog toga je bilo neophodno ispitati stanje u našoj zemlji i to među djecom s posebnim potrebama.

Istraživanjem je obuhvaćeno 123 roditelja djece sa posebnim potrebama koji pohađaju Centar za obrazovanje, vaspitanje i rehabilitaciju slušanja i govora u Tuzli, Sarajevu i Banjoj Luci, u Zavodu za odgoj i obrazovanje osoba sa smetnama u psihičkom i tjelesnom razvoju u Tuzli, udruženju „Koraci nade“, u Tuzli. Statistička obrada podataka provedena je uz pomoć softvera IBM Statistics v.22. Od deskriptivnih statističkih parametara izračunate su aritmetičke sredine sa pripadajućim standardnim devijacijama.

Prema procjeni roditelja, muška djeca statistički značajno ispoljavaju viši stepen nasilništva u odnosu na djecu ženskog spola. Najveći prosječni nivo nasilničkog ponašanja manifestovalo se kroz psihološke znakove nasilništva, kako kod muške djece $M=0,66$, tako i kod ženske $M=0,29$. Zatim kroz biherviorialne znakove nasilništva, gdje je prosječna vrijednost kod muške djece iznosila $M=0,47$, dok je kod ženske iznosila $M=0,16$. Fizološki znakovi nasilništva manifestirali su se kao treći po jačini od četri mjerene dimenzije u studiji, gdje su muška djeca pokazivala znakove nasilništva u prosjeku $M=0,44$, a ženska djeca u istom prosječnom nivou kao i kod bihervioralnih znakova nasilništva $M=0,16$.

Ključne riječi: djeca sa posebnim potrebama, roditelji, vršnjačko nasilje, nasilnik, žrtva

SIGNIFICANCE OF PSYCHOTHERAPEUTIC TREATMENT OF YOUNG PARENTS WITH MENTAL HEALTH RELATED ISSUES IN PREVENTING MENTAL ISSUES OF THEIR CHILDREN

Sandra Nikolić, Dragica Bogetić

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

Relevant research shows that the prevalence of mental difficulties is with the children and young population whose parents experience some type of mental health related issue, rather than those with parents with no mental illness. In average, one in every four individuals has a mental health related problem during his/her life. Perceiving a family as a base for the development of the personality, the goal of this article is analyzing the ‘transfer’ of neurotical traits and behavioral patterns from young parents to their offspring. As indicators of this correlation we take: intensity of parent’s mental health related problems and duration of these issues, options for treatment, frequency and quality of relationship with a child or children, the order of the child’s birth, specific gender characteristics of a child and upbringing impact of immediate family. In the article, a special attention is brought to the possible outcomes of preventing negative parental impact on children through various methods and skills related to counseling and (psycho)therapy.

Key words: mental difficulty, young parents, children, psychotherapy

ZNAČAJ PSIHOTAPIJSKOG TRETMANA MLADIH RODITELJA SA MENTALNIM SMETNJAMA U PREVENCIJI PSIHIČKIH TEŠKOĆA KOD DECE

Sandra Nikolić, Dragica Bogetić

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

Relevantna istraživanja pokazuju da je češća prevalenca mentalnih teškoća dece i mladih čiji roditelji imaju neki od problema psihičkog zdravlja u odnosu na decu iz porodica bez mentalnih smetnji. Prosečno, svaki četvrti čovek tokom života ima neki problem iz spektra mentalnih bolesti. Gledajući porodicu kao osnovu za razvoj ličnosti, ovaj rad ima za cilj da analizira „prenos“ neurotskih crta ličnosti i obrazaca ponašanja mladih roditelja na njihovu decu. Kao indikatori ove veze uzimaju se: intenzitet mentalnih problema kod roditelja i dužina trajanja ovih problema, tretmanske opcije, učestalost i kvalitet kontakta i odnosa sa detetom ili decom, redosled rođenja deteta, specifične polne i rodne karakteristike deteta i vaspitni uticaj uže porodice. U radu se posebna pažnja posvećuje mogućnostima prevencije negativnih roditeljskih uticaja na dete putem različitih metoda i veština savetodavnog i (psiho)terapijskog rada.

Ključne reči: psihičke teškoće, mladi roditelji, deca, psihoterapija

SIGNIFICANCE OF THE PROGRAMS OF ENGAGEMENT INDIVIDUALS AS LONG-TERM PREVENTION OF SOCIAL EXCLUSION AND POSITIVE EXAMPLE OF THE VOLUNTARY SERVICE OF ZVEZDARA

Radmila Urošević

Municipality „Zvezdara”, Belgrade, Serbia

In practice, there is no developed list of current programs of activation and motivation that professionals could use in preventing or reducing the problems of socially excluded individuals, although the Law of Social Welfare as well as the experience of advanced social welfare system promotes the importance of continuous and long-term activation of individuals and the general population, which are at risk of social exclusion.

That is the reason of importance of professional visibility, visible and available programs of activation of individuals in everyday life with a high degree of applicability such as a model of organization of volunteer activities in Zvezdara. Context of volunteering owns pluralism of preventive functioning through several important components, such as: long-term mentoring and guided activation, development of positive social values – solidarity, humanity and altruism, lifelong learning, socially responsible behavior towards themselves and the community, prevention of loneliness, depression and social exclusion that prevent social and health problems of individuals and, particularly, reduces the pressure on health and social funds.

Key words: activation, social exclusion, volunteering as a pluralism of preventive action, reducing pressure on funds

ZNAČAJ PROGRAMA AKTIVACIJE POJEDINACA KAO DUGOROČNA PREVENCIJA SOCIJALNE ISKLJUČENOSTI I POZITIVNI PRIMER VOLONTERSKOG SERVISA ZVEZDARE

Radmila Urošević

Gradska opština Zvezdara, Beograd, Srbija

U praksi ne postoji razvijena lista aktuelnih programa aktivacije i motivacije koji bi profesionalci mogli da koriste u preveniranju ili smanjenju problema socijano isključenih pojedinaca, iako Zakon o socijalnoj zaštiti kao i iskustva naprednih sistema socijalne zaštite promovišu značaj kontinuirane i dugoročne aktivacije pojedinaca i šire populacije, koji su u riziku od socijalne isključenosti.

Zbog toga je važna vidljivost profesionalnih, lako primenljivih i dostupnih programa aktivacije pojedinaca u svakodnevnom životu sa visokim stepenom primenljivosti kao što je model organizovanja volonterskih aktivnosti na Zvezdari. Kontekst volontiranja poseduje pluralizam preventivnog delovanja kroz nekoliko važnih komponenti kao što su: dugoročna i mentorski vođena aktivacija, razvijanje pozitivnih društvenih vrednosti: solidarnosti, humanosti i altruizma, sveživotnog učenja, socijalno odgovornog ponašanja prema sebi i zajednici, prevencija usamljenosti, depresije i socijalne isključenosti čime se preveniraju socijalni i zdravstveni problemi pojedinaca i posebno smanjuje pritisak na zdravstvene i socijalne fondove.

Ključne reči: aktivacija, socijalna isključenost, volontiranje kao pluralizam preventivnog delovanja, smanjenje pritiska na fondove

SIGNIFICANCE OF SOMATOThERAPY IN MEDICAL REHABILITATION OF PATIENTS WITH POLYTRAUMA

Lejla Matovic¹, Alma Glinac¹, Ervin Matovic²

¹University Clinical Centre Tuzla, Department of Physical Medicine and rehabilitation,
Tuzla, Bosnia and Herzegovina

²University Clinical Centre Tuzla, Surgery Clinic, Tuzla, Bosnia and Herzegovina

Early rehabilitation of 21 year old patient who was injured in a car accident began in the general hospital in Bihać. Deterioration of vital state and changes in the lungs caused trauma required a specific mechanical ventilation by the hospital in Bihać did not have, which is why the patient was transferred to the Department of Anesthesiology and reanimation in Tuzla. A detailed diagnostic evaluation of patients in this clinic, confirmed the diagnosis of multiple trauma. Confirmed diagnosis demanded a multidisciplinary therapeutic approach to the treatment. At the beginning of the second week of hospitalization breading was established spontaneously by cannula with O₂ support which represents a significant step forward in the recovery of patients with polytrauma. This shift in the recovery has created opportunities for expansion of the existing multidisciplinary treatment team. Expansion of the multidisciplinary team has as a result better planning, implementation and inclusion of somatotherapy, occupational therapy and other therapies. After 3 weeks of hospitalization and extended multidisciplinary therapeutic recovery was detected in different areas. At the beginning of the fourth week members of the multidisciplinary team decided to transfer patient to the Clinic for physical medicine and rehabilitation in order to continue medical rehabilitation. Continued medical rehabilitation was also a continuation of a multidisciplinary treatment approach to patient with polytrauma. Multidisciplinary therapeutic approach for patient with polytrauma gave significant results of recovery during hospitalization. Hospitalization and medical rehabilitation was completed after 4 weeks. The aim of this study was to show the importance of somatotherapy in the process of medical rehabilitation of patient with polytrauma.

Key words: polytrauma, multidisciplinary approach, therapy

ZNAČAJ SOMATOTERAPIJE U MEDICINSKOJ REHABILITACIJI BOLESNIKA SA POLITRAUMOM

Lejla Matović¹, Alma Glinac¹, Ervin Matović²

¹JZU Univerzitetski klinički centar Tuzla, Klinika za fizikalnu medicinu i rehabilitaciju, Tuzla, Bosna i Hercegovina

²JZU Univerzitetski klinički centar Tuzla, Hirurška klinika, Tuzla, Bosna i Hercegovina

Rana rehabilitacija 21 godinu starog bolesnika koji je nastradao u saobraćajnoj nesreći započeta je u općoj bolnici u Bihaću. Pogoršanje vitalnog stanja i promjene na plućima uzrokvane traumom zahtjevale su specifičnu mehaničku ventilaciju koju bolnica u Bihaću nije posjedovala, zbog čega je bolesnik premješten na Kliniku za anesteziju i reanimaciju u Tuzli. Detaljnom dijagnostičkom obradom bolesnika u ovoj klinici, potvrđena je dijagnoza politraume. Potvrđena dijagnoza je zahtjevala multidisciplinarni terapijski pristup liječenju. Početkom druge sedmice hospitalizacije uspostavljeno je spontano disanje na kanilu uz O2 potporu, što je bio znatan pomak u oporavku. Ovaj znatan pomak stvorio je mogućnosti za proširenje postojećeg multidisciplinarnog terapijskog tima. Proširenje multidisciplinarnog tima se odnosi na planiranje, uključivanje i provođenje somatoterapije, radne terapije i drugih terapija. Nakon treće sedmice od proširenja multidisciplinarnog tima bilježi se oporavak u različitim područjima. Početkom četvrte sedmice članovi multidisciplinarnog tima donijeli su odluku na osnovu oporavka bolesnika, da se bolesnik premjesti u Kliniku za fizikalnu medicinu i rehabilitaciju radi nastavka medicinske rehabilitacije. Nastavak medicinske rehabilitacije podrazumijevao je i nastavak multidisciplinarnog terapijskog pristupa bolesniku sa politraumom. Multidisciplinarni terapijski pristup bolesniku sa politraumom davao je znatne rezultate oporavka tokom hospitalizacije. Hospitalizacija je završena nakon četiri sedmice, a sa njom i medicinska rehabilitacija. Cilj ovog rada je prikazati značaj somatoterapije u procesu medicinske rehabilitacije bolesnika sa politraumom.

Ključne riječi: politrauma, multidisciplinarni pristup, terapije

BRIDGING THE GAP OF PALLIATIVE CARE IN A WAR-TORN NATION: A STORY OF SUCCESS FROM KURDISTAN – IRAQ

Layth Mula-Hussain¹, Kadhim Namiq², Dosti Najat³, Rawand Osman², Hiwa Sidiq², Aveen Mahmood², Akhtar Shamsaldin¹, Mohammad Bushnaq⁴

¹Radiation Oncology, Zhianawa Cancer Center / Kurdistan Board for Medical Specialties, Zhianawa, Iraq

²Palliative Care, Hiwa Cancer Hospital, Sulaymaniyah, Iraq

³Hematology, Hiwa Cancer Hospital, Sulaymaniyah, Iraq

⁴Palliative Care, Open Arab Academy for Palliative Care, Amman, Jordan

Background: One of the World Cancer Declaration targets by 2020 was the universal availability of effective pain control measures. Palliative Care (PC) is among the vital elements of cancer treatment and the proper training in this field is crucial. In Kurdistan – Iraq, there is a gap in this field.

Aim: To outline the attempt to bridge the gap in PC in Kurdistan – Iraq.

Methods: Descriptive study of the steps, challenges and provisional outcomes.

Results: After 18 months, a tertiary cancer facility completed its requirements to initiate the 1st organized PC program in Kurdistan – Iraq. External consultants were invited three times to visit and train the local staff about PC. The local team composed of physicians, anesthetists, pharmacists, nurses, and psychologists. The main training course was for 80 hours, concluded with assessment and the team leaders were enrolled in a 6-month diploma-based course. PC program composed of in-patient and out-patient services. Shortage of many elements were obvious including strong oral opioids, invasive nerve block procedures, well-organized wards, district nurses and hospices. Physical, psychological, social and spiritual aspects of symptoms were taken into consideration to achieve the best comfort of our patients, as well as advanced care planning, and other PC measures, including radiotherapy.

Conclusions: Despite the real challenges and hindrances confronting Kurdistan – Iraq to rebuild its human resources, PC program was successfully commenced in January 2016 in Hiwa Cancer Hospital and it promises to help address a shortage of organized PC programs in this war-torn land.

Key words: capacity building, low-and-middle income, palliative care, supportive care

PREVAZILAŽENJE JAZA PALIJATIVNOG ZBRINJAVANJA U RATOM RAZORENOJ NACIJI: PRIČA O USPEHU IZ KURDISTANA – IRAK

Layth Mula-Hussain¹, Kadhim Namiq², Dosti Najat³, Rawand Osman², Hiwa Sidiq², Aveen Mahmood², Akhtar Shamsaldin¹, Mohammad Bushnaq⁴

¹Onkologija, Centar za kancer Zianava / Kurdistanski odbor za medicinske specijaliste, Zianava, Irak

²Palijativno zbrinjavanje, Onkloška bolnica Hiva, Sulaimaniah, Irak

³Hematologija, Onkloška bolnica Hiva, Sulaimaniah, Irak

⁴Palijativno zbrinjavanje, Javna akademija za palijativnunegu, Aman, Jordan

Uvod: U Svetskoj deklaraciji o kanceru navodi se, kao jedan od ciljeva do 2020. godine, široka dostupnost efikasnih mera u kontroli bolova. Palijativno zbrinjavanje (PZ) je jedan od vitalnih elemenata lečenja raka i odgovarajući trening u ovoj oblasti je od ključnog značaja. U Kurdistanu – Iraku, postoji raskorak u ovoj oblasti.

Cilj: Da se istakne pokušaj prevazilaženja jaza u PZ u Kurdistanu – Irak.

Metode: Opisna studija koraka, izazova i privremenih rezultata.

Rezultati: Posle 18 meseci, završeni su zahtevi za pokretanje prvog organizovanog programa palijativnog zbrinjavanja u Kurdistanu za osobe koje imaju kancer u trećem stadijumu. Spoljni konsultanti su bili pozvani tri puta da posete i obuče lokalno osoblje za sprovođenje palijativnog zbrinjavanja. Lokalni tim sastavljen je od lekara, anestezijologa, farmaceuta, medicinske sestre i psihologa. Glavna obuka je trajala 80 sati, završena je sa procenom i tim-lideri su dobili diplome za šestomesecni osnovni kurs. Program palijativnog zbrinjavanja čini skup usluga namenjenih pacijentima. Nedostaci mnogih elemenata su bili očigledni, uključujući jake oralne opijate, invazivne nervne blok procedure, dobro organizovana odeljenja, distrikte medicinskih sestara i bolnica. Fizički, psihološki, socijalni i duhovni aspekti simptoma su uzeti u obzir da bi se omogućio najbolji komfor za pacijente, kao i napredno planiranje zaštite i druge mere palijativnog zbrinjavanja, uključujući radioterapiju.

Zaključci: Uprkos stvarnim izazovima i preprekama sa kojima se suočava Kurdistan – Irak u obnovi svojih ljudskih resursa, program palijativnog zbrinjavanja je uspešno počeo u januaru 2016. godine u Onkološkoj bolnici Hiva i nastoji da pomogne u rešavanju nedostajućih organizovanih programa palijativnog zbrinjavanja u ovoj ratom razorenoj zemlji.

Ključne reči: izgradnja kapaciteta, niski i srednji prihod, palijativno zbrinjavanje, nega

APPLICATION OF TECHNOLOGY TRAINER IN THE PREVENTION OF RISK FACTORS OF CONTEMPORARY LIFESTYLE

Vesko Drašković¹, Malin Drašković², Svetlana Višnjić²

¹Faculty of Sport, Belgrade, Serbia

²Exercise and Health 3MD, Belgrade, Serbia

The need and importance of moving and movement in the prevention, correction, treatment and rehabilitation is more and more important in practice. The application of science created conditions for close links to the profession, and therefore the formation of training technology that is driven by solving current problems of modern life. Continuous scientific monitoring is getting the relevant data that determine the actual problem, suggest the upcoming issues, so that the program of prevention, correction and treatment are constantly intertwined. Research is focused on the postural status, disability, mental characteristics and educational program. Training technology aims to respond to a given problem of hypokinetic syndrome, bearing in mind the essential values of the problem and educational neglect and awareness. In parallel with the implementation of training technology, education program is necessary, in order to preserve the value obtained and permanently adopted. Complexity of hypokinetic syndrome causes the connection between education programs and practical results in the effort. The best result can fail, if awareness and consistency are not present. Correlation of results in prevention programs, corrections, treatment, rehabilitation, revitalization and recreation highlight the importance of training technology in integration of science and engineering in practice, and the linkage of physical, mental and spiritual health.

Key words: movement, training technology, prevention, education

PRIMENA TRENAŽNE TEHNOLOGIJE U PREVENCICI RIZIKO – FAKTORA SAVREMENOG NAČINA ŽIVOTA

Vesko Drašković¹, Malin Drašković², Svetlana Višnjić²

¹Fakultet za sport, Beograd, Srbija

²Vežbanje i zdravlje 3MD, Beograd, Srbija

Potreba i značaj za kretanjem i pokretom u prevenciji, korekciji, terapiji i rehabilitaciji sve je prisutnija u praksi. Primenom nauke stekli su se uslovi uske povezanosti sa strukom, a samim tim i formiranjem trenažne tehnologije koje imaju za cilj da dijagnostikuju, prate i tretiraju određene probleme. Primenljivost trenažne tehnologije je uslovljena rešavanjem aktuelnih problema kod savremenog načina života. Kontinuiranim naučnim praćenjem dobijaju se relevantni podaci koji određuju aktuelnu problematiku, ukazuju na dolazeće probleme, tako da se program prevencije, korekcije i terapije neprestano prepliću. Istraživanja su usmerena na posturalni status, invalidnost, mentalne karakteristike i obrazovni program. Trenažna tehnologija ima za cilj da odgovori na zadati problem hipokinetičkog sindroma imajući u vidu suštinske vrednosti problema i obrazovnu zapuštenost i svest. Paralelno sa primenom trenažne tehnologije neophodan je i program obrazovanja kako bi se dobijena vrednost sačuvala i trajno usvojila. Složenost hipokinetičkog sindroma uslovljava vezu izmedju programa edukacije i praktičnih rezultata naporu. I najbolji rezultat može da se upropasti ako svest i doslednost nisu prisutna. Povezanost rezultata u programima prevencije, korekcije, terapije, rehabilitacije, revitalizacije i rekreativne aktivnosti ukazuju na značaj trenažne tehnologije u povezanosti nauke i struke u praksi, kao i povezanost mentalnog vizičkog i duhovnog zdravlja.

Ključne reči: pokret, trenažna tehnologija, prevencija, edukacija

PHYSICAL FITNESS TEST (PFT) OF THE SPECIAL EDUCATION ELEMENTARY STUDENTS AND SCHOOL SUCCESS: GENDER DIFFERENCES

Miloš Popović¹, Hana Válková², Ružena Popović³, Milan Dolga⁴

¹University of Priština – Faculty of Sport and Physical Education, Leposavić, Serbia

²Masaryk University – Faculty of Sports Studies, Brno, Czech Republic

³University of Niš – Faculty of Sport and Physical Education, Niš, Serbia

⁴Agency for Multivariate Data Analysis "Smart-Line", Novi Sad, Serbia

In many countries of the world experts pay a high attention to solution of questions of the health state of population and search factors close connected with it. At present time we face the difficult transition period and looking for the main factors and determinants of relations between physical fitness and appropriate health state and life success in some anthropological segments. The basic purpose of this study was to determine the significance of gender differences in motor development, and IQ-Intellectual maturity sub-categories in Special Elementary education students (boys and girls). Additionally, of special interest in this study was to determine the relationships between established level of motor abilities (PFT), recalculated to the Z-et score, and the school success (SCSS) with the scope of gender differences. The total sample of 78 students of both genders (51 boys, and 26 girls) was included in the study. Physical Fitness Tests (PFT) for the evaluation of motor development status was applied (Fjørtoft et al. 2003), comprising nine different tasks, for the estimation of explosive strength, running speed, agility and endurance. Results of the study were processed with descriptive statistics, and correlation analysis (Cor-Co). It was established statistically significant between gender difference ($p=.001$) in 7 of 9 PFT components (.000-.037) in favor of boys sample. Significant difference was established among different intellectual maturity (IQ) sub-categories ($p=.000$). Significant Kendall's (.275*) (Cor-Co.) was estimated between IQ and academic achievement (SCSS) in Boys sample, and Spearman's Cor-Co. (.351*), between IQ, and SCSS, at the same level (.05*). Significant Pearson's (.572**) Cor-Co. was estimated between IQ and SCSS in Girls sample, as well as significant Kendall's (.417**), and Spearman's (.538**) Cor-Co. between IQ and SCSS, at the level of (.01**). Z-et value has not established any kind of correlation with others variables. In Table below are presented basic Descriptive Statistics variables. These research results are relevant for the evaluation of the various segments of the anthropological status such as chronological Age (AGEM), sufficient physical fitness (Z-et value) and academic achievement (SCSS) in children with intellectual disabilities (IQ), as these factors are important contributors to their health and well-being.

Key words: physical fitness, special education success, relationship, gender comparasion

TEST FIZIČKOG FITNESA (FFT) UČENIKA OSNOVNOG SPECIJALNOG OBRAZOVANJA I ŠKOLSKI USPEH: POLNE RAZLIKE

Miloš Popović¹, Hana Válková², Ružena Popović³, Milan Dolga⁴

¹Univerzitet u Prištini – Fakultet sporta i fizičkog vaspitanja, Leposavić, Srbija

²Univerzitet Masaryka – Fakultet sportskih studija, Brno, Češka Republika

³Univerzitet u Nišu – Fakultet sporta i fizičkog vaspitanja, Niš, Srbija

⁴Agencija za Multivarijantna analiza podataka „Smart – Line”, Novi Sad, Srbija

U mnogim zemljama sveta stručnjaci posvećuju veliku pažnju rešavanju pitanja zdravstvenog stanja stanovništva i traženju faktora usko povezanih sa njim. U ovom trenutku se suočavamo sa teškim periodom tranzicije i potragom za glavnim faktorima i odrednicu odnosa između fizičke kondicije i odgovarajućeg zdravstvenog stanja i životnog uspeha u nekim antropološkim segmentima jedinke. Osnovni cilj ovog istraživanja bio je da se utvrdi značaj polnih razlika u razvoju motorike i pojedinih kategorija intelektualne zrelosti kod učenika Specijalnog osnovnog obrazovanja (dečaka i devojčica). Osim toga, od posebnog interesa za ovu studiju je bilo da se utvrde odnosi između utvrđenog nivoa motoričkih sposobnosti (FFT), preračunatih u Z vrednost, i školskog uspeha (SCSS) sa osrvtom na polne razlike. Ukupan uzorak od 78 učenika, oba pola (51 dečaka i 26 devojčica) je uključen u studiju. Primjenjen je Fizički fitnes test (FFT) za procenu razvoja motorike (Fjortoft i sar. 2003), koji obuhvata devet različitih zadataka za procenu eksplozivne snage, brzine trčanja, agilnosti i izdržljivosti. Rezultati studije su obrađeni deskriptivnom statistikom i korelacionom analizom (Cor-Co). Utvrđena je statistički značajna polna razlika ($p=0,001$) kod sedam od devet FFT komponenti ($0,000 - 0,037$) u korist dečaka. Značajna razlika između različitih podkategorija intelektualne zrelosti – IQ ($p=0,000$). Značajan Kendalov ($0,275^*$) koeficijent korelacije (Kor-Co) je ustanovljen između IQ i školskog postignuća (SCSS), kod uzorka dečaka, i Spirmanov Cor-Co. ($0,351^*$), između IQ i SCSS, na istom nivou značajnosti ($0,05^*$). Značajan Pearsonov ($0,572^{**}$) Cor-Co. je ustanovljen između IQ i SCSS kod uzorka devojčica, kao i značajan Kendalov ($0,417^{**}$) i Spirmanov ($0,538^{**}$) Cor-Co. između IQ i SCSS, na nivou ($0,01^{**}$). Preračunata Z-et vrednost FFT varijabli nije uspostavila bilo kakvu vrstu povezanosti sa drugima varijablama. U tabeli ispod su predstavljene osnovne varijable deskriptivne statistike. Ovi rezultati istraživanja su relevantni za procenu različitih segmenata antropološkog statusa učenika, kao što je hronološki uzrast, prikazan u mesecima (AGEM), adekvatna fizička kondicija (Z vrednost) i školsko postignuće (SCSS) kod dece sa smetnjama u intelektualnom razvoju (IQ), pošto su ovi faktori važni činioci njihovog zdravlja i blagostanja.

Ključne reči: fizička kondicija, specijalno obrazovanje, uspeh, relacije, pol, poređenje

EARLY INTERVENTION IN THE PREVENTION OF SUICIDAL BEHAVIOR AMONG ADOLESCENTS

Aleksandar Jugović

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

Suicide accounts for around 6% of all deaths in young males and young females and it becomes prominent as a cause of death in later adolescence and young adulthood. Risk factor domains which may contribute to suicidal behaviour include individual and personal vulnerabilities, family adversity, exposure to stressful life events and social, cultural and contextual factors. Frequently, suicidal behaviours among adolescents appear to be a consequence of multiple risk factors.

The majority of suicides among adolescents are preventable. But the most frequently of suicides among adolescents are impulsive: its a reaction to a very stressful event, for example a love affair turning badly or financial debt. For adolescents, who find themselves at margins of their communities, perhaps disengaged from school, perhaps disengaged from their families, those kinds of social circumstances and social stresses we know also to be major risk factors for suicide and they increase across the adolescent years.

This paper summarizes current knowledge about main approaches on early intervention in prevention of suicidal behavior among adolescents (aim of paper). Comprehensive multi-sectoral approach in general prevention of suicide among adolescents, including more sectors: education, social welfare, health welfare, police, justice, religion organization and the media. There is a number of means to decrease suicide. One is training mental health workers and teachers in early detection of depression and pre-suicidal behavior. Another is to reduce alcohol and drugs consumption. Educating the media in deglamourising suicide is also vital in prevention of suicidal behavior among adolescents.

In this paper used two methods: analysis of content and case study.

Key words: suicidal behavior, adolescence, risk factors, early intervention, prevention

RANA INTERVENCIJA U PREVENCIJI SUICIDALNOG PONAŠANJA ADOLSCENATA

Aleksandar Jugović

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

Suicid čini oko 6% svih smrти mladih muškaraca i devojaka i on postaje istaknuti uzrok smrtnosti u kasnoj adolescenciji i ranom odrasloj dobi. Rizični faktori koji mogu doprinositi suicidalnom ponašanju uključuju individualne i personalne vulnerabilnosti, porodične nedaće, izloženost stresnim životnim događajima i socijalnim, kulturnim i kontekstualnim faktorima. Najčešće, suicidalno ponašanje adolscenata pojavljuje se kao posledica višestrukih faktora rizika.

Većinu suicida adolescenata je moguće prevenirati. Najčešće, suicidalna ponašanja adolescenata su impulsivna: to je reakcija na stresne događaje kao što su loše okončana ljubavna veza ili finansijski problemi. Za adolescente koji se nalaze na marginama zajednica u kojima žive, posebno za one koji imaju probleme u školi, porodici, socijalnom okruženju i koji su izloženi socijalnim stresovima, ove okolnosti postaju glavni faktori rizika za suicid koji se povećava kroz adolsecentne godine.

Ovaj rad objedinjuje aktuelna saznanja o glavnim pristupima u ranoj intervenciji u prevenciji suicidalnog ponašanja adolscenata (cilj rada). Savremeni multi-sektorski pristup u opštoj prevenciji suicida adolescenata treba da bude zasnovan na učešcu koji uključuje više sektora: obrazovni, socijalno-zaštitni, zdravstveni, policijski, pravosudni, religijski i medijski. Postoji više načina za smanjivanje suicida. Jedan je obučavanje stručnjaka za rad sa mentalnim zdravljem i nastavnika u ranom prepoznavanju depresije i pre-suicidalnih ponašanja. Sledeće je redukovanje upotrebe alkohola i droga. Takođe, od vitalne važnosti je edukacija medija u deglamurizaciji suicida u prevenciji suicidalnog ponašanja adolscenata.

U radu se koriste dve metode: analiza sadržaja i studija slučaja.

Ključne reči: suicidalno ponašanje, adolescencija, faktori rizika, rana intervencija, prevencija

REHABILITATION IN CRIMINAL LEGISLATION: DEFINITION, EFFECTS AND CHARACTERISTICS

Miodrag Simović¹, Dragan Jovašević², Vladimir Simović³

¹University of Banja Luka – Faculty of Law, Banja Luka, Bosnia and Herzegovina

²University of Niš – Faculty of Law, Niš, Serbia

³University of Banja Luka – Faculty of Security and Protection Independent,
Banja Luka, Bosnia and Herzegovina

All modern criminal legislations provide system of criminal sanctions that the competent criminal legislation authorities impose to perpetrators of criminal offences. However, the effect of imposed sanctions does not end with their execution in the legally prescribed manner. Namely, even though a convicted person is returned into the society and included into regular, ordinary social life after execution of legally imposed sentence, he does not become immediately a fully equal citizen with others as well. Most often, the harmful consequences of the sanctions imposed continue to affect the convicted person even after serving his sentence or other sanction. There are two basic reasons that have influence to this inequality: a) the effect of legal consequences of sentence and b) the attitude of the community that such a person receives with a certain degree of suspicion, distrust, fear and even hatred. The extent to which this inequality will be expressed, depends on the type and number of legal consequences of the sentence, as well as their scope and intensity of their effect, and of the attitude of the community towards the commission of certain crimes, or to their perpetrators.

With the aim to neutralize negative, harmful effects on the convicted person after serving his sentence, institute of rehabilitation arises in modern criminal law. Its application re-establishes the status of non-convict for a convicted person and erases his conviction from the criminal records. In this way, the previously convicted person enjoys all rights and freedoms guaranteed under the Constitution, laws and other regulations and general acts, as any other citizen.

The institute of rehabilitation has its precursor in the pre-war legislation of the Kingdom of Yugoslavia. By using this institute, in case when legally prescribed requirements occur, after specific period of time elapses, a convicted person shall enjoy all rights and freedoms and his conviction shall be deleted from the criminal records. This creates the fiction of his non-conviction and this should facilitate and enable his easier, faster and less painful involvement in all social trends of living and working process.

Key words: criminal offence, law, perpetrator, erasing of conviction, rehabilitation

REHABILITACIJA U KRIVIČNOM PRAVU: POJAM, DEJSTVO I KARAKTERISTIKE

Miodrag Simović¹, Dragan Jovašević², Vladimir Simović³

¹Univerzitet u Banjoj Luci – Pravni fakultet, Banja Luka, Bosna i Hercegovina

²Univerzitet u Nišu – Pravni fakultet, Niš, Srbija

³Nezavisni univerzitet u Banjoj Luci – Fakultet za bezbjednost i zaštitu,
Banja Luka, Bosna i Hercegovina

Sva savremena krivična zakonodavstva predviđaju sistem krivičnih sankcija koje nadležni organi krivičnog pravosuđa izriču učiniocima krivičnih djela. Međutim, dejstvo izrečenih kazni, ali i drugih sankcija ne prestaje sa njihovim izvršenjem na zakonom propisani način. Naime, iako se poslije izvršenja pravnosnažno izrečene kazne osuđeno lice se vraća u društvo i uključuje u redovan, uobičajeni društveni život, ono ne postaje odmah i u potpunosti ravnopravan građanin sa ostalima. Najčešće, štetne posledice izrečenih sankcija nastavljaju da pogađaju osuđeno lice i poslije izdržane kazne ili druge sankcije. Dva su osnovna razloga koji uslovljavaju ovu neravnopravnost: a) dejstvo pravnih posljedica osude i b) stav sredine koja takvo lice prima sa izvjesnom dozom podozrenja, nepovjerenja, bojaznosti, pa i mržnje. U kojoj će mjeri ta neravnopravnost biti izražena, zavisi od vrste i broja pravnih posljedica osude, kao i njihovog obima i intenziteta dejstva, te od stava sredine prema vršenju pojedinih krivičnih djela, odnosno prema njihovim učiniocima.

Upravo u cilju neutralisanja negativnih, štetnih posledica na osuđeno lice poslije izdržane sankcije, u savremenom krivičnom pravu se javlja institut rehabilitacije. Njegovom primjenom se ponovo uspostavlja status neosuđivanosti za osuđeno lice i briše se njegova osuda iz kaznene evidencije. Na taj način, prethodno osuđeno lice uživa sva prava i slobode, kao i drugi građani koja su im priznata na osnovu ustava, zakona i drugih propisa i opštih akata.

Institut rehabilitacije ima svoju preteču u predratnom zakonodavstvu Kraljevine Jugoslavije. Primjenom ovog instituta, u slučaju nastupanja zakonom propisanih uslova, po proteku određenog vremena, osuđeno lice uživa sva prava i slobode i njegova se osuda briše iz kaznene evidiencije. Time se stvara fikcija njegove neosuđivanosti i to treba da olakša i omogući njegovo lakše, brže i bezbolnije uključivanje u sve društvene tokove života i radni proces.

Ključne riječi: krivično djelo, zakon, učinilac, brisanje osude, rehabilitacija

EARLY INTERVENTION IN PREVENTION OF RISKY CHILDREN BEHAVIOR THAT INCLUDE LIFE AND/OR WORK ON THE STREETS

Dragica Bogetić, Sandra Nikolić

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

A poor health commitment, an inaccessibility to relevant help and support services, legal invisibility and poverty, are things that make children, which are involved in life and/or work on the streets, highly vulnerable. The very nature of the phenomenon of children that are involved in life and/or work on streets indicates the necessity for scientists and experts to pay more attention for creating quality interventions, which would primarily meet the basic children needs, and so prevent or reduce risky behavior of this population. In an attempt to satisfy basic existential needs, street children are developing various surviving strategies, which are usually exposed to the wider risk spectrum.

The main goal of this work is review of early interventions that are used in Serbia which are directed toward the prevention of risky behavior for this category of children. In this work are analyzed and interventions that are current in the world and make recommendations for their improvement in our country. Also, to allow early detection of children that are involved in life and/or work on streets, in our paper, special attention will be focused on the analysis of the psycho-social and cultural characteristics of the socially vulnerable group of children.

Key words: early intervention, children that are involved in life and/or work on the streets, risky behavior, prevention

RANA INTERVENCIJA U PREVENCICI RIZIČNIH PONAŠANJA DECE KOJA SU UKLJUČENA U ŽIVOT I/ILI RAD NA ULICI

Dragica Bojetić, Sandra Nikolić

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

Slaba zdravstvena prosvećenost, nedostupnost relevantnih službi za pomoć i podršku, pravna nevidljivost i siromaštvo, čine da deca koja su uključena u život i/ili rad na ulici budu višestruko vulnerabilna. Sama priroda fenomena dece koja su uključena u život i/ili rad na ulici, ukazuje na neophodnost kreiranja kvalitetnih intervencija koje bi primarno zadovoljile bazične dečije potrebe i prevenirale ili redukovale rizična ponašanja ove populacije. U pokušajima zadovoljenja osnovnih egzistencijalnih potreba, deca ulice razvijaju različite strategije za preživljavanje kroz koje su često izložena širokom spektru rizika.

Cilj ovog rada je analiza ranih intervencija koje se sprovode u Srbiji koje su usmerene ka prevenciji rizičnih ponašanja ove kategorije dece. U radu se analiziraju i intervencije koje su aktuelne u svetu i daju preporuke za njihovo unapređivanje u našoj zemlji. Takođe, kako bi se omogućila rana detekcija dece koja su uključena u život i/ili rad na ulici, u radu će posebna pažnja biti usmerena i na analizu psihosocijalnih i kulturoloških obeležja ove društveno osetljive grupe dece.

Ključne reči: rana intervencija, deca koja su uključena u život i/ili rad na ulici, rizična ponašanja, prevencija

PREVENTION OF DEVELOPING A JUVENILE DELINQUENT BEHAVIOR AND AGGRESSIONESS OF THE YOUTH

Vladimir Ilić, Vera Despotović

University Singidunum - Faculty of Media and Communication, Department of Social Work,
Belgrade, Serbia

In Serbia, during the last two decades it has been a dramatic increase of juvenile delinquency, and the problem of bullying. Antisocial behavior of young people is manifested all the earlier, more often and in more severe cases, and brutal fights of peers have became the everyday situation. The current situation shows that specific preventive programs for juvenile delinquency are missing despite these growing needs. Research results clearly shows that the most effective are early interventions at the initial stages of development problems, so that in the recent period the requirements are being set for the development of prevention programs. There are only few specialized programs and they are sporadically enforced. This paper gives recommendations for effective prevention of antisocial behavior which affect the causes and risk factors for delinquent behavior and aggressiveness of the youth. With such programs, the focus moves from the intervention to prevention and thus the attempts are made to solve problems earlier and not to allow their development and multiplication of the problems. Due to timely detection of the first signs of antisocial behavior as early as possible they occur, efforts are made to halt such behavior and to encourage new more meaningful behaviors.

Key words: youth, juvenile delinquency, aggressiveness, prevention, intervention

PREVENCIJA RAZVIJANJA MALOLETNIČKOG PRESTUPNIŠTVA I AGRESIVNOSTI KOD MLADIH

Vladimir Ilić, Vera Despotović

Univezitet Singidunum – Fakultet za medije i komunikacije, Departman za socijalni rad,
Beograd, Srbija

U Srbiji je tokom poslednje dve decenije došlo do dramatičnog povećanja maloletničkog prestupništva i problema vršnjačkog nasilja. Antisocijano ponašanje kod mladih se ispoljava sve ranije, češće i u težim oblicima, a brutalni obračuni vršnjaka su postali svakodnevica. Aktuelna situacija pokazuje da specifični preventivni programi za maloletničko prestupništvo nedostaju uprkos ovim narastajućim potrebama. Rezultati istraživanja jasno pokazuju da su najefikasnije rane intervencije, u početnim fazama razvoja problema, tako da se u poslednjem periodu postavljaju zahtevi za razvijanjem preventivnih programa. Ovakvih specijalizovanih programa je veoma malo i oni se sporadično primenjuju. Ovaj rad daje preporuke za efikasnu prevenciju antisocijalnog ponašanja kojom se utiče na uzroke i faktore rizika za nastanak delikventnog ponašanja i agresivnosti kod mladih. Ovakvim programima se težiše pomera sa intervencije na prevenciju i na taj način čine se pokušaji da se problemi rešavaju ranije, da se ne dopusti njihov razvoj i multiplikovanje problema. Pravovremenim otkrivanjem prvih znakova antisocijalnog ponašanja u što ranijim fazama samog javljanja, radi se na zaustavljanju takvog ponašanja i podsticanju novih svrshodnijih ponašanja.

Ključne reči: mladi, maloletničko prestupništvo, agresivnost, prevencija, intervencije

INFLUENCE OF RISK FACTORS ON ABUSE OF ELDERLY PEOPLE

Miroslav Jovanović, Tatjana Jovanović, Jelena Posinković, Ana Petrović, Jelena Filipović Subin, Dragana Marković, Milica Dulović, Snežana Andrejević, Marija Stepanović Dinić, Ksenija Đurić, Milica Miladinović, Danijela Mančić

Center for Social Work Smederevo, Smederevo, Serbia

In order to better understand the problem of abuse of the elderly and to effectively preventive work on it, it is necessary to examine the risk factors that influence it.

For this it is necessary to start from the scientific theories that explain the causes of violence, especially domestic violence because they are very useful in understanding the causes of elderly abuse. Among them are distinguished cognitive-behavioral, psychoanalytic, socio-cultural, feminist and the caregivers stress theory.

Risk factors for abuse of elderly people can be divided into four categories: individual factors related to the victim, such as age, health status, economic vulnerability, gender, or social isolation; factors related to the abusers, such as substance abuse or dependent position abusers; and at the end, there are interpersonal and social factors.

These factors act in different ways and almost always in combination with other factors. They are intertwined and often condition each other and spread like concentric circles, or form a network of risk factors, which encourage reporting of abuse.

Functioning of greater number of factors certainly increases the risk of abuse, or in some cases a smaller number of them can be fatal. When we talk about the probability of the occurrence of abuse should be taken into consideration and resilience factors, such as good family relationships, financial independence, the existence of a functioning social networks, the availability of adequate community services and the like.

They counteract risk factors and prevent deviant phenomena. Their existence, or absence can make a crucial difference and give an answer to the question why in some cases the abuse occurs in spite of the small number of risk factors, while in other situations it does not happen despite the larger number of forces acting negatively.

Key words: abuse, elderly, risk factors, factors of resilience

UTICAJ FAKTORA RIZIKA NA ZLOSTAVLJANJE STARIH OSOBA

Miroslav Jovanović, Tatjana Jovanović, Jelena Posinković, Ana Petrović, Jelena Filipović Subin, Dragana Marković, Milica Dulović, Snežana Andrejević, Marija Stepanović Dinić, Ksenija Đurić, Milica Miladinović, Danijela Mančić

Centar za socijalni rad Smederevo, Smederevo, Srbija

Da bi se bolje razumeo problem zlostavljanja starih osoba i da bi se efikasno preventivno delovalo na njega, potrebno je proučiti faktore rizika, koji na njega utiču.

Za to je potrebno poći od naučnih teorija koje objašnjavaju uzroke nasilja, pre svega nasilja u porodici jer su one od velike koristi u razumevanju uzroka zlostavljanja starih. Među njima se izdvajaju kognitivno-bihevioralna, psihanalitička, socio-kulturna, feministička i teorija o stresu negovatelja.

Faktori rizika za zlostavljanje starih osoba mogu se podeliti na četiri kategorije: individualni faktori, vezani za žrtve, kao što su godine života, zdravstveno stanje, materijalna ugroženost, rod, ili socijalna izolovanost; faktori vezani za zlostavljače, kao što je zloupotreba psihootaktivnih supstanci, ili zavistan položaj zlostavljača; zatim postoje interpersonalni i na kraju društveni faktori.

Ovi faktori deluju na različite načine i gotovo uvek u kombinaciji sa drugim faktorima. Oni se međusobno prepliću i često uslovljavaju jedni druge te se šire put koncentričnih krugova, ili obrazuju mrežu faktora rizika, koji podstiču javljanje zlostavljanja.

Delovanje većeg broja faktora svakako povećava rizik od zlostavljanja, ali u određenim slučajevima i manji broj njih može biti koban. Kada govorimo o verovatnoći za pojavu zlostavljanja treba uzeti u obzir i faktore rezilijentnosti, kao što su dobri porodični odnosi, finansijska nezavisnost, postojanje funkcionalne socijalne mreže, dostupnost adekvatnih usluga u zajednici i slično. Oni deluju suprotno faktorima rizika i sprečavaju nastanak devijantnih pojava. Njihovo postojanje, ili odsustvo mogu napraviti ključnu razliku i dati odgovor na pitanje zbog čega se u određenim slučajevima zlostavljanje javlja i pored malog broja faktora rizika, dok se u drugim situacijama ono ne događa uprkos većem broju sila koje deluju negativno.

Ključne reči: zlostavljanje, stare osobe, faktori rizika, faktori rezilijentnosti

CHILDREN WITH BEHAVIORAL PROBLEMS AND IN CONFLICT WITH THE LAW AS BENEFICIARIES OF SERVICES OF THE CENTRE FOR SOCIAL WORK SMEDEREVO

*Snežana Dimčić, Radmila Milojević, Snežana Perić, Jadranka Lalić,
Jelena Vučković, Sonja Todorović, Vanja Milosavljević, Jelena Ivković Ristić,
Dragana Jakovljević, Jelena Vasić, Miroslava Milenković*

Centre for Social Work Smederevo, Smederevo, Serbia

Protection of children and youth with behavioral problems and in conflict with the law involves working on discovering, implementing the prevention and treatment of all forms of delinquent behavior of children and youth.

In doing so, take into account the best interests of users, that is child, regardless of whether it is in the role of victim, bully or the perpetrator of the crime, or people with asocial or antisocial behavior. Professional worker must take an objective and impartial attitude and to avoid to put themselves in the position of a judge, but to treated the user as a person who is in need of support for positive behavior change.

It often happens that these children are both bullies and victims and abusers and abused, or neglected. Is necessary to make a quality assessment, in order to identify risk factors and forces which can be used to overcome the problems. For this purpose, the professionals from the Center for Social Work involving family members of these children and other significant persons from their environment, and special importance is the cooperation with other institutions in the community. Most often these are educational and health institutions, and very often police and non-governmental sector.

Centre delivered to the Court opinion and proposals of measures, and after the Court making decision, Centre organize and implement measures for the open protection, monitor the results of the measures of closed protection and performs reception of minors from institutions in order to their painless integration into the local community.

In addition, these children are providing advisory services, working on empowerment to their families and provide them material support.

During 2015, the Center has worked with a total of 187 persons with behavioral problems and in conflict with the law. Of this number, 146 belongs to minors in conflict with the law, and 41 to minors with behavioral problems. The number of persons with behavioral problems and in conflict with the law has decreased by 21.4% compared to the previous year, which is a result of systematic work and intersectoral collaboration.

During 2015, there were a total of 99 new minors, of whom 26 werw with behavioral problems, and 73werw in conflict with the law. In 2015, a total of 13 minors were recidivists, 4 were with behavioral problems and 9 in conflict with the law.

These data indicate that this is a problem on whose prevention is necessary to constantly work and it is necessary to include all the available power in the community in its solving.

Key words: Center for Social work Smederevo, children, minors with behavioral problems, minors in conflict with the law, criminal acts

DECA SA PROBLEMIMA U PONAŠANJU I U SUKOBU SA ZAKONOM KAO KORISNICI USLUGA CENTRA ZA SOCIJALNI RAD SMEDEREVO

*Snežana Dimčić, Radmila Milojević, Snežana Perić, Jadranka Lalić,
Jelena Vučković, Sonja Todorović, Vanja Milosavljević, Jelena Ivković Ristić,
Dragana Jakovljević, Jelena Vasić, Miroslava Milenković*

Centar za socijalni rad Smederevo, Smederevo, Srbija

Zaštita dece i omladine sa problemima u ponašanju i u sukobu sa zakonom podrazumeva rad na otkrivanju, sprovođenju zaštite i tretmanu svih oblika delinkventnog ponašanja dece i mladih.

Pri tome se vodi računa o najboljem interesu korisnika, odnosno deteta, bez obzira da li je ono u ulozi žrtve, nasilnika, odnosno počinjoca krivičnog dela, ili osobe sa asocijalnim ili antisocijalnim ponašanjem. Stručni radnik mora da zauzme objektivan i nepristrasan stav i da izbegne da stavi sebe u položaj sudije, već da na korisnika gleda kao na osobu kojoj je potrebna podrška za pozitivnu promenu ponašanja.

Vrlo često se događa da su ova deca istovremeno i nasilnici i žrtve, i zlostavljači i zlostavljeni, odnosno zanemareni. Potrebno je izvršiti kvalitetnu procenu, kako bi se identifikovali faktori rizika i snage koje mogu da se iskoriste za prevazilaženje problema. U tu svrhu, stručni radnici Centra za socijalni rad uključuju članove porodica ove dece i druge značajne osobe iz njihovog okruženja, a naročit značaj ima saradnja sa drugim ustanovama u zajednici. Najčešće su to obrazovne i zdravstvene ustanove, a neretko i policija i nevladin sektor.

Centar dostavlja sudu mišljenje i predloge mera, a po donošenju sudske odluke organizuje i sprovodi mere otvorene zaštite, prati rezultate mera zatvorene zaštite i vrši prihvat maloletnika iz ustanova u cilju njihovog što bezbolnjeg integrisanja u lokalnu zajednicu.

Osim toga, ovoj deci se pružaju savetodavne usluge, radi se na osnaživanju njihovih porodica i pruža im se materijalna podrška.

U toku 2015. godine Centar je radio sa ukupno 187 lica sa problemima u ponašanju i u sukobu sa zakonom. Od ovog broja 146 pripada maloletnicima u sukobu sa

zakonom, a 41 maloletnicima sa problemima u ponašanju. Broj lica sa problemima u ponašanju i u sukobu sa zakonom se smanjio za 21,4% u odnosu na prethodnu godinu, što je posledica sistemskog rada i međusektorske saradnje.

Tokom 2015.godine novoevidentirano je ukupno 99 maloletnika, od kojih 26 sa problemima u ponašanju, a 73 u sukobu sa zakonom. U 2015. godini recidiviralo je ukupno 13 maloletnika i to 4 sa problemima u ponašanju i 9 u sukobu sa zakonom.

Ovi podaci ukazuju na to da se radi o problemu, na čijoj prevenciji je neophodno konstantno raditi i u čije rešavanje je potrebno uključiti sve raspoložive snage u zajednici.

Ključne reči: Centar za socijalni rad Smederevo, deca, maloletnici sa problemima u ponašanju, maloletnici u sukobu sa zakonom, krivična dela

MATERIAL SUPPORT IN SMEDEREVO – ONE TIME FINANCIAL AID

*Goran Ristić, Vesna Milovanović, Vojislav Čorluka, Maja Ugljevarević,
Vladanka Dedić, Ružica Simić, Gordana Kljajić, Radmila Dajić,
Nataša Bajić, Biljana Jašović Popović, Maja Cvetković*

Center for Social Work Smederevo, Smederevo, Serbia

One-time financial aid is one of the forms of material support, which is in the jurisdiction of the city, that is financed from the budget of local government. It is intended for people who find in social need, currently or suddenly, as well as people who are referred to the dormitory accommodation or family placement, and who do not have the resources to provide clothing, shoes and transportation costs necessary to realize accommodation.

Conditions for realization of this assistance are determined by the Decision on the rights of social protection in Smederevo. They are largely similar to the conditions for eligibility for social financial aid. The criteria which are taken into consideration when deciding on the recognition of this right are: the number of household members and their age, total income, the difference between household income and the calculated minimum social security of the Republic of Serbia, movable and immovable property of the family, number of household members in schooling, working capacity and health status of family members and assessment engagement of family members for improving their own situation. These criteria are defined so that persons who do not meet the conditions for eligibility for financial social assistance, that have objective and temporary financial distress, can get help, that would overcome a crisis and overcome the problems. In practice, a large number of one-time financial aid is granted to users of social financial aid.

In 2015, in Smederevo were submitted 4075 requests for the realization of this right and issued the 3489 decision on the recognition of this right. Number of approved one time financial aid has increased by 22.1% compared to the previous year and there is a noticeable tendency for further growth. In fact, most of this aid, many as 33.6%, was approved for the purchase costs of fuel, 17.7% were approved for social existence, and 14.9% for the costs of purchasing school supplies.

A key role in the distribution of this aid has the Center for Social Work, because it informs citizens about the conditions and procedures for exercising this right, the request are submitted and the Centre delivers solutions based on the findings and opinions of experts. Therefore, a further development of this type of assistance will depend on the capacity of the Centre for Social Work to inform citizens of their rights and to allocation of resources in the fairest and most effective way.

Key words: Center for Social Work, Smederevo, one time financial aid, local government

MATERIJALNA PODRŠKA U GRADU SMEDEREVU - JEDNOKRATNA NOVČANA POMOĆ

*Goran Ristić, Vesna Milovanović, Vojislav Ćorluka, Maja Ugljevarević,
Vladanka Dedić, Ružica Simić, Gordana Kljajić, Radmila Dajić,
Nataša Babić, Biljana Jašović Popović, Maja Cvetković*

Centar za socijalni rad Smederevo, Smederevo, Srbija

Jednokratna novčana pomoć je jedan od vidova materijalne podrške, koja je u nadležnosti grada, odnosno koje se finansiraju iz budžeta lokalne samouprave. Ona je namenjena osobama koje se iznenada ili trenutno nađu u stanju socijalne potrebe, kao i licima koje se upućuju na domski smeštaj ili porodični smeštaj, a koje nemaju sredstava da obezbede odeću, obuću i troškove prevoza neophodne za realizaciju smeštaja.

Uslovi za ostvarivanje ove pomoći određeni su Odlukom o pravima socijalne zaštite u gradu Smederevu. Oni su u velikoj meri slični uslovima za ostvarivanje prava na novčanu socijalnu pomoć. Kriterijumi koji se uzimaju u obzir prilikom odlučivanja o priznavanju ovog prava su: broj članova domaćinstva i njihov uzrast, ukupnih prihodi, razlika između prihoda domaćinstva i proračunatog minimuma socijalne sigurnosti od strane Republike Srbije, pokretna i nepokretna imovina porodice, broj članova domaćinstva na školovanju, radna sposobnost i zdravstveno stanje članova porodice i procena angažovanja članova porodice za poboljšanje sopstvenog stanja. Ovi kriterijumi su definisani tako da i osobe koje ne ispunjavaju uslove za ostvarivanje prava na novčanu socijalnu pomoć, a koje imaju objektivne i prolazne materijalne poteškoće, mogu da dobiju pomoć, kojom bi premostile krizni period i prevaziše probleme. U praksi, veliki broj jednokratnih novčanih pomoći se dodeli korisnicima novčanih socijalnih pomoći.

U 2015. godini, u Smederevu je podneto 4075 zahteva za ostvarivanje ovog prava i doneto je 3489 rešenja o priznavanju prava. Broj odobrenih jednokratnih pomoći se uvećao za 22,1% u odnosu na prethodnu godinu i primetna je dalja tendencija rasta. Pri tome, najveći broj jednokratnih novčanih pomoći, čak 33,6%, odobren je za troškove nabavke ogreva, 17,7% je odobreno za socijalnu egzistenciju, a 14,9% za troškove nabavke školskog pribora.

Ključnu ulogu u raspodeli ove pomoći ima Centar za socijalni rad, jer on obaveštava građane o uslovima i procedurama za ostvarivanje ovog prava, tu se podnose zahtevi i Centar donosi rešenja na osnovu nalaza i mišljenja stručnih radnika. Prema tome, dalji razvoj ove vrste pomoći će zavisiti od sposobnosti Centra za socijalni rad da upozna građane sa svojim pravima i da na najpravičniji i najefikasniji način raspodeli sredstva.

Ključne reči: Centar za socijalni rad, Smederevo, jednokratna novčana pomoć, lokalna samouprava

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