

Izdaja:

SKUPNOST DIJAŠKIH DOMOV SLOVENIJE
Arbajterjeva 62, 2250 Ptuj, Slovenija

ZVEZA SREDNJIH ŠOL IN DIJAŠKIH DOMOV
Ptujška 6, 1000 Ljubljana, Slovenija

Odgovorni urednik:

Prof. Dr. Vinko Skalar

Glavna urednica:

Dr. Olga Dečman Dobrnjič

Jezikovni pregled:

Simona Šinko

Računalniško oblikovanje:

Lina Dečman Molan, spec. org. in man. iz inf. sist.

Uredniški odbor:

Mag. Danica Starkl, predsednica Skupnosti dijaških domov Slovenije.
Frančiška Al Mansour, predsednica Zveze ravnateljev srednjih šol in dijaških domov.
Mag. Liljana Kač, Zavod RS za šolstvo, Ljubljana.
Mag. Marija Lesjak Reichenberg, Zavod RS za šolstvo, Ljubljana.
Mag. Marija Leskovec, Jegličev dijaški dom, Ljubljana.
Dr. Alojz Klaneček, Primit, d. o. o., Ljubljana.
Dr. Andrej Pavletič, Inšpektorat RS za notranje zadeve, Ljubljana.
Mag. Vojko Skalar, Ljubljana.
Marjan Grahut, Dijaški dom Novo mesto, Novo mesto.
Edelman Jurinčič, Dijaški in študentski dom Koper, Koper.
Stanislav Kink, Dijaški dom Ivana Cankarja, Ljubljana.
Nataša Privošnik, Dijaški dom Celje, Celje.
Primož Vresnik, Dijaški dom Ivana Cankarja, Ljubljana.
Simona Šinko, Univerza v Ljubljani, Filozofska fakulteta, Ljubljana.
Urška Zobec, Ministrstvo RS za izobraževanje, znanost in šport, Ljubljana.

Spletna stran revije:

<http://www.revija-iskanja.si>

Uredniški svet in recenzenti:

Dr. Vinko Skalar, Univerza v Ljubljani, Pedagoška fakulteta, Ljubljana, Slovenija.
Dr. Olga Dečman Dobrnjič, Zavod RS za šolstvo, Ljubljana, Slovenija.
Dr. Beno Arnejčič, University of Primorska, Faculty of Education.
Dr. Emma Leticia Canales Rodríguez, Universidad Autónoma del Estado de Hidalgo, Mehika.
Dr. Tien-Hui Chiang, Professor in Director, Department of Education, National University of Tainan, Tajvan.
Dr. Robert Frank, Center for Collaborative Education, Boston, Massachusetts, ZDA.
Dr. Ivan Gerlič, Univerza v Mariboru, Pedagoška fakulteta, Maribor, Slovenija.
Dr. Marta Luz Sisson de Castro, Pontifical Catholic University of Rio Grande do Sul, Brazilija.
Dr. Anita Klapan, Filozofska fakulteta, Rijeka, Hrvaška.
Dr. Martin Kramar, Univerza v Mariboru, Filozofska fakulteta, Maribor, Slovenija.
Dr. Drago Mežnar, Univerza v Mariboru, Fakulteta za organizacijske vede, Kranj, Slovenija.
Dr. Lence Miloševa, Pedagoška fakulteta »Goce Delčev«, Stip, Makedonija.
Dr. Marko Mušanović, Filozofska fakulteta, Rijeka, Hrvaška.
Dr. Yoshiyuki Nagata, National Institute for Educational Policy Research, Tokyo, Japonska.
Dr. Bogomir Novak, Pedagoški inštitut, Ljubljana, Slovenija.
Dr. Andrej Pavletič, Inšpektorat RS za notranje zadeve, Ljubljana, Slovenija.
Dr. Mario Plenković, Fakulteta za grafiko, Zagreb, Hrvaška.
Dr. Zbignev Paszek, Krakow Academy of Economics, Krakow, Poljska.
Dr. Milan Polić, Filozofska fakulteta, Zagreb, Hrvaška.
Dr. Vladislav Rajković, Univerza v Mariboru, Fakulteta za organizacijske vede, Kranj, Slovenija.
Dr. Alenka Temeljotov Salaj, Evropska pravna fakulteta, Nova Gorica, Slovenija.
Dr. Sofija Vrcelj, Filozofska fakulteta, Rijeka, Hrvaška.
Dr. Jasminka Zloković, Filozofska fakulteta, Rijeka, Hrvaška.

Urednika se iskreno zahvaljujeva vsem avtorjem in recenzentom, ki so v tej številki prispevali svoj čas in znanje za kakovost revije.

Revija je vpisana v EBSCO bazo.
www.ebscohost.com
<http://www.ebscohost.com/uploads/thisTopic-dbTopic-1030.pdf>

Publisher:

COMMUNITY OF BOARDING SCHOOLS OF SLOVENIA
Arbajterjeva 62, 2250 Ptuj, Slovenia

ALLIANCE OF SECONDARY SCHOOLS AND BOARDING SCHOOLS
Ptujška 6, 1000 Ljubljana, Slovenia

Responsible Editor:

Ph.D. Vinko Skalar

Chief Editor:

Ph.D. Olga Dečman Dobrnjič

Lector:

M.Sc. Liljana Kač, Simona Šinko

Computer Editing:

Lina Dečman Molan, spec. org. and man. of inf. sist.

Editorial Board:

M.Sc. Danica Starkl, Chairman of the Community of Boarding Schools of Slovenia.

Frančiška Al Mansour, Chairman of the Alliance of Headmasters of Secondary and Boarding Schools, Slovenia.

M.Sc. Liljana Kač, The National Education Institute, Ljubljana, Slovenia.

M.Sc. Marija Lesjak Reichenberg, The National Education Institute, Ljubljana, Slovenia.

M.Sc. Marija Leskovec, Jeglic's Boarding School, Ljubljana, Slovenia.

Ph.D. Alojz Klaneček, Primit Ltd., Ljubljana, Slovenia.

Ph.D. Andrej Pavletič, Ministry of the Interior - Inspectorate, Ljubljana, Slovenia.

M.Sc. Vojko Skalar, Ljubljana, Slovenia.

Marjan Grahut, Boarding School Novo mesto, Novo mesto, Slovenia.

Edelman Jurinčič, Boarding School Koper, Koper, Slovenia.

Stanislav Kink, Boarding School Ivana Cankarja, Ljubljana, Slovenia.

Nataša Privošnik, Boarding School Celje, Celje, Slovenia.

Primož Vresnik, Boarding School Ivana Cankarja, Ljubljana, Slovenia.

Simona Šinko, University of Ljubljana, Faculty of Arts, Ljubljana, Slovenia.

Urška Zobec, The Ministry of Education, Science and Sport, Ljubljana, Slovenia.

Website:

<http://www.revija-iskanja.si/>

Editorial Council and Reviewer:

Ph.D. Vinko Skalar, University of Ljubljana, Faculty of Education, Ljubljana, Slovenia.

Ph.D. Olga Dečman Dobrnjič, The National Education Institute, Ljubljana, Slovenia.

Ph.D. Beno Arnejčič, The Ministry of Education, Science, Culture and Sport - Office of Education Development, Ljubljana, Slovenia.

Ph.D. Emma Leticia Canales Rodríguez, Universidad Autónoma del Estado de Hidalgo, Mexico.

Ph.D. Tien-Hui Chiang, Professor in Director, Department of Education, National University of Tainan, Taiwan.

Ph.D. Robert Frank, Center for Collaborative Education, Boston, Massachusetts, USA.

Ph.D. Ivan Gerlič, University of Maribor, Faculty of Education, Maribor, Slovenia.

Ph.D. Marta Luz Sisson de Castro, Pontifical Catholic University of Rio Grande do Sul, Brasil.

Ph.D. Anita Klapan, Faculty of Arts, Rijeka, Croatia.

Ph.D. Martin Kramar, University of Maribor, Faculty of Arts, Maribor, Slovenia.

Ph.D. Drago Mežnar, University of Maribor, Faculty of Organizational Sciences, Kranj, Slovenia.

Ph.D. Lence Miloševa, Faculty of Education »Goce Delčev«, Stip, Macedonia.

Ph.D. Marko Mušanović, Faculty of Arts, Rijeka, Croatia.

Ph.D. Yoshiyuki Nagata, National Institute for Educational Policy Research, Tokyo, Japan.

Ph.D. Bogomir Novak, Educational Research Institute, Ljubljana, Slovenia.

Ph.D. Andrej Pavletič, Ministry of the Interior - Inspectorate, Ljubljana, Slovenia.

Ph.D. Zbignev Paszek, Krakow Academy of Economics, Krakow, Poland.

Ph.D. Milan Polić, Faculty of Arts, Zagreb, Croatia.

Ph.D. Vladislav Rajković, University of Maribor, Faculty of Organizational Sciences, Kranj, Slovenia.

Ph.D. Alenka Temeljotov Salaj, The faculty of Law, Nova Gorica, Slovenia.

Ph.D. Sofija Vrcelj, Faculty of Arts, Rijeka, Croatia.

Ph.D. Jasminka Zloković, Faculty of Arts, Rijeka, Croatia.

Ph.D. Mario Plenković, Faculty of Graphic Arts, Zagreb, Croatia.

The editors would like to thank to the authors and reviewers, who contributed their time and expertise for the quality of this number of the magazine.

The magazine is included on EBSCO database.
EBSCO Publish

www.ebscohost.com

<http://www.ebscohost.com/uploads/thisTopic-dbTopic-1030.pdf>

RAZPRAVE IN RAZISKAVE / DISCUSSES AND RESEARCH

COBISS 1.01

POZITIVNA PSIHOLOGIJA OKOLJA ZA INVALIDNE OTROKE IN MLADOSTNIKE

POSITIVE PSYCHOLOGY ENVIROMENT FOR CHILDREN AND ADOLESCENT WITH DISABILITIES

Ph.D. Lence Miloseva
Faculty of Medical Science, Goce Delcev University, Stip
e-pošta:lence.miloseva@ugd.edu.mk

Povzetek

V tem članku je bil naš glavni cilj v sodelovanju z lokalno skupnostjo prepoznati prisotnost diskriminacije invalidnih otrok in mladostnikov ter ozaveščanje proti tej vrsti diskriminacije. Teoretični okvir tega članka je bil utemeljen v programih pozitivne psihologije okolja in teorije socialne ekologije. Raziskava je sestavljena iz dveh ciljev. Glavni cilj je bil ugotoviti odnos študentov za diskriminacijo proti invalidom. Ko smo pridobili rezultate iz prvega dela študije, ki temelji na šolah v projektu pozitivne psihologije okolja (Allen & Hill 2011), smo na osnovi rezultatov spremenili in ustvarili psiho-vzgojne delavnice za srednješolce in za študente na Fakulteti za izobraževalne znanosti. Prepričani smo, da bo razvoj pozitivne psihologije okolja in koncepta "cvetoče šole" eden od prihodnjih načinov, za ustvarjanje vključujočega izobraževalnega okolja. Glede na mnenje študentov, ki temelji na rezultatih te raziskavi, lahko sklepamo, da obstajajo elementi ločitve v družbi. Nekateri študentje so odgovarjali, da niso doživeli drugačnega odnosa od ostalih (66 %), nekateri so priznani drugačno obnašanje do ljudi s posebnimi potrebami (20 %), vendar ne na osebni ravni. Strinjamo se, da bi se izvajale psiho-izobraževalne delavnice kot način za ozaveščanje pred diskriminacijo do ljudi s posebnimi potrebami. Skozi psiho izobraževanja bi poudarjali pomen učenja in sodelovanja skupnosti pri oblikovanju enakega dostopa, enakih možnosti, za otroke in mladostnike s posebnimi potrebami.

Ključne besede: enake možnosti; otroci in mladostniki; invalidnost; pozitivna psihologija.

Abstract

In collaboration with local community, our main aim in this paper was to identify presence of discrimination toward disabled children and adolescents and to raise awareness against this kind of discrimination. The theoretical frame of this paper was grounded in positive psychology programs and social ecology theory. The paper consists of two parts. The main aim of the first part of the paper was to identify attitudes of students for discrimination towards disabled people. After we gain results from the first part of the study, based on School-wide Positive Behaviour Support project (Allen & Hill 2011), we modified and created psycho educative workshops for secondary school students and for students at Faculty of Educational Science. We believe that building positive psychology environment and “flourishing schools” will be one of the prospective ways in order to create inclusive education environment. According to the student’s opinion, based on results in this survey, we can conclude that there are elements of separation in society in which students live and study (64 %); students have not felt different than the others or that they haven’t belong to that group (66 %); they have recognized different behaviour towards people with disabilities (20 %); but personally, they have never experienced different behaviour toward somebody on base of differences (83 %). We agree that psycho-educative workshops that we conducted could be effective way to raise awareness against discrimination toward people with disabilities. Through psycho-educative workshops we emphasized importance of service learning and involvement of community in creation of equal access for children and adolescent with disabilities.

Keywords: equal access; children and adolescents; disabilities; positive psychology.

1 INTRODUCTION

The term ‘person with disability’ may refer to many different conditions: a disability may be physical, intellectual, sensory or psycho-social, permanent or temporary, and result from illness, injury or genetics. People with disabilities have the same human rights as all other people. From some reasons they often face social, legal and practical barriers in claiming their human rights on an equal basis with others. These reasons usually stem from misperceptions and negative attitudes toward disability itself. Many people often show up with their misperception and misunderstanding and negative attitudes toward disability itself. In their misperception constructs, people with disabilities are ‘sick’ or ‘broken’ and require fixing or healing. Instead, a positive attitude regards disability as a natural part of human diversity that should be approached with reasonable accommodation, which is any measure designed to promote full participation and access, and to empower a person to act on his or her own behalf. This positive approach suggest that society has a responsibility to accommodate the person with disabilities.

In this paper, we discuss the need for pre-service teachers, service teachers and students to raise awareness against discrimination toward disabled children and adolescents. They should enter the classroom with the disposition to focus on individual strengths and to understand how the diversity of students' abilities and backgrounds contributes to the subjective well-being of the student population (Miloseva & Marelja 2009). The theoretical frame was grounded in positive psychology programs and social ecology theory (Lewis & Mitchell 2012).

Today, Positive psychology programs address a broad range of academic and social behavioural challenges and has transformed from a singular focus on individual case planning to systems level implementation especially involving school-wide and community issues (Sugai & Horner 2002). School-wide Positive Behaviour Support project is a systems approach for establishing the social culture and individualized behavioral supports needed for schools to be effective learning environments for all students, including disabled children and adolescents (Lewis & Mitchell 2012).

We believe that building positive psychology environment and "flourishing schools" will be one of the prospective ways in order to create inclusive education environment. Although definitions of high quality teaching vary, considerably a good teacher capitalizes on the strength of each student and on the strength of social environment. Yet, novice teachers struggle to identify all students' abilities and social support. Many teachers describe inclusion practices as just another obstacle encountered in the classroom. We seek to identify ways of changing this burden of inclusion mindset to a welcoming/enriching notion align with positive psychology concepts. It is important to understand how the social environment affects child well-being in order to improve health outcomes for children.

According to Lopez and Snyder (2005), the following concepts are key to recognizing how children's physical and mental health is influenced by social factors, how the people and conditions in children's environments support their development, and how children's vulnerabilities to poor mental health outcomes can be reduced by promoting positive emotional and behavioral health:

- The *social ecological model* of human development and the many factors influencing development;
- *Resilience* and its importance to children's emotional and behavioral health;
- How strengthening *protective factors* and reducing *risk factors* can influence children's emotional and behavioral health.

The social ecological model helps us understand how individuals and their social environments are interrelated. The defining feature of the social ecological model of human development is the growth and change that occurs as a result of interactions between individuals and environmental influences, which include the family, school, peers, neighbourhood, community, and nation (Bronfenbrenner 1979, according to Berk 2013). The social ecological model is often illustrated as a series of circles within circles, each influencing an individual's development to varying degrees (at the interpersonal level, formal and informal social network and support systems-including family, workgroup, and peer networks; institutional and organizational factors; community factors; public policy influences) (Santrock 2011).

2 METHODOLOGY

Service-learning provides thoughtfully organized experiences that integrate students' academic learning with service that meets actual community needs. Service and learning are joined in many ways that complement and enhance each other.

The *main aim of the first part of the study* was to identify attitudes of students for discrimination towards disabled people and the *aim of the second part* was to implement some psycho-educative workshops in order to raise awareness against this kind of discrimination.

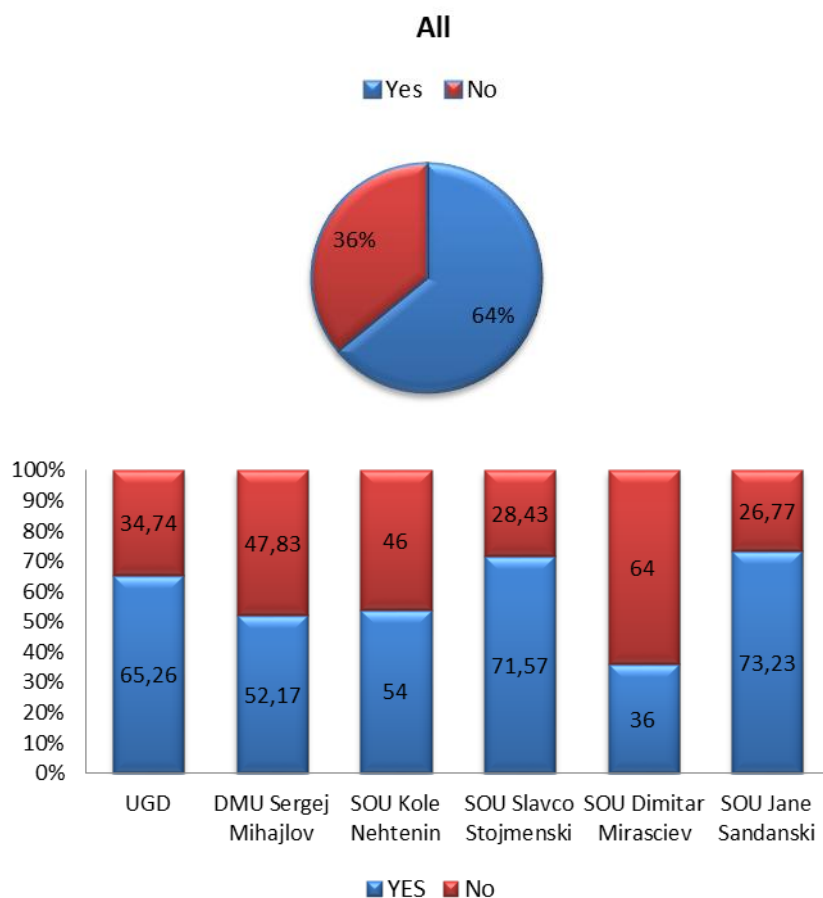
3 RESULTS AND DISCUSSIONS

1 part of the study

In order to identify attitudes of students for discrimination towards disabled people we used service learning methodology. In collaboration and support with local community Stip, we conduct research in five secondary schools and at the Goce Delcev University, Stip. Analysis and results of filled questioner are presented below.

3.1 Does any kind of separation exist within the society you study and live in?

School	Yes	No	Questioned
SOU "Jane Sandanski"	145	53	198
SOU "Dimitar Mirasciev"	18	32	50
SOU "Slavco Stojmiski"	141	56	197
SOU "Kole Nehtenin"	108	92	200
DMU "Sergej Mihajlov"	24	22	46
UGD "Goce Delcev"	139	74	213
All	575	329	904

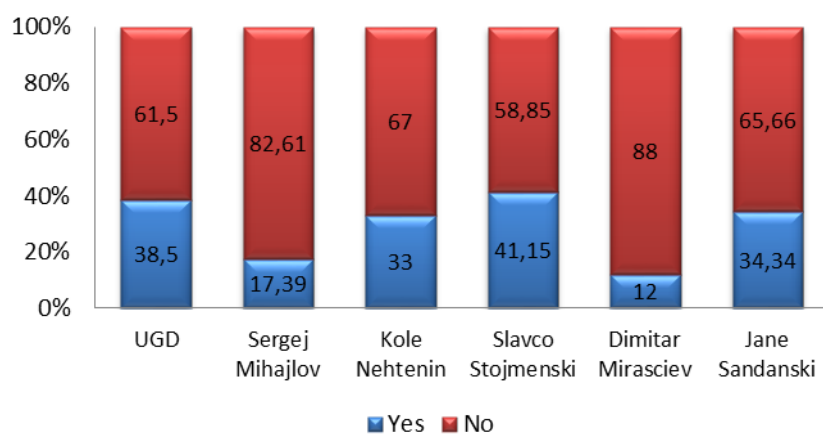
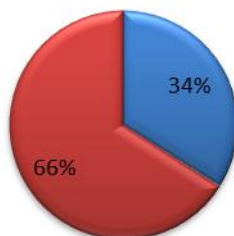


3.2 Have you ever felt different than the others or that you haven't belong to that group? (any kind of group; describe if you ever found yourself in that kind of situation)

School	Yes	No	Questioned
SOU "Jane Sandanski"	68	130	198
SOU "Dimitar Mirasciev"	6	44	50
SOU "Slavco Stojmenski"	79	113	192
SOU "Kole Nehtenin"	66	134	200
DMU "Sergej Mihajlov"	8	38	46
UGD "Goce Delcev"	82	131	213
All	309	590	899

All

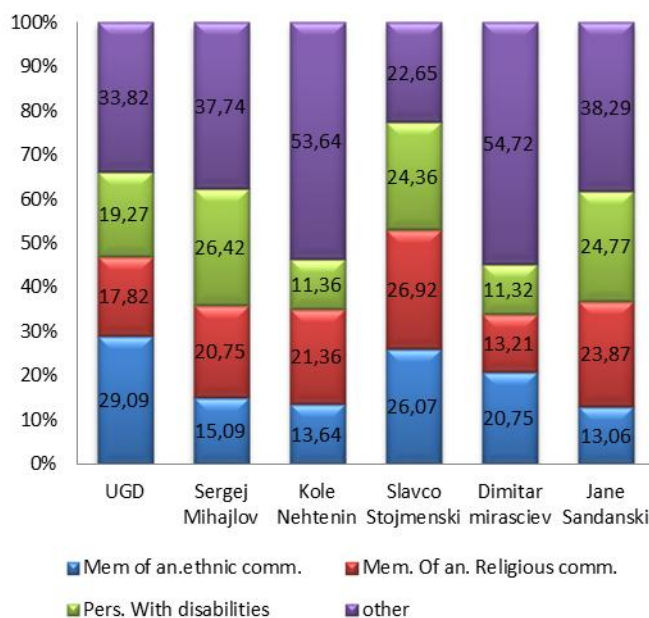
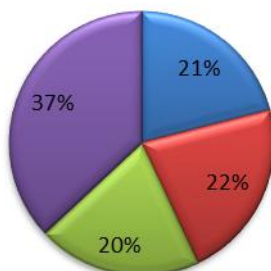
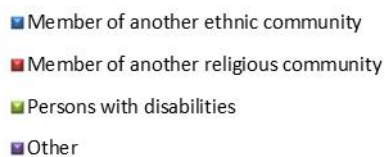
■ yes ■ no



3.3 Have you recognized different behavior towards?

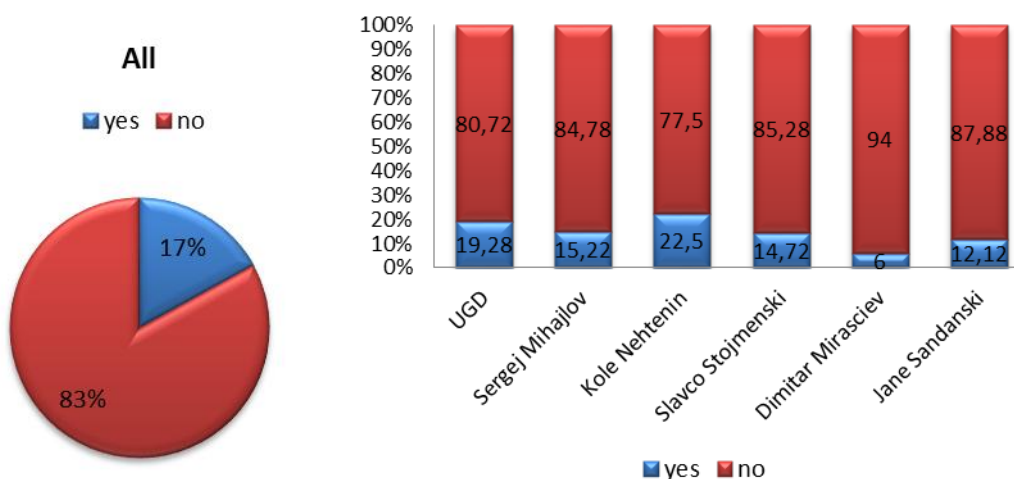
School	Member of another ethnic community	Member of another religious community	Persons with disabilities	Other	Questioned
SOU "Jane Sandanski"	29	53	55	85	222
SOU "Dimitar Mirasciev"	11	7	6	29	53
SOU "Slavco Stojmenski"	61	63	57	53	234
SOU "Kole Nehtenin"	30	47	25	118	220
DMU "Sergej Mihajlov"	8	11	14	20	53
UGD "Goce Delcev"	80	49	53	93	275
All	219	230	210	398	1057

All



3.4. Have you ever experienced different behavior towards somebody within the group just because she/he is different than the others?

School	Yes	No	Questioned
SOU "Jane Sandanski"	24	174	198
SOU "Dimitar Mirasciev"	3	47	50
SOU "Slavco Stojmenski"	29	168	197
SOU "Kole Nehtenin"	45	155	200
DMU "Sergej Mihajlov"	7	39	46
UGD "Goce Delcev"	43	180	223
All	151	763	914



II part of the study

After we gain results from the first part of the study, we conducted *second part of the study*. Based on School-wide Positive Behaviour Support project, we modified and created psycho educative workshops for secondary school students and for students at Faculty of Educational Science. School-wide Positive Behaviour Support project (Allen & Hill 2011) is a systems approach for establishing the social culture and individualized behavioral supports needed for schools to be effective learning environments for all students, including those with disabilities. Psycho educative workshops were implemented during the summer/winter semester, academic 2011/2012 and 2012/2013 in the frame of elective subjects: Social psychology and Positive psychology at the Faculty of Educational Science, Goce Delcev University, Stip; and during the project classes in secondary schools: Jane Sandanski, Dimitar Mirasciev, Slavco Stojmenski, Kole Nehtenin, Sergej Mihajlov, Stip.

The main aim of our activities was to:

- describe discrimination toward disabled people;
- raise awareness of students, teachers, pre-service teachers, parents, local community, for equal access through formal and informal learning for children and adolescents with disabilities;
- promote equality of opportunity for disabled people, taking steps to take account of disabled people's disabilities;
- promote positive attitudes to disabled people; and
- encourage disabled people to participate in public life;

- describe activities that students can engage in to reflect on their service in community, and to make connections between their service and what they learned.

They were focused on five positive psychology concepts: (a) hope; (b) gratitude; (c) use of strengths; (d) positive social relationships; (e) pleasure, engagement, and meaning orientations to happiness.

4 CONCLUSION

We grounded our research in positive psychology and social ecology theory because, positive psychology has been a highly generative initiative, both in its implications for basic theory and research and in its implications for practice. From the other hand, the social ecological model is a way to organize and think about the complex range of social influences—from parent practices that have a direct influence on the child and adolescent, to community and economic factors that can only influence the child and adolescent through the actions of others.

According to the student's opinion, based on results in this survey, we can conclude that there are elements of separation in society in which students live and study (64 %); students have not felt different than the others or that they haven't belong to that group (66 %); they have recognized different behavior towards people with disabilities (20 %); but personally, they have never experienced different behaviour toward somebody on base of differences (83 %). We agree that psycho-educative workshops that we conducted could be effective way to raise awareness against discrimination toward people with disabilities. Through psycho-educative workshops we emphasized importance of service learning and involvement of community in creation of equal access for children and adolescent with disabilities.

We hope that we somehow contribute to raise voice for our cause - ensuring equal rights through service learning for the persons with disabilities.

Acknowledgement

We thank to Local community Stip for their valuable assistance.

REFERENCES

- Allson, S. M., Siegel, R. D. (2009). *Positive Psychology*. Harvard: Harvard Medical School.
- Allen, W. and Hill, K. (2011). *School-Wide Positive Behavior Interventions & Support Team Training*. <http://www.lapostivebehavior.com/files/universal%20manual%20complete.pdf> (16. 07. 2012).
- Berger Kaye, C. (2004). *The Complete Guide to Service Learning: Proven, Practical Ways to Engage Students in Civic Responsibility, Academic Curriculum, & Social Action*. Minneapolis: Free Spirit Publishing Inc.
- Berk, L. (2013). *Child Development*. New Jersey: Pearson Education.
- Lopez, S. J. and Snyder, C. R. (eds.) (2005). *The Handbook of Positive Psychology*. New York: Oxford University Press.
- Lewis, T. J. and Mitchell, B. S. (2012). *Positive behavioral interventions & supports: A framework for addressing the social emotional & behavioral needs of all students*. Presentation at the 90th Annual Council for Exceptional Children Convention, Denver, CO.
http://www.pbis.org/common/pbisresources/presentations/Lewis_CEC_PBIS.pdf(8.5. 2014)
- Miloseva, L. and Marelja, J. (2009). *Toward an applied Positive Psychology in Inclusive Education*. *Iskanja*, vol. 35, iss. 36, p. 49–57.
- Милошева, Ј. (2013). *Развојна психологија*. Штип : УГД.
- Santrock, W. J. (2011). *Life-Span Development*. New York: McGraw Hill.
- Sugai, G., Horner, R. H. (2002). *The evolution of discipline practices: School-wide positive behavior supports*. *Child and Family Behavior Therapy*, 24(1/2), p. 23–50.
- Positive Behavioral Interventions & Supports (2014)*. <http://www.pbis.org> (8. 5. 2014)
- Service-Learning in Maryland (2014)*. <http://www.marylandpublicschools.org/MSDE/programs/servicelearning> (8. 5. 2014).