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FAKULTET ZA SPECIJALNU  
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UNIVERSITY OF BELGRADE  
FACULTY OF SPECIAL EDUCATION  
AND REHABILITATION

11.

MEĐUNARODNI  
NAUČNI SKUP  
„SPECIJALNA  
EDUKACIJA I  
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DANAS”

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“SPECIAL  
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TODAY”

ZBORNİK REZIMEA

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UVODNA IZLAGANJA  
OPENING LECTURES

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## FULL INCLUSIVE EDUCATION: IDEALISTIC OR REALISTIC MACEDONIAN EDUCATIONAL AGENDA

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**Introduction:** According to the Macedonian educational legislation, from the school year 2022/23, all children with disabilities must be included in regular schools.

**Aim:** The purpose of this paper is to explore the attitudes of teachers towards inclusive education of all students with disabilities, and also the factors they consider most important for the proper implementation of inclusive practices in regular schools.

**Method:** The questionnaire “Teachers’ beliefs and attitudes towards Inclusive Education” was used to examine educators’ attitudes and beliefs about full inclusion of students with disabilities. The sample for this study consisted of a total of 346 Macedonian regular school teachers. The Statistical Package for Social Sciences Software was used to analyze the data, organize the results, and provide descriptive statistics.

**Results:** Teachers’ attitudes towards inclusive education for all students with disabilities were divided (45.4% of them agree/strongly agree, against 41.3% who disagree/strongly disagree with this issue). The findings show that regular teachers are not sure about the level of confidence in teaching students with disabilities ( $M=3.15\pm 1.10$ ). According to teachers, the biggest barriers of inclusive education are large number of students in classrooms (68.8%), unqualified educational staff (63.6%), and the curriculum (62.1%).

**Conclusion:** Generally, the teachers in this study accept the inclusion of children with some types of disabilities in the regular classrooms, indicating at the same time the benefits of inclusion for them and for typically developing children.

**Keywords:** *teachers’ attitudes, pupils with disability, regular school, full inclusive education*

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## THE IMPLEMENTATION OF REFLECTION-BASED APPROACHES IN THE EDUCATION AND REHABILITATION OF CHILDREN WITH DISABILITIES

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Education and rehabilitation of children with disabilities represent complex processes that need to be approached in continuous, structured, and sustained programs. Professionals need to have the competences to understand, plan and support every aspect of evaluation and intervention, which sometimes can be a challenge, undergoing a meaning-making process of the child's learning and development, trying to answer questions such as: how the child learns, what his or her difficulties mean, how difficulties can be overcome and progress be achieved, better support of needs and interests of a child with disabilities while meaningful learning experiences are created. It is essential to understand how and why the child learns in a specific way, how intervention can become conceptualized, operational and implemented in various educational and social contexts, what creation of opportunities mean and what the role of environment is. The reflection-based approach has known a growth and application in the domain of special and inclusive education, promoting the concept of reflexive practitioner who analyzes, projects and reconsiders assessment and intervention according to observations and results. The presentation will focus on the implications of the practices based on reflection in planning and developing assessment and intervention programs, the specificity and the functional outcomes.

**Keywords:** *reflection-based approach, education and rehabilitation, children with disabilities, learning and development*

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## CHANGES IN CHILD SEXUAL VICTIMIZATION DURING PANDEMICS IN CROATIA

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**Introduction:** All countries around the world have experienced many changes due to COVID-19 pandemic and many of them affected children, directly or indirectly. Schools were closed in many countries and children were transferred to virtual learning environments, confined to their homes with restricted opportunities for usual ways of socializing with friends. Those circumstances increased time children spend online, both for educational and social purposes. Many organizations, both governmental and non-governmental expressed concerns regarding possible impact of COVID-19 isolation measures on sex crimes against children, online as well as offline. Obtaining epidemiological data on child sexual abuse is connected with many methodological and ethical issues, especially in pandemic times. In times when the governmental anti-pandemic measures are still in force, we can rely only on official statistics, bearing in mind all limitations of this source of data.

**Aim:** The aim of this paper is to analyse child sexual abuse reported to the Croatian police in 2019 and 2020 in order to observe any changes that might be understood as a consequence of governmental isolation measures.

**Method:** Official police statistics for sex crime against children in 2019 and 2020 (on a monthly basis) were obtained from the Department for juvenile delinquency and child protection.

**Results:** A decrease of 20% in the total number of sex crimes against children is observed.

**Conclusion:** Changes in specific criminal offences on a monthly basis are elaborated in the paper, as well as possible measures for better protection of children from child sexual abuse in pandemic times.

**Keywords:** *child sexual abuse, COVID-19 pandemic, police statistics*

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## OTPORI PREMA VAKCINACIJI ČLANOVA PORODICE OSOBA SA AUTIZMOM\*

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**Uvod:** Iako ne postoje dokazi da je vakcinacija faktor rizika za nastanak autizma, i dalje postoje otpori prema imunizaciji male dece. Ova tema je naročito aktuelna u porodicama dece sa autizmom.

**Cilj:** Stoga je cilj ovog istraživanja usmeren na utvrđivanje eventualnih razlika u otporima prema vakcinaciji između ispitanika čiji član porodice ima autizam i kontrolne grupe ispitanika koji nemaju decu sa autizmom u svojoj porodici.

**Metod:** Uzorkom je obuhvaćeno 50 ispitanika čiji je član porodice osoba sa autizmom i 264 ispitanika koji nisu ni u kakvim rodbinskim odnosima sa osobama sa autizmom. Između dva poduzorka ne postoje razlike u polnoj distribuciji ( $\chi^2=0,352$ ;  $df=1$ ;  $p=0,553$ ), ali su utvrđene razlike u godinama starosti ispitanika [ $t(312)=4,926$ ;  $p<0,001$ ]. Za ispitivanje otpora prema imunizaciji korišćena je podskala Opaženih barijera Skale za procenu stavova javnosti prema vakcinaciji. Pitanja na ovoj podskali formulisana su tako da viši skor označava veći stepen percipiranih barijera u procesu imunizacije.

**Rezultati:** Razlika između dva poduzorka utvrđena je jednofaktorskom analizom kovarijanse, pri čemu su godine starosti ispitanika odabrane kao kovarijat. Ispitanici koji u svojim porodicama imaju dete sa autizmom ostvaruju više skorove ( $AS=19,98$ ;  $SD=7,63$ ) od ispitanika koji nisu u srodstvu sa osobama sa autizmom ( $AS=17,59$ ;  $SD=6,78$ ). Dobijena razlika je statistički signifikantna [ $F(1,311)=10,369$ ;  $p=0,001$ ], čak i kada se statistički ukloni uticaj kovarijata. Vrednost parcijalnog eta kvadrata ( $0,032$ ) ukazuje na relativno malu veličinu uticaja.

**Zaključak:** Dobijeni rezultati pokazuju da ispitanici čiji član porodice ima autizam ispoljavaju više otpora prema imunizaciji, što je moguća posledica snažnog delovanja antivakcinalnog pokreta i nedovoljnog razumevanja faktora rizika za poremećaje iz spektra autizma.

**Ključne reči:** *autizam, imunizacija, percipirane barijere*

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## VACCINATION RESISTANCE IN FAMILY MEMBERS OF PEOPLE WITH AUTISM\*

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**Introduction:** Although there is no evidence that vaccination is a risk factor for autism, resistance to immunization of small children still exists. This particularly refers to families of children with autism.

**Aim:** Therefore, the aim of this research was to determine possible differences in resistance to vaccination between the participants whose family member had autism and the control group of participants who had no family members with autism.

**Method:** The sample included 50 participants whose family member had autism and 264 participants who were not related to people with autism. There were no differences in gender distribution between the two subsamples ( $\chi^2=.352$ ;  $df=1$ ;  $p=.553$ ), but there were differences in the participants' age [ $t(312)=4.926$ ;  $p<.001$ ]. The Perceived Barriers Subscale of the Public Attitudes Toward Vaccination Scale was used to examine resistance to vaccination. The questions in this subscale are formulated so that a higher score indicates a higher degree of perceived barriers in the process of immunization.

**Results:** The difference between the two subsamples was determined by the One-way analysis of covariance, with participants' age being selected as the covariate. The participants who had a family member with autism achieved higher scores ( $M=19.98$ ;  $SD=7.63$ ) than the participants who were not related to people with autism ( $M=17.59$ ;  $SD=6.78$ ). The obtained difference is statistically significant [ $F(1,311)=10.369$ ;  $p=.001$ ], even when the covariate influence is statistically removed. The value of partial eta squared (.032) indicates a relatively small influence.

**Conclusion:** The obtained results showed that the participants whose family member had autism expressed greater resistance to vaccination, which is a possible consequence of the strong anti-vaccination movement and insufficient understanding of risk factors for autism spectrum disorder.

**Keywords:** *autism, vaccination, perceived barriers*

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REHABILITACIJA DECE I ODRASLIH

REHABILITATION OF CHILDREN AND ADULTS

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## PAŽNJA KAO USLOV REHABILITACIJE

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**Uvod:** Pažnja se, kao funkcija, opisuje kao značajan prediktor oporavka posle povrede mozga. Takođe, ona predstavlja i nužan preduslov za učešće pacijenta u daljem toku rehabilitacije. Pažnja se definiše kao sposobnost usmeravanja i održavanja psihičke energije na odabran broj relevantnih stimulusa. Glavne odlike pažnje su tenacitet i vigilnost. Tenacitet označava sposobnost zadržavanja psihičke energije onoliko dugo koliko to zahteva određena situacija. Na primer, rešavanje određenog zadatka ili više zadataka. Vigilnost je odlika pažnje da se psihička energija brzo prenosi sa jedne na drugu informaciju ili stimulus.

**Cilj:** Cilj ovog istraživanja je bio da ispita uticaj eksperimentalnog faktora na oporavak pažnje kod osoba sa povredama mozga.

**Metod:** Formirane su dve grupe ispitanika, eksperimentalna i kontrolna. Eksperimentalnu grupu su činili ispitanici sa povredama mozga, a kontrolnu, njihovi zdravi vršnjaci. Ispitanici obe grupe bili su starosti 15-20 godina. Ispitanici eksperimentalne grupe bili su podvrgnuti eksperimentalnom faktoru.

**Rezultati:** Rezultati istraživanja testirani su easy-R software system (EZR, version 1.41.64-bit) pokazali su visoko statistički značajne razlike ( $p < 0,01$ ) između eksperimentalne i kontrolne grupe.

**Zaključak:** Primena eksperimentalnog faktora doprinela je oporavku funkcija pažnje kod ispitanika sa povredama mozga.

**Ključne reči:** *pažnja, povrede mozga, rehabilitacija, oporavak*

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## ATTENTION AS A PRECONDITION OF REHABILITATION

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**Introduction:** Attention, as a function, is described as a significant predictor of recovery after brain injury. It is also a necessary precondition for the patient's participation in the further course of rehabilitation. Attention is defined as the ability to direct and maintain psychic energy to a selected number of relevant stimuli. The main features of attention are tenacity and vigilance. Tenacity means the ability to retain psychic energy for as long as a certain situation requires. For example, solving a specific task or multiple tasks. Vigilance is a feature of attention that psychic energy is quickly transferred from one information or stimulus to another.

**Aim:** The aim of this study was to examine the influence of an experimental factor on attention recovery in people with brain injuries.

**Method:** Two groups of subjects were formed, experimental and control. The experimental group consisted of subjects with brain injuries and the control group included their healthy peers. The subjects in both groups were aged 15-20 years. Subjects of the experimental group were subjected to the experimental factor.

**Results:** The results of the study tested with easy-R software system (EZR, version 1.41.64-bit) showed highly statistically significant differences ( $p < .01$ ) between the experimental and control groups.

**Conclusion:** The application of the experimental factor contributed to the recovery of attention functions in subjects with brain injuries.

**Keywords:** *attention, brain injury, rehabilitation, recovery*

## KOGNITIVNA REHABILITACIJA DEMENTNIH PACIJENATA

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**Uvod:** Demencija je postojano i progresivno neurodegenerativno stanje globalnog opadanja kognitivnih funkcija koje se najčešće javlja u starijem životnom dobu. Različiti tipovi demencije u blagom i umerenom stadijumu imaju posebne profile kognitivnih promena koje se registruju neuropsihološkim testiranjem, ali sa napredovanjem bolesti ove razlike su sve manje uočljive. Kognitivne disfunkcije koje dovode do teškoća u svakodnevnom funkcionisanju predstavljaju suštinsku karakteristiku demencija napredujući od blažih teškoća u ranom stadijumu bolesti pa sve do potpune zavisnosti teško dementnih osoba od tuđe pomoći u bazičnim aktivnostima svakodnevnog života. Ograničena efikasnost farmakoterapije kao i naučne činjenice koje govore u prilog moždanog plasticiteta su osnovni razlozi porasta interesovanja za nefarmakološke tretmane dementnih bolesnika. Vremenom, razvijena su tri tipa kognitivnih nefarmakoloških intervencija namenjenih poboljšanju kognitivnog funkcionisanja dementnih osoba. Kognitivna stimulacija obuhvata širok spektar nespecifičnih vežbi namenjenih osnaživanju socijalnog i kognitivnog funkcionisanja. Kognitivni trening ima za cilj održavanje ili poboljšanje posebnih aspekata kognitivnog funkcionisanja (npr. pažnje ili pamćenja) kroz strukturisanu i vođenu praksu koja se sprovodi individualno ili grupno. Konačno, kognitivna rehabilitacija je individualizovana intervencija koja je fokusirana striktno na potrebe konkretne osobe. Naglasak je na poboljšanju ili održavanju kognitivnih sposobnosti koje su povezane sa obavljanjem svakodневnih zadataka, kompenzujući oštećenja i podržavajući nezavisno življenje. Svi tipovi intervencija u ovakvom programu moraju da se sprovedu pod kontrolom profesionalnih terapeuta.

**Cilj:** Prikazati osnovne principe, strategije i tehnike kognitivne rehabilitacije.

**Metod:** Analiza savremene literature namenjene proučavanju kognitivne rehabilitacije demencija.

**Rezultati:** Osobe sa blagom i umerenom demecijom zadržavaju, u značajnoj meri, kognitivne i bihevioralne kapacitete i sposobne su za bihevioralne promene i učenje izvesnih novih informacija ukoliko im se omogući adekvatna podrška. Zbog toga, obezbeđujući strategije koje se oslanjaju na očuvane funkcije moguće je kompenzovati postignuća u znatno oštećenijim oblastima kognitivnih sposobnosti.

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**Zaključak:** Kognitivna rehabilitacija se razmatra kao najefikasnija intervencija jer može da uspori progresiju kognitivnog opadanja kod osoba sa demencijom.

**Ključne reči:** *kognitivna rehabilitacija, demencije, kognitivne disfunkcije*

## COGNITIVE REHABILITATION OF PATIENTS WITH DEMENTIA

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**Introduction:** Dementia is a stable and progressive neurodegenerative condition of global decline of cognitive functions, which mostly occurs at an older age. Different types of dementia in its mild and moderate stadium have special profiles of cognitive changes which are registered by neuropsychological tests. As the illness progresses, these differences become less noticeable. Cognitive disfunctions that lead to difficulties in everyday functioning are major characteristics of dementia. They can progress from mild difficulties at early stages of the disease, up to complete dependence of patients on others when basic activities of everyday life are concerned. Limited efficiency of pharmacotherapy and scientific facts that speak in favor of brain plasticity are main reasons of increased interest in non-pharmacological treatments of patients with dementia. Over time, three different types of cognitive non-pharmacological interventions aimed towards enhancing cognitive functioning of patients with dementia have been created. Cognitive stimulation includes a large spectrum of unspecific exercises dedicated to enhancing social and cognitive functioning. The aim of cognitive training is to maintain or enhance special aspects of cognitive functioning (e.g. attention or memory) through structural and guided practice which is carried out individually or in groups. Finally, cognitive rehabilitation is an individualized intervention which is focused strictly on the needs of a specific person. It focuses on enhancing or maintaining cognitive abilities related to carrying out everyday tasks, by compensating damages and by enhancing independent life. All types of interventions in these programs need to be carried out under control of professional therapists.

**Aim:** To present basic principles, strategies and techniques of cognitive rehabilitation.

**Method:** Analysis of contemporary literature dedicated to analyzing cognitive rehabilitations of dementia.

**Results:** People with mild and moderate dementia significantly retain cognitive and behavior capacities and they are capable of behavioral changes and of learning certain new information, given they are provided adequate support. Thus, by providing strategies that rely on preserved functions, it is possible to compensate achievements in severely damaged areas of cognitive abilities.

**Conclusion:** Cognitive rehabilitation is being considered as the most efficient intervention, because it can slow down the progression of cognitive decline in patients with dementia.

**Keywords:** *cognitive rehabilitation, dementia, cognitive disfunctions*

## PRIMENA TERAPIJE OGLEDALOM KOD FANTOMSKOG BOLA

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**Uvod:** Smatra se da oko 60% do 80% osoba sa amputacijama iskusi bolne fantomske senzacije. Terapija ogledalom je jedan od načina za kontrolu fantomskog bola i podrazumeva stvaranje vizuelne predstave dva zdrava ekstremiteta uz pomoć refleksije u ogledalu.

**Cilj:** Cilj ovog rada bio je da se pretragom dostupne literature ukaže na efekte primene terapije ogledalom kod osoba sa amputacijama ekstremiteta, kao i da se izdvoje faktori koji određuju njenu efikasnost.

**Metod:** Pregled dostupne literature izvršen je pretragom elektronskih časopisa preko pretraživača Google Scholar i PubMed. Nakon korišćenja ključnih reči na pomenutim pretraživačima pronađeno je oko 40 radova, a nakon čitanja apstrakata izdvojeno je 17 radova koji ispunjavaju sledeće kriterijume uključivanja: radovi dostupni u celosti, publikovani na srpskom ili engleskom jeziku u periodu 2007-2020. godine, radovi koji se bave ispitivanjem efekata terapije ogledalom kod fantomskog bola, radovi koji se bave ispitivanjem faktora koji određuju efikasnost terapije ogledalom kod fantomskog bola.

**Rezultati:** Analiza radova pokazala je da se terapija ogledalom istakla kao uspešna u tretmanu fantomskih bolova kod osoba sa amputacijama ekstremiteta, ali i da prilikom njene realizacije moramo voditi računa o faktorima kao što su jačina bola ili psihičko stanje subjekta. Sama terapija se u komparativnim analizama pokazala kao efikasnija u odnosu na mnoge druge tehnike za tretman fantomskog bola.

**Zaključak:** Ističe se da je neophodno da se istraživanja iz ove oblasti sprovode redovno i to na značajnije većem broju ispitanika, i da treba ustanoviti jedinstveni protokol terapije.

**Ključne reči:** *terapija ogledalom, fantomski bol, amputacije*

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## APPLICATION OF MIRROR THERAPY IN PHANTOM PAIN

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**Introduction:** It is estimated that about 60% to 80% of people with amputations experience painful phantom sensations. Mirror therapy is a way to control phantom pain, and it involves creating a visual representation of two healthy limbs with help of a mirror reflection.

**Aim:** The aim of this study was to search the available literature to point out the effects of the application of mirror therapy in people with limb amputations, and to identify the factors that determine its effectiveness.

**Method:** A review of the available literature was performed by searching electronic journals through Google Scholar and PubMed. After using keywords on the mentioned search engines, about 40 papers were found, and after reading the abstracts, 17 papers were selected that met the following inclusion criteria: papers fully available, published in Serbian or English from 2007 to 2020, papers investigating the effects of mirror therapy in phantom pain, papers investigating the factors that determine the effectiveness of mirror therapy.

**Results:** The literature analysis showed that mirror therapy proved to be successful in the treatment of limb phantom pain, but also that during its implementation we must consider factors such as pain intensity or mental state of the subject. Comparative analyses showed that the therapy was more effective than many other techniques for treating phantom pain.

**Conclusion:** It is highlighted that it is necessary to conduct research regularly and on a significantly larger number of examinees, and that a unique therapy protocol should be established.

**Keywords:** *mirror therapy, phantom limb pain, amputation*

## POKAZATELJI USPEŠNE REHABILITACIJE ADOLESCENATA SA POREMEĆAJEM ZAVISNOSTI I NJIHOVIH PORODICA

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**Uvod:** Lečenje adolescenata sa poremećajem zavisnosti i njihovih porodica zahteva stalnu evaluaciju sledećih komponenti terapijskog procesa: dijagnoze, fleksibilnosti terapijskog pristupa u odnosu na konkretnu porodicu i toka terapijskog procesa u celini. Pored toga, evaluacija je potrebna i u procesu uspostavljanja terapijske predikcije postrehabilitacionog „uklapanja” i potpune resocijalizacije adolescenata i njihovih porodica. Istraživanja pokazuju da je za uspešan rehabilitacioni proces neophodna promena na individualnom, roditeljskom, porodičnom, relacionom i socijalnom nivou funkcionisanja.

**Cilj:** Cilj ovog rada je analiza pokazatelja uspešnosti rehabilitacionog procesa na svim nivoima (individualnom, roditeljskom, porodičnom, relacionom i socijalnom), s obzirom na to da su ove kategorije praktično povezane i neodvojive, te da se i njihov međusobni uticaj kontinuirano terapijski potvrđuje.

**Metod:** U radu se koriste analiza i sinteza teorijskih i empirijskih nalaza kroz proučavanje relevantne literature u različitim naučnim izvorima podataka.

**Rezultati:** Individualni pokazatelji uspešnosti rehabilitacije se ogledaju u poboljšanju zdravstvenog stanja adolescenta, poštovanju terapijskih pravila i zahteva na „duže staze”. Prema empirijskim podacima adolescent obogaćuje interpersonalne relacije, prihvata rekonstruisanu strukturu porodice, koriguje poziciju roditeljskog autoriteta. Kod roditelja dolazi do progresivne promene u tri pravca: ličnom domenu, roditeljskoj relaciji i promeni u odnosu prema adolescentu. Napeti, nestabilni odnosi u porodici ustupaju mesto pozitivnim emotivnim tendencama. Kako terapijski proces odmiče, uspostavlja se dijalog između mlađih i starijih članova porodice. Porodica definiše nove diskurse u kojima poziciju konstantne kritike menja u poziciju podrške i usvaja obrazac traženja rešenja. Na socijalnom nivou adolescent i porodica prevazilaze stigmatu i socijalnu izolaciju i na terapijski i funkcionalan način obnavljaju redukovane socijalne veze.

**Zaključak:** Zaključna razmatranja ukazuju na to da su analiza i praćenje pomenutih pokazatelja rehabilitacije kompleksni procesi otežani varijabilnim intenzitetom. Stoga, temeljna evaluacija omogućava da se dobije realnija slika kretanja terapijskog procesa u celosti, kao i bolje razumevanje nepredvidivosti poremećaja zavisnosti.

**Ključne reči:** *rehabilitacija, adolescenti, porodica, poremećaji zavisnosti*

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## INDICATORS OF SUCCESSFUL REHABILITATION OF ADOLESCENTS WITH ADDICTIVE DISORDERS AND THEIR FAMILIES

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**Introduction:** Treatment of adolescents with addictive disorders and their families requires constant evaluation of the following components of the therapeutic process: diagnosis, flexibility of the therapeutic approach in relation to a specific family and the course of the therapeutic process as a whole. In addition, evaluation is needed in the process of establishing a therapeutic prediction of post-rehabilitation “fitting in” and complete resocialization of adolescents and their families. Research shows that a successful rehabilitation process requires change at the individual, parental, family, relational and social levels of functioning.

**Aim:** The aim of this paper is to analyze the success indicators of the rehabilitation process at all levels (individual, parental, family, relational and social), given that these categories are practically connected and inseparable, and that their mutual influence is continuously confirmed therapeutically.

**Method:** The paper uses the analysis and synthesis of theoretical and empirical findings through the study of relevant literature in various scientific data sources.

**Results:** Individual indicators of rehabilitation success are reflected in the improvement of the adolescent’s health condition, respect for therapeutic rules and requirements in the “long run”. According to empirical data, the adolescent enriches interpersonal relations, accepts the reconstructed structure of the family, and corrects the position of parental authority. There is a progressive change in parents in three directions: personal domain, parental relationship and change in attitude towards the adolescent. Tense, unstable family relationships give way to positive emotional tendencies. As the therapeutic process progresses, a dialogue is established between younger and older family members. The family defines new discourses in which the position of constant criticism changes into a position of support and adopts a pattern of seeking solutions. At the social level, adolescents and families overcome stigma and social isolation and renew reduced social ties in a therapeutic and functional way.

**Conclusion:** Concluding remarks indicate that the analysis and monitoring of the mentioned rehabilitation indicators is a complex process complicated by variable intensity. Therefore, a thorough evaluation enables getting a more realistic picture of the movement of the therapeutic process as a whole, as well as a better understanding of the unpredictability of addictive disorders.

**Keywords:** *rehabilitation, adolescents, family, addictive disorders*

## THE IMPORTANCE OF INDEPENDENT MOVEMENT FOR AN ADOLESCENT WITH BLINDNESS – CASE STUDY

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**Introduction:** Independent movement, which is for people with blindness achieved through orientation and mobility, is an important aspect of the quality of life. Its importance and primary role are highlighted by studies, discussing the positive effect of independent movement on an individual with blindness. It raises self-esteem, develops positive self-image and physical skills, strengthens social relations, increases independence in everyday activities and the possibility of employment.

**Aim:** The case study presented in this paper aims to give a detailed understanding of how the gained independent movement attributes to a leap of thought and progress on other areas of the expanded core curriculum that are vital for an independent life. With this paper, we want to highlight the advantages of orientation and mobility for increasing independence, self-esteem, and better quality of life, from different perspectives. The case study research focused on an adolescent with blindness, for four years of intensive orientation and mobility training, and the skills he gained in different areas.

**Method:** Methods used in the case study were initial assessment of orientation and mobility techniques and skills, initial discussion about his wishes and personal goals in this area, interviews, and intermediate evaluations, that we intertwined with observations on other areas of the expanded core curriculum.

**Results and conclusion:** The case study outcomes show an in-depth view of independence skills, achieved in the areas of independent living, self-determination, social interaction, sensory efficiency, recreation, and leisure and career education, that have been achieved through intensive orientation and mobility training. The results of the study help elucidate several benefits of orientation and mobility training on the quality of life. The most important outcome of the study was identifying the areas of the expanded core curriculum on which orientation and mobility and independent movement have the biggest impact. It shows the importance of orientation and mobility training for people with blindness in achieving independence.

**Keywords:** *independent movement, adolescent with blindness, case study*

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## MAPPING HAND FUNCTION IN RARE NEURODEVELOPMENTAL DISORDERS

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**Introduction:** Appropriate level of hand function is a key to participation in daily living activities, education and social life. Mapping functional abilities related to hand may be challenging but important for ensuring participation in rare neurodevelopmental disorders. We previously showed specific patterns of motor control and learning capacity of the hand in Williams syndrome, a genetically originated neurodevelopmental disorder that involves intellectual disability and motor deficits.

**Aim:** Our aim in the present study was to further map the functional motor skills related to daily living activities and possible sensory dysfunction related to the hand in this rare neurodevelopmental disorder.

**Method:** Participation in activities related to hand function was assessed by the Jebsen-Taylor Hand Function Test. Maximum motor speed in terms of index finger tapping and somatosensory function in terms of two-point discrimination and position sense were assessed.

**Results and conclusion:** Descriptive data analysis revealed that participation in the daily living activities shows difficulties for individuals with Williams syndrome in all domains. Moreover, somatosensory deficits and limitations in motor speed may accompany functional challenges. We also found that the Jebsen-Taylor Hand Function Test was appropriate to use and is a promising tool for daily living activity assessment in the case of mild and moderate intellectual disability with the exception of the “writing” subtest. Regarding somatosensory testing, two-point discrimination test was not applicable for all participants position sense. Our results support the need for further establishment of the relationship between neurophysiological, sensory and motor functional characteristics related to hand.

**Keywords:** *fine motor function, hand, somatosensory, Williams syndrome, rare disease*

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## ISPITIVANJE ASPEKATA PORODIČNOG FUNKCIONISANJA KOD OSOBA SA EPILEPSIJOM

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**Uvod:** Način na koji osobe sa epilepsijom percipiraju svoje porodice igra važnu ulogu u celokupnom toku epilepsije.

**Cilj:** Primarni cilj istraživanja bio je ispitati kako osobe sa epilepsijom opažaju funkcionisanje svojih porodica. Detaljnije, ispitivala se povezanost dužine trajanja simptoma i porodičnih skala.

**Metod:** Uzorak su činila 22 pacijenta sa epileptičnim napadima. Radi dobijanja neophodnih podataka korišćena je modifikovana lista sociodemografskih podataka koja je sastavni deo upitnika FACES IV i Mek Masterov upitnik za procenu porodice (McMaster Family Assessment Device; FAD). FAD sadrži 60 pitanja, podeljenih u sedam skala: Rešavanje problema, Komunikacija, Uloge, Afektivna rezpozivnost, Afektivno uključivanje, Kontrola ponašanja i Opšte funkcionisanje.

**Rezultati:** Utvrđeno je da osobe sa epilepsijom opažaju porodično funkcionisanje kao disfunkcionalno na dimenziji Kontrola ponašanja (AS=2,08; SD=0,34; cut off skor=1,90). Muškarci percipiraju porodično funkcionisanje kao više disfunkcionalno u odnosu na žene na dve dimenzije porodičnog funkcionisanja – Komunikacija [t(20)=2,18; p<0,05; d=0,93] i Uloge [t(20)=2,77; p<0,05; d=1,18]. Pacijenti koji i dalje žive u primarnoj porodici percipiraju porodično funkcionisanje kao više disfunkcionalno na dimenziji Komunikacija, u odnosu na one koji su se odvojili od primarne porodice [t(20)=2,18; p<0,05; d=0,93]. Rezultati regresione analize pokazuju da skale Rešavanje problema, Afektivna rezpozivnost i Opšte funkcionisanje objašnjavaju 34,7% varijanse dužine trajanja epileptičnih napada [R<sup>2</sup>=0,35; F(3,18)=3,19; p<0,05].

**Zaključak:** Istraživanje ističe značaj porodičnih varijabli i specifičnosti istih kod osoba sa epilepsijom, kao i važnost uključivanja cele porodice u proces lečenja pacijenta.

**Ključne reči:** *epilepsija, porodično funkcionisanje, primarna porodica*

## EXPLORING ASPECTS OF FAMILY FUNCTIONING IN SUBJECTS WITH EPILEPSY

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**Introduction:** The way people with epilepsy perceive their families plays an important role in the overall course of epilepsy.

**Aim:** The primary goal of the study was to examine how people with epilepsy perceive the functioning of their families. The relationship between symptom duration and family scales was examined in more detail.

**Method:** The sample consisted of 22 patients with epileptic seizures. To obtain the necessary data, a modified list of socio-demographic data was used, which is an integral part of the FACES IV questionnaire and the McMaster Family Assessment Device. The Family Assessment Device contains 60 questions, divided into seven scales: Problem Solving, Communication, Roles, Affective Responsibility, Affective Involvement, Behaviour Control, and General Functioning.

**Results:** It was found that people with epilepsy perceived family functioning as dysfunctional on the Behaviour Control dimension ( $M=2.08$ ;  $SD=.34$ ; cut off score=1.90). Men perceived family functioning as more dysfunctional than women in two dimensions of family functioning – Communication [ $t(20)=2.18$ ;  $p<.05$ ;  $d=.93$ ] and Roles [ $t(20)=2.77$ ,  $p<.05$ ,  $d=1.18$ ]. Patients still living in the primary family perceived family functioning as more dysfunctional in the Communication dimension, compared to those who separated from the primary family [ $t(20)=2.18$ ;  $p<.05$ ;  $d=.93$ ]. The results of regression analysis show that the scales Problem Solving, Affective Responsiveness and General Functioning explain 34.7% of the variance in the duration of epileptic seizures [ $R^2=.35$ ;  $F(3,18) =3.19$ ;  $p<.05$ ].

**Conclusion:** The research emphasizes the importance of family variables and their specificity in people with epilepsy, as well as the importance of including the whole family in the process of treating the patient.

**Keywords:** *epilepsy, family functioning, primary family*

ZAPOŠLJAVANJE I SOCIJALNA ZAŠTITA  
EMPLOYMENT AND SOCIAL WELFARE

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## SISTEM ZAPOŠLJAVANJA OSOBA SA INVALIDITETOM U SLOVENIJI SA POSEBNIM OSVRTOM NA SLEPE

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Osobe sa oštećenjem vida postižu visok nivo obrazovanja ali iskustvo pokazuje da je mali broj onih koji imaju posao. U članku, kroz analizu sistema zapošljavanja invalida i osoba sa posebnim potrebama, predstavljamo nacionalni sistem podrške zapošljavanju invalida u Sloveniji. Predstavljamo različite oblike zapošljavanja, pomoć koju pruža država i stavove poslodavaca prema zapošljavanju osoba sa invaliditetom. Predstavljamo primere dobre prakse zapošljavanja osoba sa invaliditetom u nekim evropskim zemljama kao što su Austrija, Holandija, Nemačka i Severna Irsko. U slučaju zapošljavanja osoba sa oštećenjem vida u Sloveniji ističemo ulogu obrazovnih institucija u osposobljavanju slepih i slabovidih za ulazak na tržište rada i predstavljamo nedostatak programa podrške koji bi omogućili zapošljavanje slepih i slabovidnih. Predstavljamo primer dobre prakse i saradnje između Centra IRIS (škola za slepe u Ljubljani) i kompanije u procesu zapošljavanja slepe osobe.

**Ključne reči:** *zapošljavanje, osobe sa oštećenjem vida, Slovenija*

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## SYSTEM OF EMPLOYMENT FOR PEOPLE WITH DISABILITIES IN SLOVENIA WITH REFERENCE TO THE BLIND

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The blind and visually impaired achieve a high level of education, but evidence in practice shows that few are employed. In the review article, through the situational analysis of the different employment systems for the disabled and people with special needs, we present evidence based good practices of employment of people with disabilities in some European countries as Austria, Holland, Germany and Northern Ireland. Furthermore, we present the national legal and support system of employment for the disabled in Slovenia with various forms of employment, assistance provided by the state and attitudes of employers towards the employment of people with disabilities. In the case of employment of the blind and visually impaired in Slovenia, we draw attention to the role of educational institutions in training the blind and partially sighted to enter the labor market and present the lack of support services that would enable higher employment of the blind and visually impaired. In order to show the role IRIS Center – Center for education, rehabilitation, inclusion and counseling for the blind and visually impaired in the process of employment of people with visual impairment we present an example of good cooperation practice between the Center IRIS and a company in the process of hiring a blind person.

**Keywords:** *employment, blind and visually impaired, Slovenia*



## A MODEL FOR HELPING YOUNG PEOPLE WITH SPECIAL NEEDS MAKING THE TRANSITION FROM SCHOOL TO THE LABOUR MARKET

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**Introduction:** Work is one of the best safeguards against social exclusion and one of the key factors affecting the quality of life. Research shows that the main reason for people with special needs having a lower quality of life compared to the general population lies in the fact that in general, they suffer a greater rate of unemployment than the rest of the population. The data show that the vast majority of them remain at home after schooling. Some are registered with the Employment Service and others are included in the process of vocational rehabilitation, but only a small number of them are employed. When unemployed, they lose their basic employable skills and traits, such as professional knowledge, work habits, self-esteem, etc.

**Aim:** The main objective of the “Youth Transition” project is to help solve the significant unemployment problem among young people with special needs. The target group are young people with special needs who, due to their problems, usually experience more difficulties in entering the labour market than their non-disabled peers.

**Method:** Within the project, various methods are used by professional workers when helping young people with their transition to the next level of schooling or to employment, all with the aim of increasing social inclusion and employability, as well as primary prevention.

**Results:** First results of the project will be presented, indicating successful implementation of methods employed and justification of services provided.

**Conclusion:** Successful implementation of services provided via the Youth Transition project justifies a need for systematic regulation of this area, namely the problem of young people with special needs making the transition from school to the labour market. Therefore, we shall strive to make the model become a standard vocational-rehabilitation service.

**Keywords:** *young people with special needs, transition, education, labour market*

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## PARTICIPACIJA RODITELJA U PROCESU TRANZICIONOG PLANIRANJA ZA UČENIKE SA SMETNJAMA U RAZVOJU

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**Uvod:** Odluke koje se donose tokom tranzicionog planiranja značajne su za uspešno uključivanje učenika sa smetnjama u razvoju u odraslo doba. Zbog toga, timski rad ima poseban značaj, a podrazumeva saradnju učenika, roditelja, predstavnika škole i službi za pružanje usluga tokom tranzicije. Participacija roditelja omogućava dobijanje informacija o sposobnostima, ograničenjima i potrebama deteta koje doprinose uspešnom ostvarivanju ciljeva postavljenih tokom tranzicionog planiranja. Ipak, roditelji se često suočavaju sa poteškoćama u ravnopravnom učešću u timskom donošenju odluka o budućnosti svog deteta.

**Cilj:** Na osnovu pregleda literature identifikovati faktore koji otežavaju i olakšavaju participaciju roditelja u procesu tranzicionog planiranja.

**Metod:** Prikupljanje literature izvršeno je pregledom elektronskih baza ERIC, JSTOR i Google Scholar. Obuhvaćen je period od 2010. do 2020. godine. Za pretraživanje je korišćeno nekoliko ključnih reči i njihovih kombinacija: roditelji, participacija, tranziciono planiranje, invaliditet, prepreke, facilitatori. Izdvojena su 22 rada koja se odnose na prepreke i facilitatore učešća roditelja u tranzicionom planiranju, a potom je analiziran njihov sadržaj.

**Rezultati:** Najčešće prepreke sa kojima se suočavaju roditelji uključuju poteškoće psihičke prirode, demografske karakteristike, nedovoljnu komunikaciju i partnerski odnos sa predstavnicima škole i tranzicionih servisa, nedovoljno razumevanje procesa tranzicije i nedostatak znanja o obrazovanju nakon završetka srednje škole. Faktori koji olakšavaju participaciju roditelja su: znanja o procesu tranzicionog planiranja u školi, povećanje komunikacije i saradnje sa predstavnicima škole i tranzicionih servisa, izgradnja neformalne podrške u zajednici i smanjenje stresa.

**Zaključak:** Dosadašnja istraživanja pružaju dokaze o značaju participacije roditelja u tranzicionom planiranju i faktorima koji otežavaju njihovo aktivno učešće. Podaci o facilitatorima participacije roditelja manje su zastupljeni, pa bi buduća istraživanja trebalo usmeriti na njihovo dalje otkrivanje, kao i na razvoj programa za aktivnu participaciju roditelja u timskom radu, kako bi se unapredili ishodi tranzicionog perioda učenika sa smetnjama u razvoju.

**Ključne reči:** *tranzicioni proces, roditelji, prepreke, facilitatori*

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## PARENT PARTICIPATION IN TRANSITION PLANNING PROCESS FOR STUDENTS WITH DISABILITIES

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**Introduction:** Decisions made during the transition planning period are important for the successful transition of students with disabilities into adulthood. Therefore, teamwork has a special significance, and implies the cooperation of students, parents, school representatives and transition services providers. Parental participation enables obtaining information about the child’s abilities, limitations and needs that will contribute to setting realistic goals during transitional planning. However, parents often face difficulties in equal participation in team decision-making about their child’s future.

**Aim:** Based on the literature review, to identify factors that hinder and facilitate parent participation in the transition planning process.

**Method:** The literature was collected using computer-based searches of electronic databases including ERIC, JSTOR and Google Scholar. The period from 2010 to 2020 was covered. Several key words and their combinations were used for the search: parents, participation, transition planning, disability, obstacles, facilitators and 22 papers dealing with obstacles and facilitators of parent participation in transition planning were singled out, and then their content was analysed.

**Results:** The most common obstacles faced by parents are psychological difficulties, demographic characteristics, insufficient communication and partnership with school representatives and transition service providers, insufficient understanding of the transition process and lack of knowledge about post-secondary education. Parent participation facilitating factors include gaining knowledge of the school’s transition planning process, better communication and collaboration with school representatives and transition service providers, building informal community support, and reducing stress.

**Conclusion:** Previous research evidence indicated the importance of parent participation in transition planning and the factors that hinder their active participation as well. Evidence of parent participation facilitators is less represented, so future research should be focused on their further identification and developing a program for promoting active parent participation in teamwork in order to improve the transition period outcomes of students with disabilities.

**Keywords:** *transition process, parents, obstacles, facilitators*

## AKREDITOVANI PROGRAMI OBUKE U SISTEMU SOCIJALNE ZAŠTITE KAO RESURS ZA SPREČAVANJE IZMEŠTANJA DECE SA INVALIDITETOM IZ PORODICE

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**Uvod:** Razumevanje sistemskog odgovora na problem izmeštanja dece sa invaliditetom iz porodica u Republici Srbiji podrazumeva sagledavanje problematike na više nivoa. Pored normativnog okvira i nivoa dostupnosti i kvaliteta usluga socijalne zaštite u oblasti, važno je sagledati i mogućnosti za stručno usavršavanje profesionalaca koji rade sa porodicama koje se suočavaju sa višestrukim problemima i porodicama u krizi. Akreditacija programa obuke uvedena je sa ciljem uspostavljanja sistema kvaliteta u stručno usavršavanje zaposlenih u socijalnoj zaštiti, a akreditovani programi, kao način za sticanje kompetencija, predstavljaju značajan resurs za osnaživanje profesionalaca u cilju unapređenja stručnog rada i kvaliteta pruženih usluga.

**Cilj:** Cilj ovog rada je predstavljanje rezultata analize akreditovanih programa obuke iz perspektive njihove primenjivosti i funkcionalnosti sadržaja, odnosno, mera koje doprinose razvoju relevantnih kompetencija za osnaživanje roditelja i prevenciju izmeštanja dece sa invaliditetom iz porodice.

**Metod:** Korišćeni metod je desk analiza kojom je obuhvaćeno svih 246 rezimea akreditovanih programa obuke pri čemu je zaključeno da 84 (33,3%) imaju sadržaje relevantne za rad sa porodicama. Dokumentacija za akreditaciju, odnosno, teorijski okvir i sinopsisima navedenih 84 programa bili su predmet produbljene analize sadržaja.

**Rezultati:** Rezultat analize je kritički pregled sadržaja programa obuke i njihova podela u tri kategorije u odnosu na nivo opštosti u razvoju kompetencija.

**Zaključak:** Ključni zaključak je da među akreditovanim programima obuke ima sadržaja relevantnih za razvoj kompetencija u oblasti osnaživanja roditelja dece sa invaliditetom, ali da je za prevenciju izmeštanja dece sa invaliditetom iz porodice neophodno obogatiti opus akreditovanih programa obukama za primenu strukturiranih pristupa i usluga namenjenih porodicama sa višestrukim problemima i porodicama u krizi. Akreditovani programi, dakle, predstavljaju potencijalni resurs za prevenciju izmeštanja dece sa invaliditetom iz porodice, a u kojoj meri će se aktualizovati, zavisi od toga koliko se zaista ostvaruju ciljevi i kompetencije koje autori navode u sinopsisima obuka, kao i koliko su primenjivi i dostupni u kontekstu postojećih usluga u sistemu socijalne zaštite.

**Ključne reči:** porodice dece sa invaliditetom, akreditovani programi obuke, socijalna zaštita

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## ACCREDITED TRAINING PROGRAMS IN THE SYSTEM OF SOCIAL PROTECTION AS A RESOURCE FOR PREVENTION OF DISPLACEMENT OF DISABLED CHILDREN FROM THEIR FAMILIES

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**Introduction:** Understanding the systemic response to the problem of displacement of children with disabilities from their families in the Republic of Serbia implies considering the issue at several levels. In addition to the normative framework, which regulates the area, availability and quality of social protection services, it is important to consider opportunities for professional development of professionals working with families facing multiple problems and families in crisis. Accreditation of training programs was introduced with the aim of establishing a quality system in professional development of employees in social protection, and accredited programs, as a way to acquire competencies, represent a significant resource for empowering professionals to improve professional work and quality of services.

**Aim:** The aim of this paper is to present the results of the analysis of accredited training programs from the perspective of their applicability and content functionality, i.e. the extent to which they contribute to the development of relevant knowledge and skills for strengthening parents and prevention of displacement of children with disabilities from their families.

**Method:** The method used was desk analysis which included summaries of all 246 accredited training programs, concluding that 84 (33.3%) had content relevant to working with families. The documentation for accreditation, that is, the theoretical framework and synopses of the mentioned 84 programs were the subject of an in-depth analysis of the content.

**Results:** The result of the analysis is a critical review of content of accredited programs and their division into three categories in relation to the level of generality in the development of competencies.

**Conclusion:** The key conclusion is that among the accredited training programs there is content relevant to the development of competencies related to strengthening of parents of children with disabilities, but that to prevent the displacement of children with disabilities from the family it is necessary to enrich the quantity of accredited programs with trainings aimed at working with families with multiple problems and families in crisis. Accredited programs, therefore, represent a potential resource for the prevention of displacement of children with disabilities from their

families, but to what extent this resource will be actualized depends on how much the goals and competencies stated by the authors in training synopses are achieved, as well as on how available and applicable they are in the existing services in the social protection system.

**Keywords:** *families of children with disability, accredited training programs, social protection*

## HUMOR KAO MOĆNO SREDSTVO U STRUČNOM RADU SA DECOM

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**Uvod:** U uvodnom delu rada bavićemo se pojmom humora, njegovim aspektima, teorijskim osnovama za primenu u praktičnom smislu, kao i načinima implementiranja u stručnom radu, usmeravajući se na korisnike usluga iz sistema socijalne zaštite koji podrazumevaju smeštaj u ustanovu.

**Cilj:** Cilj ovog rada jeste da se prikaže da je humorom moguće prožeti veliki broj intervencija, kako planiranih, tako i neplaniranih, situacionih u radu sa decom i da je, svakako, prisutan u svakom segmentu planiranog rada sa korisnicima, te da se ostvaruje pozitivan efekat prilikom uspostavljanja međusobnog odnosa poverenja stručnog radnika i korisnika, kao i stvaranja osećaja sigurnosti kod korisnika. Nakon uspostavljanja ovakve baze stručnog rada, svaki dalji segment, do završetka rada sa korisnikom inkorporira humor kao deo daljeg stručnog rada (korekcija ponašanja, sniženje tenzije u, za korisnika, provocirajućim situacijama, distrakcije i distanciranja u situacijama preplavljenosti, pomoć pri prihvatanju raznovrsnih neplaniranih tranzicija na životnom putu i sl.).

**Metod:** Za potrebe ovog naučnog rada korišćena je metoda analize dokumentacije, tj. pregleda dostupnih naučnih radova na tematiku kojom se bavi ovaj rad.

**Rezultati:** Kroz ovaj deo rada će se prikazati već primećeni pozitivni efekti upotrebe humora u stručnom radu sa korisnicima, kao i odgovarajući načini primene istog kroz prizmu iskustva stručnih radnika iz sistema socijalne zaštite. Dodatno, istaći ćemo i karakteristike stručnih radnika sistema socijalne zaštite, te posedovanje smisla za humor kompetencije u poslovima koji imaju direktne veze sa decom i maloletnicima, kao i sposobnost podsticanja smisla za humor korisnika sa kojima rade.

**Zaključak:** Kroz zaključak će se obraditi pozitivni efekti primene humora kroz navedene intervencije i segmente stručnog rada na promene u ponašanju kod korisnika usluga.

**Ključne reči:** *humor, intervencija, korisnici usluge, stručni rad*

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## HUMOUR AS A POWERFUL TOOL IN PROFESSIONAL WORK WITH CHILDREN

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**Introduction:** In the introductory part of the paper, we will deal with the concept of humour, its aspects, theoretical foundations for its application in practical terms, as well as ways of its implementation in professional work, while focusing on users of social protection services that include accommodation in an institution.

**Aim:** The goal of this paper is to show that humour can be a part of a large number of interventions, both planned and unplanned, situational that are implemented while working with children and that it is present in every segment of planned work with users where it helps to achieve a positive effect in establishing mutual relationship of trust between the professional worker and the user, as well as creating a sense of security for the user. After establishing such working base, humour is incorporated in each further segment of professional work until the end of providing services to the child (correction of problematic behaviour, reduction of tension in provocative situations for the child, distractions and distancing in overwhelming situations, providing help in accepting various unplanned transitions on the path of life, etc.).

**Method:** For the purpose of this scientific paper, the method of documentation analysis was implemented through review of available scientific papers on this topic.

**Results:** This part of the paper will present the positive effects of using humour in professional work with users as well as its application, that have already been noticed in scientific papers, seen through the experience of professionals from the social protection system. In addition, we will emphasize the characteristics of professionals in the social protection system, and their possession of a sense of humour as one of the most important personal qualities in jobs that have direct links with children and minors, as well as the ability to encourage a sense of humour in those users.

**Conclusion:** The conclusion will address the positive effects of the application of humour through these interventions and segments of professional work on changes in behaviour among children.

**Keywords:** *humour, intervention, social service users, professional work*



## KAPITAL ZA OPORAVAK: RAZVOJ KONCEPTA I MOGUĆNOSTI NJEGOVE PRIMENE U SOCIJALNOM RADU

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**Uvod:** Paradigmatski zaokret od patologije i deficita ka snagama i resursima s kraja 80-ih i početka 90-ih godina prošlog veka je u oblasti mentalnog zdravlja i adiktologije uslovio promenu fokusa zaštite od epizoda akutne stabilizacije simptoma ka klijent-usmerenom upravljanju dugoročnim oporavkom. U središtu ovog zaokreta našao se koncept kapitala za oporavak, koji označava broj i kvalitet unutrašnjih i spoljašnjih resursa koji se mogu koristiti za započinjanje i održavanje procesa oporavka od zavisnosti.

**Cilj:** Kako kapital za oporavak predstavlja relativno nov koncept – u povelju kako u teorijskom, tako i u smislu njegove praktične operacionalizacije – koji je u našoj stručnoj literaturi gotovo nerazmatran i čije mogućnosti primene su nedovoljno istražene, cilj rada predstavlja prikaz teorijskog razvoja koncepta kapitala za oporavak i diskutovanje značaja i mogućnosti njegove primene u oblasti socijalnog rada.

**Metod:** Budući da je u pitanju narativni pregledni rad, primenjene su metode analiza sadržaja, deskriptivna i komparativna analiza i sinteza.

**Rezultati:** Razmatra se uloga koju socijalni radnici/ce imaju u podsticanju izgradnje kapitala za oporavak na mikro, mezo i makro nivou i naglašava značaj profesionalnog odnosa, vremena započinjanja usluga i uključivanja u tretman, procene i planiranja usluga, palete usluga, mesta pružanja usluga, povezivanja sa lokalnim resursima za podršku oporavku i dužine monitoringa i podrške po okončanju tretmana.

**Zaključak:** U zaključnim razmatranjima ukazuje se da uvećanje kapitala za oporavak zavisi od personalnih, interpersonalnih, organizacionih i društvenih faktora, kao i da su socijalni radnici/ce, saobrazno svojim profesionalnim ciljevima, ulogama i zadacima, značajni akteri/ke u kreiranju i pružanju usluga koje bi trebalo da obezbede rano uključivanje koje prethodi oporavku, započinjanje oporavka, dugoročno održavanje oporavka i unapređenje dobrostanja i kvaliteta života osoba koje se suočavaju sa zavisnošću.

**Ključne reči:** *kapital za oporavak, oporavak od zavisnosti, resursi, usluge socijalne zaštite, socijalni rad*

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## RECOVERY CAPITAL: DEVELOPMENT OF THE CONCEPT AND POSSIBILITIES OF ITS APPLICATION IN SOCIAL WORK

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**Introduction:** The paradigmatic shift from pathology and deficits to strengths and resources in the late 1980s and early 1990s led to a shift in the focus of protection in the field of mental health and addictology from episodes of acute symptom stabilization to client-centered management of long-term recovery. At the core of this shift is the concept of recovery capital, which denotes the number and quality of internal and external resources that can be used to initiate and sustain the addiction recovery process.

**Aim:** As recovery capital represents a relatively new concept – in its infancy both in theoretical and in terms of its practical operationalization – which is almost unexamined in our professional literature and whose possibilities of application have been insufficiently researched, the aim of the paper is to review the theoretical development of the concept of recovery capital and to discuss the importance and possibilities of its application in the field of social work.

**Method:** Since it is a narrative review article, methods of content analysis, descriptive and comparative analysis and synthesis were applied.

**Results:** The role that social workers play in encouraging recovery capital building at the micro, meso and macro level and the importance of a professional relationship, timing of service and treatment initiation, assessment and service planning, range of services, places of service delivery, linkage to the local resources supporting recovery and the duration of posttreatment monitoring and support are considered.

**Conclusion:** The concluding remarks indicate that the increase in recovery capital depends on personal, interpersonal, organizational and social factors, as well as that social workers, in accordance with their professional goals, roles and tasks, are important actors in creating and providing services that should enhance early pre-recovery engagement, recovery initiation, long-term recovery maintenance, and improvement of the well-being and quality of life of people facing addiction.

**Keywords:** *recovery capital, addiction recovery, resources, social protection services, social work*

## WORKING WITH THE ELDERLY POPULATION

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**Introduction:** Increasing the number of the elderly poses several new problems for society. In the first two chronological periods of old age, a large proportion of people are vital, active despite retirement, and can make a significant contribution to society based on their experience. For this younger part of the elderly population, it is necessary to find organized and formal opportunities for using their capacities on the labor market and volunteering, thus increasing their chances for quality aging.

**Aim:** First of all, it is necessary to clarify how we formally and informally solve the problems of the older part of the population and where the older inhabitants of our society have the most problems in their lives.

**Method:** The following formal and informal forms of activities to help the elderly are possible: first social assistance provided by social work centers and old people's homes, personal assistance to individuals, assistance to families with elderly members at home, home help and social service, serviced apartments and homes for the elderly.

**Results:** It turns out that the elderly have the most problems in the following areas: insufficient capacity in nursing homes, insufficient financial and professional assistance to informal carers, reduction of social networks of the elderly and lack of social component of care, increasing negative attitude towards the elderly, discrimination and abuse in the inadequate pension system.

**Conclusion:** Due to the growing needs, it will be necessary to open new homes for the elderly, arrange financial and professional assistance to informal carers and focus the care of the elderly not only on the medical but also on the social component, if possible intergenerational. Above all, here we can emphasize the importance of family care for older members. The social component of caring for the elderly is important and helps vulnerable older people to overcome the crisis caused by excluding themselves from their environment and reducing their social network and family contacts. Here is a place for social and pedagogical work with the elderly, both in institutions and in informal forms of care in order to maintain their cognitive abilities and prevent loneliness.

**Keywords:** *growth of the number of the elderly, formal and informal care for the elderly, socio-pedagogical work with the elderly*

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VASPITANJE I OBRAZOVANJE OSOBA U  
RIZIKU I SA SMETNJAMA U RAZVOJU

EDUCATION OF PERSONS AT RISK AND  
WITH DEVELOPMENTAL DISABILITIES

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## UNAPREĐIVANJE REZILIJENTNOSTI DECE U ŠKOLSKOM OKRUŽENJU

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**Uvod:** Savremena praksa traga za adekvatnim programima kojima je, kroz osnaživanje drugih sistema, moguće unaprediti rezilijentnost dece. Jedan od važnih sistema, kome se u literaturi pridaje poseban značaj za unapređivanje rezilijentnosti, jeste školsko okruženje. Škola je bogata resursima koje treba iskoristiti na pravi način i predstavlja pogodan okvir za implementaciju programa rezilijentnosti.

**Cilj:** Cilj rada je da se izdvoje ključne karakteristike školskog okruženja koje doprinose unapređivanju rezilijentnosti dece.

**Metod:** Analiza teorijskih i empirijskih nalaza objavljenih u proteklih deset godina i dostupnih na relevantnim pretraživačima i u elektronskim bazama podataka.

**Rezultati:** Rezultati analize pregledanih studija ukazuju na to da je za postizanje pozitivnih ishoda u situacijama nedaća, zaslužnije detetovo okruženje nego njegove unutrašnje karakteristike. Kvalitet samih sistema i njihova interakcija sa pojedincem u značajnoj meri doprinose rezilijentnosti i uspešnom razvoju deteta. Pregledom literature utvrđeno je da određene karakteristike školskog okruženja doprinose rezilijentnosti dece. Izdvaja se šest karakteristika koje imaju snagu protektivnih faktora, a to su: (1) pružanje mogućnosti za smislenu i aktivnu participaciju; (2) uspostavljanje prosocijalnih veza i odnosa između učenika, ali i na relaciji učenik-nastavnik; (3) postavljanje jasnih granica i utvrđivanje pravila ponašanja, kao i njihova dosledna primena; (4) postavljanje visokih, ali i realnih očekivanja; (5) pružanje brige i podrške i (6) razvijanje raznovrsnih životnih veština.

**Zaključak:** Izdvajanjem ovih ključnih karakteristika školskog okruženja određuje se pravac dizajniranja školskih programa usmerenih na unapređivanje rezilijentnosti.

**Ključne reči:** *rezilijentnost, protektivni faktori, škola, pozitivan razvoj*

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## FOSTERING RESILIENCE IN CHILDREN IN THE SCHOOL ENVIRONMENT

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**Introduction:** Modern practice is looking for adequate programs that, through strengthening other systems, can improve the resilience in children. One of the important systems, which is given special importance in the literature for fostering resilience, is the school environment. The school is rich in resources that need to be used in the right way and represents a suitable framework for the implementation of resilience programs.

**Aim:** The aim of this paper is to highlight the key characteristics of the school environment which contribute to fostering resilience in children.

**Method:** Analysis of theoretical and empirical findings published in the past ten years and available on relevant search engines and in electronic databases.

**Results:** Analysis of the reviewed studies indicates that the environment is more responsible for achieving positive outcomes of a child in situations of adversity than his/her internal characteristics. The quality of the systems themselves and their interaction with the individual significantly contribute to the resilience and successful child development. By reviewing the literature, it has been established that certain school environment characteristics contribute to the resilience in children. There are six characteristics that have the power of protective factors: (1) providing opportunities for meaningful and active participation; (2) establishing prosocial connections and relationships between students, and also in the student-teacher relationship; (3) setting clear boundaries and establishing rules of conduct, as well as their consistent use; (4) setting high but also realistic expectations; (5) providing care and support and (6) developing a variety of life skills.

**Conclusion:** Highlighting these key characteristics of the school environment determines the direction of designing school programs aimed at fostering resilience.

**Keywords:** *resilience, protective factors, school, positive development*

## AKADEMSKA REZILIJENTNOST KOD GLUVIH I NAGLUVIH UČENIKA

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**Uvod:** Postizanje akademskog uspeha zavisi od raznih spoljašnjih i unutrašnjih faktora. U spoljašnje faktore ubrajamo porodicu, školu i društvenu sredinu, dok u unutrašnje ubrajamo različite individualne faktore, zdravstveno stanje, motivaciju učenika i slično. Jedan od značajnih individualnih faktora je i „akademska rezilijentnost“, termin koji je novijeg datuma, ali je ipak sve prisutniji u inostranim studijama u kojima se analiziraju faktori koji utiču na školski uspeh. Akademska rezilijentnost se definiše kao sposobnost pojedinca da se suoči i uspešno izbori sa akademskim stresom, kao što su nazadovanje u školskom uspehu ili pritisak u školskom okruženju. Uopšteno, rezilijentnost je definisana kao sposobnost adaptacije pojedinca na stresne situacije uprkos otežanim ili negativnim okolnostima.

**Cilj:** Cilj istraživanja je bio da se utvrdi doprinos individualnih faktora (uzrast, pol, stepen oštećenja sluha, tip amplifikacije, način komunikacije i školski uspeh) gluvih i naglavih učenika nivou akademske rezilijentnosti gluvih i naglavih učenika srednje škole.

**Metod:** U istraživanju je korišćena akademska skala rezilijentnosti (The Academic Resilience Scale ARS-30). Istraživanjem je obuhvaćeno 45 gluvih i naglavih učenika oba pola, očuvanih intelektualnih sposobnosti, uzrasta od 15 do 19 godina. Ispitivanje učenika je obavljeno individualno u učionici. Svakom učeniku su data precizna uputstva, u zavisnosti od dominantnog modela komunikacije, usmeno ili na znakovnom jeziku. Objasnjeno im je da se od njih očekuje da samostalno pročitaju svaku od tvrdnji i da zaokruže odgovor sa kojim se u najvećoj meri slažu, a ispitivač je bio tu da daje dodatna objašnjenja, ukoliko bude potrebno.

**Rezultati:** Rezultati istraživanja su pokazali da uzrast ( $F=3,24$ ;  $df=4$ ;  $p=0,022$ ;  $\eta^2=0,24$ ), pol ( $t=-2,219$ ;  $df=43$ ;  $p=0,032$ ) i stepen oštećenja sluha ( $F=3,91$ ;  $df=4$ ;  $p=0,018$ ;  $\eta^2=0,25$ ) u značajnoj meri doprinose ostvarenom nivou akademske rezilijentnosti gluvih i naglavih učenika, za razliku od tipa amplifikacije.

**Zaključak:** Na osnovu dobijenih rezultata možemo zaključiti da razlike u nivou akademske rezilijentnosti gluvih i naglavih učenika postoje u odnosu na uzrast, pol i stepen oštećenja sluha.

**Ključne reči:** *akademska rezilijentnost, gluvi i naglavi učenici, obrazovanje*

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## ACADEMIC RESILIENCE IN DEAF AND HARD OF HEARING STUDENTS

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**Introduction:** Achieving academic success depends on various external and internal factors. External factors include family, school and social environment, while internal factors include various individual factors, health status, student motivation and the like. One of the important individual factors is “academic resilience”, a term that is more recent but is still increasingly present in foreign studies which analyze the factors that affect school success. Academic resilience is defined as the ability of an individual to face and successfully cope with stress, setbacks in school success or pressure in the school environment. In general, resilience is defined as the ability of an individual to adapt to stressful situations despite difficult or negative circumstances.

**Aim:** The aim of the research was to determine the contribution of individual factors (age, gender, degree of hearing impairment, type of amplification, way of communication and school success) of deaf and hard of hearing students to the level of academic resilience of deaf and hard of hearing high school students.

**Method:** The Academic Resilience Scale ARS-30 was used in this research. The research included 45 deaf and hard of hearing students of both genders, with preserved intellectual abilities, aged 15 to 19. The students were examined individually in the classroom. Each student was given precise instructions, depending on the dominant model of communication, orally or in sign language. It was explained to them that they were expected to read each of the statements on their own and to circle the answer with which they most agreed, and the examiner was there to give additional explanations, if necessary.

**Results:** The results showed that age ( $F=3.24$ ;  $df=4$ ;  $p=.022$ ;  $\eta^2=.24$ ), gender ( $t=-2.219$ ;  $df=43$ ;  $p=.032$ ) and the degree of hearing impairment ( $F=3.91$ ;  $df=4$ ;  $p=.018$ ;  $\eta^2=.25$ ) significantly contributed to the achieved level of academic resilience of deaf and hard of hearing students, in contrast to the type of amplification.

**Conclusion:** Based on the obtained results, we can conclude that differences in the level of academic resilience of deaf and hard of hearing students exist in relation to age, gender and the degree of hearing impairment.

**Keywords:** *academic resilience, deaf and hard of hearing students, education*

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## ZNAČAJNOST FONOLOŠKE SVESNOSTI SRPSKOG JEZIKA U OVLADAVANJU ČITANJEM NA ENGLESKOM JEZIKU KOD DECE SA RAZVOJNIM POREMEĆAJEM KOORDINACIJE

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**Uvod:** Razvojni poremećaj koordinacije karakterišu smetnje u planiranju i koordinaciji složenih pokreta tokom akcije, bez prethodno dijagnostikovane intelektualne ometenosti, neurološkog ili nekog drugog senzornog oštećenja. Iako je relativno čest poremećaj u populaciji dece školskog uzrasta, povezanost slabijeg fonološkog razvoja na maternjem jeziku i čitanja na stranom jeziku kod ove grupe dece nije dovoljno istražena.

**Cilj:** Cilj rada je bio utvrđivanje povezanosti fonološke svesnosti srpskog jezika i početnog čitanja na engleskom jeziku kod dece sa razvojnim poremećajem koordinacije u odnosu na decu bez ove teškoće.

**Metod:** Uzorak je činilo 30 dece sa razvojnim poremećajem koordinacije i 41 dete bez ovih smetnji, starosti od 9,0 do 10,6 godina iz Beograda. Uzorak je bio ujednačen prema uzrastu. Za utvrđivanje razvojnog poremećaja koordinacije korišćen je Upitnik za razvojni poremećaj koordinacije. Fonološka svesnost je procenjena Testom fonološke svesnosti srpskog jezika. Čitanje pojedinačnih reči na engleskom jeziku procenjeno je BURT testom (The Burt Word Reading Test).

**Rezultati:** Na proceni fonološke svesnosti i čitanja pojedinačnih reči na engleskom jeziku, deca sa razvojnim poremećajem koordinacije pokazuju statistički značajne razlike u odnosu na decu bez ovih smetnji, i ispodprosečna postignuća. Korelacionom analizom pojedinačnih elemenata fonološke svesnosti srpskog jezika i čitanja pojedinačnih reči na engleskom jeziku, kod dece bez smetnji u koordinaciji, se uočava veći broj korelacija između elemenata fonološke svesnosti maternjeg jezika i postignuća u čitanju reči na stranom jeziku. Za razliku od ove dece, kod dece sa razvojnim poremećajem koordinacije se eliminacija fonema izdvaja kao najznačajniji element fonologije, ostvarujući snažnu korelaciju sa postignućima u čitanju reči na engleskom jeziku.

**Zaključak:** Dobijeni rezultati ukazuju da deca sa razvojnim poremećajem koordinacije pokazuju smetnje u fonološkoj obradi, ali i slabije čitanje na engleskom jeziku, u odnosu na decu bez ove teškoće. Dobijeni rezultati korelacione analize ukazuju na značajnost njenog razvoja u početnom ovladavanju veštinom čitanja na novom jeziku.

**Ključne reči:** *razvojni poremećaj koordinacije, fonološka svesnost, čitanje na stranom jeziku, srpski, engleski*

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## IMPORTANCE OF PHONOLOGICAL AWARENESS OF THE SERBIAN LANGUAGE IN EARLY ENGLISH READING IN CHILDREN WITH DEVELOPMENTAL COORDINATION DISORDER

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**Introduction:** Developmental coordination disorder is manifested by difficulties in the planning and coordination of complex movements during action, without previously diagnosed intellectual disability, neurological or other sensory impairment. As a frequent disorder in school age children, the relationship between weak phonological awareness in the native language and reading in a foreign language in this group of children has not been investigated before.

**Aim:** The aim was to determine the correlation between phonological awareness of the Serbian language and initial reading in English in children with developmental coordination disorder and children without coordination difficulty.

**Method:** The sample consisted of 30 children with developmental coordination disorder and 41 children without this disorder, aged from 9.0 to 10.6 years from Belgrade. The sample was matched by age. The Developmental Coordination Questionnaire was used to assess developmental coordination disorder. Phonological awareness was assessed by the Phonological Awareness Test of the Serbian language. The BURT Test was used for the assessment of word reading in English.

**Results:** Children with developmental coordination disorder showed below-average achievements in phonological awareness and reading single words in English. Correlation analysis of single aspects of phonological awareness in the Serbian language and reading single words in English, in children without coordination difficulties, shows a larger number of correlations between elements of phonological awareness of the native language and better word reading in a foreign language. In contrast, in children with developmental coordination disorder, the elimination of phonemes stands out as the most important element of phonology, achieving a strong correlation with success of single word reading in English.

**Conclusion:** The obtained results indicate that children with developmental coordination disorder show a phonological delay in their native language, but also a low-level reading in English. The results of correlation analysis indicate the importance of phonological development in the native language for early reading in a new language.

**Keywords:** *developmental coordination disorder, phonological awareness, reading in a foreign language, Serbian language, English language*

## KVALITET PISANJA UČENIKA U ODNOSU NA FAZU OPISMENJAVANJA

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**Uvod:** Pisanje je kompleksan proces na koji utiče niz subjektivnih i objektivnih faktora. Veštinama pisanja deca ovladavaju u mlađim razredima osnovne škole. U prvom i drugom razredu ovladavaju činom pisanja i uglavnom su usredsređena na reprodukovanje grafomotornog niza (kaligrafska faza), a tokom trećeg i četvrtog razreda dolazi do individualizacije rukopisa.

**Cilj:** Cilj ove studije jeste da se utvrdi da li postoji povezanost između faze opismenjavanja i kvaliteta pisanja učenika koji tek ovladavaju činom pisanja i onih učenika koji su pisanjem već ovladali.

**Metod:** Istraživanje je sprovedeno tokom 2016. godine u osam beogradskih osnovnih škola, na uzorku od 1,156 učenika prvog ciklusa osnovnog obrazovanja i vaspitanja, 603 učenika prvog i drugog razreda i 553 učenika trećeg i četvrtog razreda. Za procenu brzine pisanja i čitljivosti napisanog teksta korišćen je Protokol za procenu sposobnosti pisanja (The McMaster Handwriting Assessment Protocol – 2nd edition).

**Rezultati:** Na osnovu dobijenih rezultata može se zaključiti da postoji statistički značajna razlika u brzini pisanja ( $p=0,000$ ) među učenicima koji se nalaze u početnoj fazi opismenjavanja i učenika koji su pisanjem već ovladali. Međutim, uočava se da se broj učenika čija je brzina pisanja ispod norme definisane za svaki razred, a koja ukazuje na postojanje teškoća u pisanju, javlja s jednakom učestalošću među učenicima koji ovladavaju činom pisanja i učenika koji su pisanjem već ovladali. Analizom čitljivosti napisanog teksta kod dve grupe ispitanika uočava se da se prikazane sume indikatora koje ukazuju na postojanje teškoća u pisanju javljaju s jednakom učestalošću i da među njima u tom pogledu nema uočljivih razlika. Samim tim, ne beleži se povezanost teškoća u pisanju s fazom opismenjavanja, pri čemu su teškoće u pisanju prisutne kod 10,9% učenika koji tek ovladavaju pisanjem i 9,4% učenika koji su pisanjem već ovladali.

**Zaključak:** Kako dobijeni rezultati pokazuju da se teškoće u pisanju javljaju nezavisno od razreda koji učenici pohađaju i faze opismenjavanja, posebna pažnja u organizovanju obrazovno-vaspitanog rada mora se posvetiti pružanju dodatne podrške i uključivanju u stimulatívno-defektološki tretman učenika koji se tokom osnovnoškolskog perioda suočavaju sa teškoćama u pisanju, bez obzira na uzrast kada se teškoće detektuju.

**Ključne reči:** *brzina pisanja, teškoće u pisanju, faza opismenjavanja, čitljivost rukopisa*

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## QUALITY OF STUDENTS WRITING IN REGARD TO THE LITERACY PHASE

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**Introduction:** Writing is a complex process that is influenced by subjective and objective factors. Children master writing skills in the younger grades of elementary school. In the first and second grade, they master the act of writing and are mainly focused on the reproduction of the graphomotor sequence (calligraphic phase), and during the third and fourth grade, the handwriting is individualized.

**Aim:** The aim of this study is to determine whether there is a connection between the literacy phase and the quality of writing of students who are just mastering the act of writing and those students who have already mastered writing.

**Method:** The research was conducted in 2016 in eight Belgrade elementary schools, on a sample of 1,156 students in the first cycle of elementary education, 603 students in the first and second grade and 553 students in the third and fourth grade. The McMaster Handwriting Assessment Protocol - 2nd edition was used to assess the speed of writing and the legibility of the written text.

**Results:** Based on the obtained results, it can be concluded that there is a statistically significant difference in writing speed ( $p=.000$ ) between students who are in the initial phase of literacy and students who have already mastered writing. However, it is noticed that the number of students whose writing speed is below the norm defined for each grade, and which indicates the existence of difficulties in writing, occurs with equal frequency among students who are mastering the act of writing and students who have already mastered writing. The analysis of the legibility of the written text in two groups of respondents shows that the presented sums of indicators that indicate the existence of difficulties in writing occur with equal frequency and that there are no noticeable differences between them in this regard. Therefore, there is no connection between writing difficulties and the literacy phase, with writing difficulties present in 10.9% of students who are mastering writing and 9.4% of students who have already mastered writing.

**Conclusion:** As the obtained results show that difficulties in writing occur regardless of the grade that students attend and the literacy phase, special attention in organizing educational work must be paid to providing additional support and inclusion in the stimulative treatment of a special educator for students who face writing difficulties during elementary school, regardless of the age at which the difficulties are detected.

**Keywords:** *difficulties in writing, literacy phase, legibility of writing, writing speed*

## TRETMAN MATEMATIČKIH VEŠTINA UČENIKA SA POREMEĆAJEM IZ SPEKTRA AUTIZMA (STUDIJA SLUČAJA)

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**Uvod:** Matematičke sposobnosti su uslovljene razvojem predmatematičkih veština, matematičkog jezika, matematičkih procedura i koncepata, potencijalom za upamćivanje i automatsko prisećanje matematičkih činjenica, stvaranjem metakognitivnih i kognitivnih strategija.

**Cilj:** Cilj rada jeste predstavljanje primene Montesori materijala u tretmanu matematičkih veština učenika petog razreda sa poremećajem iz spektra autizma.

**Metod:** Programom tretmana su, pored vežbi za razvoj ranih matematičkih veština – brojanja, reprezentacije količine, stabilnog redosleda brojeva u brojnom nizu, irelevantnosti redosleda brojanja za količinu i uspostavljanja korespondencije, obuhvaćene i vežbe usvajanja računskih operacija sabiranja i oduzimanja. Od Montesori materijala korišćene su Segin table 1 i 2, trake sa perlama u boji, trake sa zlatnim perlama i kartice sa brojevima. Za izvođenje računskih operacija sabiranja i oduzimanja korišćene su magnetne pločice sa deset tačaka i sa po jednom tačkom kao vid prilagođenog Montesori materijala.

**Rezultati:** Na osnovu izvršene evaluacije individualnog obrazovnog plana prethodnog razreda i utvrđivanja stepena ostvarenosti planiranih ishoda, ustanovljeno je da učenik uspešno sabira i oduzima samo u okviru prve desetice uz zapisivanje i prebrojavanje tačkica iznad cifara. Programski sadržaji su prošireni na drugu deseticu u prvom polugodištu petog razreda i uvedeni su Montesori materijali. Uvođenjem trake sa perlama u boji kod učenika su unapređene veštine sabiranja i oduzimanja u okviru prve desetice. Sledeći korak je bio upoznavanje brojeva druge desetice, usvajanje naziva mesnih vrednosti, upoređivanje brojeva i određivanje prethodnika i sledbenika upotrebom Segin table 1, kartica sa brojevima i traka sa zlatnim perlama. Računske operacije sabiranja i oduzimanja su vežbane u okviru proširenog brojnog niza upotrebom prilagođenog Montesori materijala. Zahvaljujući porastu motivacije i uspešnosti učenika, brojni niz je proširen na treću i četvrtu deseticu.

**Zaključak:** Analizom postignutih rezultata, ustanovljeno je da je učenik uspešno uspostavio korespondenciju brojeva i cifara u brojnom nizu do 40 uz prepoznavanje i imenovanje cifara, usvojio je naziv mesnih vrednosti, savladao brojanje uz pomoć desetica i unapredio veštinu sabiranja i oduzimanja.

**Ključne reči:** matematičke veštine, Montesori materijali, tretman

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## TREATMENT OF MATHEMATICAL SKILLS OF A STUDENT WITH AUTISM SPECTRUM DISORDER (CASE STUDY)

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**Introduction:** Mathematical abilities are conditioned by the development of pre-mathematical skills, mathematical language, mathematical procedures and concepts, the potential for remembering and automatically remembering mathematical facts, and the creation of metacognitive and cognitive strategies.

**Aim:** The aim of this paper is to present the application of Montessori material in the treatment of mathematical skills of a fifth-grade student with autism spectrum disorder.

**Method:** The treatment program, in addition to exercises for the development of early mathematical skills – counting, quantity representation, stable sequence of numbers in a numerical sequence, irrelevance of the order of counting for quantity and establishing correspondence, also includes exercises in addition and subtraction. The Seguin boards 1 and 2, ribbons with colored pearls, ribbons with gold pearls and number cards were used from Montessori materials. Ten-point and one-point magnetic plates were used to perform computational addition and subtraction operations as a type of Montessori-adapted material.

**Results:** Based on the evaluation of the individual educational plan of the previous grade and determining the degree of realization of the planned outcomes, it was established that the student successfully added and subtracted only within the first ten numbers by writing down and counting the dots above the numbers. The program contents were expanded to numbers 11-20 in the first semester of the fifth grade and Montessori materials were introduced. With the introduction of the ribbon with colored pearls, students improved the skills of addition and subtraction within the first ten numbers. The next step was to get to know the numbers 11-20, adopt the names of the local values, compare the numbers and determine the predecessors and successors using the Seguin table 1, number cards and ribbons with gold beads. Addition and subtraction were practiced within an extended set of numbers using custom Montessori material. Due to the student's success and increase in motivation, the set of numbers expanded and included numbers 21-30 and 31-40.

**Conclusion:** By analyzing the achieved results, it was shown that the student successfully established the correspondence of numbers and digits in numbers up to 40 with the recognition and naming of digits, adopted the name of local values, mastered counting with tens and improved the skills of addition and subtraction.

**Keywords:** *mathematical skills, Montessori material, treatment*

## AUDIO DESCRIPTION IN THE FUNCTION OF ACCESSIBILITY OF FINE ARTS TO THE BLIND AND VISUALLY IMPAIRED

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The paper analyses the function of audio description in the accessibility of fine arts to the blind and visually impaired. The authors focus on vulnerable groups of the blind and visually impaired, the accessibility of museum exhibits, and especially on public sculpture, which represents cultural heritage and is often overlooked in the pursuit of accessibility. Due to its specific, monumental properties, it is completely impossible for the blind and visually impaired to experience it in any way. For this reason, an action study was created where we checked the effectiveness of audio description in presenting 19 statues, comprising monumental the so-called–forma viva open-air sculpture collection in Maribor, which arose under the auspices of the International Symposia of Sculptors (1967–1986) called Forma Viva.

**Keywords:** *accessibility, blind and visually impaired, multimodal approach, action research*

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## UČESTALOST I TEŽINA MALADAPTIVNOG PONAŠANJA KOD ODRASLIH OSOBA SA DAUNOVIM SINDROMOM

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**Uvod:** Genetski osnov Daunovog sindroma je jedan od najčešće identifikovanih genetskih uzroka intelektualne ometenosti. Daunov sindrom karakteriše atipičan bihevioralni fenotip tj. pojava određenih specifičnosti u ponašanju u odnosu na osobe tipične populacije.

**Cilj:** Cilj ovog istraživanja je utvrditi učestalost i težinu različitih pojava oblika maladaptivnog ponašanja kod odraslih osoba sa Daunovim sindromom.

**Metod:** Istraživanjem je obuhvaćeno 30 odraslih osoba sa Daunovim sindromom iz „DS Centar“ u Banja Luci i UG „Tračak nade“ iz Foče, čija se starost kreće od 20 do 33 godine (AS=25,6; SD=3,6). Za procjenu ponašanja korištena je skala Inventara problematičnog ponašanja (*Behavior Problems Inventory, BPI-01*) koja se sastoji iz tri podskale kojima se utvrđuje frekvencija i težina različitih pojava oblika samopovrjeđivanja, stereotipnog ponašanja i agresije/destrukcije.

**Rezultati:** Rezultati su pokazali da je kod odraslih osoba sa Daunovim sindromom najučestalije maladaptivno ponašanje stereotipno ponašanje (Min=0; Max=43; AS=12,13; SD=13,8), za kojim slijede samopovrjeđivanje (Min=0; Max=20; AS=4,0; SD=4,57) i agresija/destrukcija (Min=0; Max=11; AS=2,43; SD=3,0). Rezultati težine maladaptivnog ponašanja, ocjenjeni od strane informanata, pokazuju da stereotipno ponašanje ima najveću težinu (Min=0; Max=19; AS=6,43; SD=6,56) za kojim slijede samopovrjeđivanje (Min=0; Max=22; AS=4,6; SD=3,31) i agresija/destrukcija (Min=0; Max=10; AS=2,27; SD=2,77).

**Zaključak:** U svrhu eliminisanja ili redukcije simptoma maladaptivnog ponašanja u literaturi se navode neke od sledećih tehnika: funkcionalna procjena i analiza ponašanja, strategije zasnovane na prethodnim situacijama i podučavanje vještinama koje služe kao zamjena maladaptivnom ponašanju (akademske, socijalne, komunikacijske).

**Ključne reči:** *Daunov sindrom, maladaptivno ponašanje, učestalost, težina*

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## FREQUENCY AND SEVERITY OF MALADAPTIVE BEHAVIOR IN ADULTS WITH DOWN SYNDROME

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**Introduction:** The genetic basis of Down syndrome is one of the most frequently identified genetic causes of intellectual disability. Down syndrome is characterized by an atypical behavioral phenotype, i.e. appearance of certain specifics in behavior compared to typical population.

**Aim:** The aim of this study was to determine the frequency and severity of various manifestations of maladaptive behavior in adults with Down syndrome.

**Method:** The study included 30 adults with Down syndrome from “DS Center” in Banja Luka and AC “Tračak nade” from Foča, who were 20 to 33 years old (M=25.6; SD=3.6). The Behavior Problems Inventory scale (BPI-01) consisting of three subscales that determine the frequency and severity of various manifestations of self-harm, stereotypical behavior, and aggression/destruction, was used to assess behavior.

**Results:** The results showed that, in adults with Down syndrome, the most common maladaptive behavior was stereotypic behavior (Min=0; Max=43; M=12.13; SD=13.8), followed by self-harm (Min=0; Max=20; M=4.0; SD=4.57) and aggression/destruction (Min=0; Max=11; M=2.43; SD=3.0). The results of the severity of maladaptive behavior, evaluated by the informants, showed that stereotypical behavior was the most severe (Min=0; Max=19; M=6.43; SD=6.56) followed by self-harm (Min=0; Max=22; M=4.6; SD=3.31) and aggression/destruction (Min=0; Max=10; M=2.27; SD=2.77).

**Conclusion:** In order to eliminate or reduce the symptoms of maladaptive behavior, the literature reveals some of the following techniques: functional assessment and analysis of behavior, strategies based on previous situations and teaching skills that serve as a substitute for maladaptive behavior (academic, social, communicative).

**Keywords:** *Down syndrome, maladaptive behavior, frequency, severity*

PRESTUPNIŠTVO I RIZICI  
OFFENCES AND RISKS

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## PROBLEMI PONAŠANJA NA MLAĐEM ŠKOLSKOM UZRASTU

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**Uvod:** Problemi ponašanja koji se javljaju na mlađem školskom uzrastu imaju negativan uticaj na funkcionisanje dece u različitim domenima. Veliki broj istraživanja govori u prilog tome da problemi ponašanja pokazuju stabilnost tokom odrastanja i da predstavljaju značajne prediktore mentalnih poremećaja i teškoća u socijalnom funkcionisanju na starijem uzrastu. U savremenoj literaturi, posebno domaćoj, nedovoljno se posvećuje pažnja proučavanju problema ponašanja na mlađem školskom uzrastu koji je kritičan za ranu identifikaciju i blagovremenu reakciju u cilju prevencije negativnih razvojnih ishoda.

**Cilj:** Cilj ovog istraživanja bio je utvrđivanje prevalencije problema ponašanja učenika mlađeg školskog uzrasta, kao i utvrđivanje razlika u ispoljavanju problema u odnosu na pol i uzrast.

**Metod:** Istraživanjem je obuhvaćen 541 učenik iz šest beogradskih osnovnih škola. Za procenu problema ponašanja učenika korišćen je Upitnik za nastavnike iz Ahenbahovog sistema empirijski bazirane procene (ASEBA TRF/6-18).

**Rezultati:** Dobijeni podaci ukazuju da je nivo problema kod učenika mlađih razreda osnovne škole relativno nizak. Kod 15,8% učenika učestalost problema je na graničnom ili klinički značajnom nivou. Problemi su statistički značajno učestaliji kod dečaka u odnosu na devojčice i na starijem u odnosu na mlađi uzrast.

**Zaključak:** Nalazi o prevalenciji problema ponašanja na mlađem školskom uzrastu imaju značaj za praksu jer pružaju jasne smernice za primenu preventivnih pristupa i modela u školskom okruženju.

**Ključne reči:** *problemi u ponašanju, mlađi školski uzrast, osnovna škola, identifikacija, prevencija*

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## BEHAVIORAL PROBLEMS AT A YOUNGER SCHOOL AGE

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**Introduction:** Behavioral problems that occur at a younger school age have a negative impact on the functioning of children in different domains. Numerous studies suggest that behavioral problems show stability during growing up and are significant predictors of mental disorders and difficulties in social functioning at an older age. In contemporary literature, especially domestic, insufficient attention was paid to the study of behavioral problems at a younger school age, which is critical for early identification and timely response in order to prevent negative developmental outcomes.

**Aim:** The aim of this research was to determine the prevalence of behavioral problems of younger school age students, as well as to determine the differences in the manifestation of the problem in relation to gender and age.

**Method:** The research included 541 students from six Belgrade primary schools. The Teacher’s Report Form from the Achenbach System of Empirically Based Assessment (ASEBA TRF6/18) was used to assess student behavior.

**Results:** The obtained data indicate that the level of problems among younger students in primary school is relatively low. In 15.8% of students, the frequency of the problem was at the borderline or clinically significant level. Problems are statistically more common in boys than in girls and in the elderly in relation to younger age.

**Conclusion:** Findings on the prevalence of behavioral problems at a younger school age are important for practice because they provide clear guidelines for the application of preventive approaches and models in the school environment.

**Keywords:** *behavioral problems, younger school age, primary school, identification, prevention*

## MALADAPTIVNA REGULACIJA EMOCIJA I DIMENZIJE VEZANOSTI: DA LI JE SUZBIJANJE EKSPRESIJE EMOCIJA POVEZANO SA NESIGURNOM VEZANOŠĆU?

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**Uvod:** Povezanost kvaliteta vezanosti i određenih aspekata regulacije emocija bila je predmet brojnih studija. Po nekim shvatanjima, i adaptivne i maladaptivne strategije prevladavanja se mogu posmatrati kao manifestacije sistema vezanosti. U okviru Grosovog modela regulacije emocija, suzbijanje ekspresije emocija se smatra maladaptivnom strategijom, koja je usmerena na emocionalni odgovor i u vezi je sa teškoćama u nekim psihosocijalnim domenima: sa intenzivnijim doživljavanjem negativnih emocija, problemima u interpersonalnoj sferi, nižom psihološkom dobrobiti, itd.

**Cilj:** Cilj ovog istraživanja je da dodatno ispita povezanost između dimenzija vezanosti sa maladaptivnom regulacijom emocija.

**Metode:** Dimenzije vezanosti su procenjene Uпитnikom za procenu afektivnog vezivanja koji obuhvata 7 supskala: Korišćenje spoljašnje baze sigurnosti, Strah od gubitka spoljašnje baze sigurnosti, Nerazrešena porodična traumatizacija, Negativan model selfa, Negativan model drugih, Slaba regulacija besa i Kapacitet za mentalizaciju. Suzbijanje ekspresije emocija, koje predstavlja maladaptivnu strategiju regulacije emocija, procenjeno je Uпитnikom o regulaciji emocija (Emotion Regulation Questionnaire). Iz inicijalnog uzorka (N=190) su izdvojene dve grupe: 1) ispitanici (N1=61) čiji su skorovi na skali Suzbijanje ekspresije emocija ispod prvog kvartila („nisko suzbijanje”) i 2) ispitanici (N2=62) sa skorovima iznad trećeg kvartila na istoj skali („visoko suzbijanje”). Učesnici u istraživanju su bili studenti specijalne edukacije i rehabilitacije sa Univerziteta u Beogradu.

**Rezultati:** T-test za nezavisne uzorke je ukazao na značajno niže skorove na skalama Korišćenje spoljašnje baze sigurnosti ( $t=6,115$ ;  $df=121$ ;  $p<0,001$ ) i Strah od gubitka spoljašnje baze sigurnosti ( $t=2,391$ ;  $df=121$ ;  $p<0,05$ ), a povišene skorove na skalama Negativan model selfa ( $t=-3,543$ ;  $df=121$ ;  $p<0,001$ ), Negativan model drugih ( $t=-2,871$ ;  $df=121$ ;  $p<0,01$ ) i Slaba regulacija besa ( $t=-2,411$ ;  $df=121$ ;  $p<0,05$ ) u grupi u kojoj je suzbijanje bilo učestalije (tzv. „visoko suzbijanje”).

**Zaključak:** Prema dobijenim rezultatima, ispitanici koji češće suzbijaju izražavanje emocija takođe imaju i odlike vezanosti tipične za nesigurne obrasce vezanosti. Nalazi predstavljaju potvrdu maladaptivne prirode suzbijanja ekspresije emocija kao uobičajene regulatorne strategije.

**Ključne reči:** *regulacija emocija, maladaptivne strategije regulacije, suzbijanje ekspresije emocija, dimenzije vezanosti*

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## MALADAPTIVE EMOTION REGULATION AND ATTACHMENT DIMENSIONS: IS THE SUPPRESSION OF EMOTION EXPRESSION RELATED TO ATTACHMENT INSECURITY?

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**Introduction:** The relationship between attachment quality and certain aspects of emotion regulation was demonstrated in numerous studies. By some evidence, both adaptive and maladaptive coping strategies may be viewed as manifestations of the attachment system. Within the Gross' model of emotion regulation, suppression of emotion expression is considered to be a maladaptive response-focused emotion regulation strategy, associated with difficulties in certain psycho-social domains: higher levels of negative emotions, interpersonal dysfunction, less wellbeing, etc.

**Aim:** The goal of this study was to further explore a link between attachment dimensions with maladaptive emotion regulation.

**Methods:** Attachment dimensions were assessed by the Questionnaire for Attachment Assessment, comprising 7 subscales: Use of Secure Base, Anxiety about Losing Secure Base, Unresolved Family Traumatization, Negative Working Model of Self, Negative Working Model of Others, Poor Anger Regulation, and Capacity for Mentalization. Suppression of emotion expression as a maladaptive emotion regulation strategy was assessed using the Emotion Regulation Questionnaire. From the initial sample (N=190) two groups were formed: 1) respondents (N1=61) with scores on Suppression of emotion expression scale below the first quartile (“low suppression”) and 2) those (N2=62) with scores above the third quartile on the same scale of ERQ (“high suppression”). Subjects were special education and rehabilitation students from the University of Belgrade.

**Results:** T-test for independent samples revealed significantly lower scores on the scales Use of Secure Base ( $t=6.115$ ;  $df=121$ ;  $p<.001$ ) and Anxiety about Losing Secure Base ( $t=2.391$ ;  $df=121$ ,  $p<.05$ ), and higher scores on Negative Working Model of Self ( $t=-3.543$ ;  $df=121$ ;  $p<.001$ ), Negative Working Model of Others ( $t=-2.871$ ;  $df=121$ ;  $p<.01$ ) and Poor Anger Regulation ( $t=-2.411$ ;  $df=121$ ;  $p<.05$ ) in the “high suppression” group.

**Conclusion:** According to the results, subjects who suppress emotion expression more also report the characteristics of attachment typical for insecure attachment patterns. These findings confirm the maladaptive nature of expressive suppression as a usual emotion regulation strategy.

**Keywords:** *emotion regulation, maladaptive regulation strategies, suppression of emotion expression, attachment dimensions*

## POVEZANOST SOCIJALNE KLIME I PREVENTIVNOG DELOVANJA SA UPOTREBOM ALKOHOLA I ILEGALNIH PSIHOAKTIVNIH SUPSTANCI U STUDENTSKIM DOMOVIMA\*

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**Uvod:** Studentske prilike stanovanja, koje odlikuju manje kontrolisani uslovi i specifična socijalna klima, mogu doprineti upotrebi alkohola i ilegalnih psihoaktivnih supstanci u ovoj populaciji.

**Cilj:** Cilj ovog istraživanja je da se utvrde različiti aspekti socijalne klime i načini preventivnog delovanja u studentskim domovima, kao i njihova povezanost sa učestalošću i karakteristikama upotrebe alkohola i ilegalnih psihoaktivnih supstanci.

**Metod:** Stanovanje u studentskom domu u poslednjih godinu dana bio je uslov za uključivanje ispitanika u ovo istraživanje. Za potrebe istraživanja korišćen je upitnik Korovog instituta forma za studentske domove (Community College Form).

**Rezultati:** Dobijeni rezultati pokazuju da više od 90% studenata ne zna da li postoje i smatra da ne postoje programi prevencije upotrebe alkohola i ilegalnih psihoaktivnih supstanci u studentskom domu u kom žive, da sami aktivno ne učestvuju u sprečavanju upotrebe ovih supstanci (92,38%), odnosno da atmosfera koja vlada u domu podstiče upotrebu alkohola (85,2%). Dalja analiza rezultata pokazala je da je učestalost upotrebe alkohola i ilegalnih psihoaktivnih supstanci u vezi sa pojedinim aspektima socijalne klime i preventivnog delovanja.

**Zaključak:** Studija pokazuje da uslovi koji odlikuju život u studentskom domu pogoduju upotrebi alkohola i psihoaktivnih supstanci. Izmenom socijalne klime moguće je uticati na ustaljene navike kod studenata u studentskom domu.

**Ključne reči:** *studenti, studentski dom, socijalna klima, alkohol, ilegalne psihoaktivne supstance*

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## SOCIAL CLIMATE AND PREVENTION STRATEGIES IN STUDENT RESIDENCE HALLS AND THEIR RELATION TO ALCOHOL AND ILLEGAL PSYCHOACTIVE SUBSTANCE USE\*

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**Introduction:** Students' living situation, characterized by less controlled environment and a specific social climate, may play a role in drinking habits and other illegal psychoactive substances of those students.

**Aim:** Therefore, the aim of this study is to investigate various aspects of the social climate and prevention strategies in student dormitories, as well as their relation to the frequency and characteristics of alcohol use and illegal psychoactive substances.

**Method:** Living in a student dormitory, for at least one year, was a condition for including respondents in this study. The questionnaire of the Core Institute, the Community College Form, was used for the purpose of the study.

**Results:** The results show that more than 90% of students do not know whether there are prevention programs addressing the use of alcohol and illegal psychoactive substances in student residence halls, 92.38% do not actively participate in preventing the use of these substances, 85.2% think that the atmosphere in student residence halls encourages the use of alcohol. Further analysis of these results showed that the frequency of using alcohol and illegal psychoactive substances is related to certain aspects of the social climate and preventive action.

**Conclusion:** The study implies that the environment of residence halls can lead to increased students' alcohol and illegal psychoactive substance use. Changing the social climate might have an impact on residential students' habits.

**Keywords:** *students, residence hall, social climate, alcohol, illegal psychoactive substances*

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## OBELEŽJA I RIZICI ZLOUPOTREBE KANABISA

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**Uvod:** U psihoaktivne supstance tipa kanabis spadaju hašiš (*cannabis sativa*) i marihuana (*cannabis mexicana*). Kanabisi sadrže aktivnu supstancu *tetrahidrokanabinol*. Tetrahidrokanabinol ima svojstva da se brzo apsorbuje u plućima i da se u mozgu vezuje za posebne receptore na nervnim ćelijama. Deluje na dopaminski sistem ostvarujući euforična dejstva i stanja izmenjene svesti. Procena je da kanabise koristi oko 232 miliona ljudi na svetu.

**Cilj:** Cilj rada je naučno objašnjenje efekata delovanja, obeležja subkulture pušača kanabisa i rizika koje ova psihoaktivna supstanca može da ima u domenima fizičkog zdravlja, psihičkih teškoća i ponašanja. Analiza se radi u kontekstu odluke Komisije Ujedinjenih nacija za lekove i droge koja je krajem 2020. godine na preporuku Svetske zdravstvene organizacije izglasala uklanjanje marihuane sa liste „najopasnijih droga“. Ova odluka ide u pravcu jačanja pravne osnove za potencijalno prepoznavanje kanabisa kao lekovite biljke.

**Metod:** U radu se koriste istorijska metoda, demografsko-statistička metoda i analiza sadržaja.

**Rezultati:** Najčešći efekti upotrebe kanabisa su: povećanje krvnog pritiska, euforija, nekontrolisani smeh, osećaj sporog prolaska vremena, stanje relaksiranosti, seksualna želja, slabljenje pažnje i koncentracije, gubitak samokontrole, „zakrvavljene oči“, itd. Postoji veliki uticaj subkulture korisnika marihuane na njenu upotrebu jer se kroz grupu uči tehnika pušenja, prepoznavanje efekata i uživanje u dejstvu ove droge. Tipične posledice hroničnog korišćenja marihuane su: iritacija pluća i bronhija, konjuktivitis, hormonski poremećaji, opadanje telesnog imuniteta, osećanja umora, dezorijentacija u prostoru, amotivacioni sindrom, antisocijalna ponašanja, itd.

**Zaključak:** Sve droge su potencijalno zdravstveno, bihevioralno i socijalno štetne. Okolnost da kanabisi mogu da izazovu ozbiljne psihičke i fizičke probleme, različite oblike antisocijalnog ponašanja, da je pušenje kanabisa često uvod u korišćenje drugih droga, jeste razlog za naučno utemeljeno i pažljivo sagledavanje pitanja pravnog statusa kanabisa.

**Ključne reči:** *psihoaktivne supstance, kanabis, rizici*

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## CHARACTERISTICS AND RISKS OF CANNABIS MISUSE

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**Introduction:** Cannabis-type psychoactive substances include hashish (*cannabis sativa*) and marijuana (*cannabis mexicana*). Cannabis contains the active substance *tetrahydrocannabinol*. Tetrahydrocannabinol has the property to be quickly absorbed in the lungs and to bind to special receptors on nerve cells in the brain. It acts on the dopamine system, achieving euphoric effects and states of altered consciousness. It is estimated that about 232 million people in the world use cannabis.

**Aim:** The aim of this paper is to scientifically explain the effects of cannabis, the characteristics of the cannabis smoker subculture and the risks that this psychoactive substance may have in the domains of physical health, mental difficulties and behavior. The analysis is being done in the context of the decision of the United Nations Commission on Medicines and Drugs, which at the end of 2020, on the recommendation of the World Health Organization, voted to remove marijuana from the list of “most dangerous drugs”. This decision goes in the direction of strengthening the legal basis for the potential recognition of cannabis as a medicinal plant.

**Method:** The paper uses the historical method, demographic-statistical method and content analysis.

**Results:** The most common effects of cannabis use are: increase in blood pressure, euphoria, uncontrolled laughter, feeling of slow passage of time, state of relaxation, sexual desire, weakening of attention and concentration, loss of self-control, “bloodshot eyes”, etc. There is a great influence of the marijuana user subculture on its use, because the group learns the technique of smoking, recognizing the effects and enjoying the effects of this drug. Typical consequences of chronic marijuana use are: irritation of the lungs and bronchi, conjunctivitis, hormonal disorders, decreased body immunity, feelings of fatigue, disorientation in space, amotivation syndrome, antisocial behaviors, etc.

**Conclusion:** All drugs are potentially healthwise, behaviorally and socially harmful. The facts that cannabis can cause serious mental and physical problems, various forms of antisocial behavior, that cannabis smoking is often an introduction to the use of other drugs, are the reason for a scientifically based and careful consideration of the legal status of cannabis.

**Keywords:** *psychoactive substances, cannabis, risks*

## AUTOSTIGMA KOD OSOBA KOJE SU ZAVISNE OD PSIHOAKTIVNIH SUPSTANCI

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**Uvod:** Istraživanja pokazuju da osobe zavisne od psihoaktivnih supstanci, naročito ilegalnih, u kontinuitetu spadaju u grupu koja je najviše stigmatizovana od strane javnosti, što stvara rizik za diskriminaciju i njihovo socijalno isključivanje. Socijalna stigma počiva na stereotipiziranju, negativnim uverenjima prema jednoj grupi koja su generalizovana na sve pripadnike te grupe.

**Cilj:** Cilj rada je da se kroz put od socijalne i strukturalne do autostigme, ukaže na negativne efekte koje autostigma ima na osobu zavisnu od psihoaktivnih supstanci, na barijere koje postoje u društvu kada je u pitanju borba protiv stigme i na određene intervencije koje mogu imati efekte u redukciji stigme.

**Metod:** U radu se koriste analiza i sinteza teorijskih i empirijskih nalaza kroz proučavanje relevantne literature u različitim naučnim izvorima podataka.

**Rezultati:** Autostigma je ukorenjena u sociokulturnom kontekstu i nastaje kada pojedinac internalizuje iskustvo socijalne i strukturalne stigme. Kroz identifikaciju sa negativnim stereotipima, uverenja javnosti se inkorporiraju u lični vrednosni sistem i doživljaj sebe. Prema raznovrsnim empirijskim nalazima neki od negativnih efekata autostigme kod osoba zavisnih od psihoaktivnih supstanci mogu biti: odlaganje traženja pomoći, regresija u korišćenju supstanci, lošije mentalno zdravlje, niže samopouzdanje, niža samoefikasnost, osećaj krivice i srama, usamljenost, socijalno izbegavanje, lošiji kvalitet života. Borba protiv autostigme osoba zavisnih od psihoaktivnih supstanci se znatno komplikuje usled kulturnih obrazaca, tendencija društvenog sankcionisanja ove pojave i zbog toga što postojanje svesti o stigmatizaciji može biti u službi prevencije razvoja zavisnosti. Među intervencijama koje mogu imati efekta u redukovanju stigme su: grupna terapija prihvatanja i posvećenosti, pričanje pozitivnih priča i treninzi bazirani na kontaktima i edukaciji.

**Zaključak:** S obzirom na negativne implikacije autostigme osoba koje su zavisne od psihoaktivnih supstanci i društvenih okolnosti koje otežavaju proces preveniranja internalizovane stigmatizacije, značajno je isticati primere obećavajućih i efektivnih intervencija u cilju sinergijskog delovanja ka redukciji stigme na socijalnom, strukturalnom i ličnom planu.

**Ključne reči:** *autostigma, socijalna stigma, zavisnost od psihoaktivnih supstanci*

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## SELF-STIGMA IN SUBSTANCE ABUSE DISORDER

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**Introduction:** Research shows that people addicted to psychoactive substances, especially illegal ones, continuously belong to the group that is most stigmatized by the public, which creates a risk of discrimination and their social exclusion. Social stigma is based on stereotyping, negative beliefs towards one group that are generalized to all members of that group.

**Aim:** The aim of this paper is to point out, through social and structural to self-stigma, the negative effects that self-stigma has on a person addicted to psychoactive substances, the barriers that exist in society when it comes to fighting stigma and certain interventions that may have an effect in stigma reduction.

**Method:** The paper uses the analysis and synthesis of theoretical and empirical findings through the study of relevant literature in various scientific data sources.

**Results:** Self-stigma is rooted in a sociocultural context and arises when an individual internalizes the experience of social and structural stigma. Through identification with negative stereotypes, public beliefs are incorporated into the personal value system and self-experience. According to various empirical findings, some of the negative effects of self-stigma in people addicted to psychoactive substances may be: delayed help seeking, progression in substance abuse, worse mental health, lower self-confidence, lower self-efficacy, guilt and shame, loneliness, social avoidance, lower quality of life. The fight against the self-stigma of people addicted to psychoactive substances is significantly complicated due to cultural patterns, the tendency to socially sanction this phenomenon and because the existence of awareness of stigmatization can be in the service of preventing the development of addiction. Among the interventions that can have an effect in reducing stigma are: group therapy of acceptance and commitment, telling positive stories and trainings based on contacts and education.

**Conclusion:** Given the negative implications of self-stigma of persons addicted to psychoactive substances and social circumstances that complicate the process of preventing internalized stigma, it is important to highlight examples of promising and effective interventions to synergistically reduce stigma on social, structural and personal levels.

**Keywords:** *self-stigma, social stigma, addiction to psychoactive substances*

VASPITANJE I OBRAZOVANJE IZ PERSPEKTIVE  
NASTAVNIKA I RODITELJA

EDUCATION FROM THE PERSPECTIVE OF  
PARENTS AND TEACHERS

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## DEVELOPING COMPETENCES OF PROSPECTIVE TEACHERS FOR THE IMPLEMENTATION OF INCLUSIVE EDUCATION

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**Introduction:** According to data at the end of the school year 2019/2020, 8.8% (16,533) of all school children in Slovenia were children with special needs, the majority of whom (7.6%) were enrolled in a program taking place at a regular elementary school. The basis for the implementation of inclusive education is represented by a multi-level support model. Teachers play a crucial role in the implementation of this model. In order to provide effective treatment for pupils with special needs, teachers must adhere strictly to the principles of good practice and adapt their teaching to meet pupils' needs. The development of these competencies is a fundamental goal of university study programs in which prospective primary teachers are trained. Training teachers for the implementation of inclusive education requires an interdisciplinary integration of the content of different subjects. At the same time, it is necessary to give students the opportunity to apply their knowledge to real-life situations through practical assignments.

**Aim:** We present one of the approaches that we incorporate in the training of prospective primary school teachers for the implementation of inclusive education. The approach involves interdisciplinary integration and practical work with students and includes all stages of planning individualized educational work with students with special needs.

**Method:** Feedback from university students who participated in a four-year systematic monitoring of the effectiveness of this approach was obtained. Insight into the effectiveness of our approach was gained through a questionnaire in which university students rated the extent to which the practical assignment contributed to their development of various competencies for implementing inclusive education.

**Results:** The importance of a practical assignment can be defined in several aspects. Students acquire knowledge and skills for observing, planning and implementing the educational process with individual students with special needs. They develop sensitivity to the diverse needs of all students in the classroom and recognize their own role within the professional team responsible for planning an individualized program. The quality of the implementation of a practical assignment requires the involvement of mentors in the school and on the faculty.

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**Conclusion:** Our findings suggest that in the future, more attention should be paid particularly to planning and encouraging the cooperation of mentors in schools.

**Keywords:** *implementing inclusive education, supporting students with special needs, primary school teacher education, practical teacher training*

## MIŠLJENJA ODGAJATELJA O PROVOĐENJU INKLUZIVNE PRAKSE

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**Uvod:** Suvremena gledišta predškolske prakse naglašavaju inkluzivni pristup u kojem se očekuje stvaranje poticajne okoline u kojoj će se svako dijete osjećati sigurno i dobrodošlo, uključujući djecu s teškoćama. To pretpostavlja diferencirani pristup u poučavanju sukladno individualnim odgojno-obrazovnim potrebama svakog djeteta te da odgajatelji i ostali profesionalci u vrtiću preuzmu odgovornost za planiranje i provođenje aktivnosti kojima će primjenjivati adekvatne individualizirane oblike podrške.

**Cilj:** U skladu s takvim gledištima, cilj ovoga istraživanja je istražiti mišljenja odgajatelja s obzirom na godine radnog staža o provođenju inkluzivne prakse u njihovim predškolskim ustanovama s naglaskom na samoprocjenu o individualiziranom pristupu u radu s djecom s teškoćama (provođenju radionica, individualiziranih aktivnosti), suradnji s roditeljima, kao i pružanju podrške djeci od strane stručnih suradnika.

**Metod:** U istraživanju, za koje je izrađen upitnik *Provođenje inkluzivne prakse i pružanje podrške djeci s teškoćama predškolske dobi*, sudjelovalo je 132 odgajatelja iz predškolskih ustanova u Republici Hrvatskoj. Za testiranje razlika s obzirom na radni staž odgajatelja korišten je Kruskal-Wallis H test.

**Rezultati:** Rezultati su pokazali prema godinama radnog iskustva postojanje razlika u mišljenjima odgajatelja o provođenju radionica ( $p=0,003$ ) sa svrhom uključivanja i povezivanja djece s teškoćama kao i o ulozi odgajatelja u suradnji s roditeljima kad je u pitanju obavještanje roditelja o uočenim poteškoćama kod djeteta ( $p=0,019$ ).

**Zaključak:** Rezultati ukazuju na potrebu daljnega jačanja kompetencija profesionalaca u predškolskom sustavu odgoja i obrazovanja za stvaranje inkluzivnog okruženja, na izgradnji profesionalnog kapaciteta za diferencirano i individualizirano poučavanje, suradnju s roditeljima djece s teškoćama, kao i za provođenje individualiziranih aktivnosti u radu s djecom s teškoćama.

**Ključne reči:** *djeca s teškoćama, individualizirana podrška, inkluzivno okruženje, kompetencije odgajatelja, suradnja*

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## PRESCHOOL TEACHERS' OPINIONS ON THE IMPLEMENTATION OF INCLUSIVE PRACTICE

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**Introduction:** Contemporary perspectives on preschool practice emphasize an inclusive approach that is expected to create a supportive environment in which every child will feel safe and welcome, including children with disabilities. This presupposes a differentiated approach following the individual educational needs of each child and that preschool teachers and other professionals in kindergarten take responsibility for planning and implementing activities that will apply adequate individualized forms of support.

**Aim:** The aim of this research was to investigate the opinions of preschool teachers with regard to years of work experience in the implementation of inclusive practice in their preschool institutions with an emphasis on self-assessment of individualized approach in working with children with disabilities (workshops, individualized activities), cooperation with parents, as well as providing support to children by professional associates.

**Method:** A hundred and thirty two (132) preschool teachers from preschool institutions in the Republic of Croatia participated in the research, for which the questionnaire *Implementing Inclusive Practice and Providing Support to Preschool Children with Disabilities* was prepared. The Kruskal-Wallis H test was used to test the differences regarding the work experience of preschool teachers.

**Results:** With regard to years of work experience, the results showed differences in preschool teachers' opinions on conducting workshops ( $p=.003$ ) to involve and connect children with disabilities as well as the role of preschool teachers in cooperation with parents when it comes to informing parents about the observed difficulties ( $p=.019$ ).

**Conclusion:** The results indicate the need to further strengthen the competencies of professionals in the preschool education system to create an inclusive environment, to build professional capacity for differentiated and individualized teaching, to cooperate with parents of children with disabilities, and to implement individualized activities in working with children with disabilities.

**Keywords:** *children with disabilities, cooperation, inclusive environment, individualized support, preschool teachers' competencies*

## KOMPETENTNOST UČITELJA, NASTAVNIKA I DEFEKTOLOGA ZA UPOTREBU ASISTIVNE TEHNOLOGIJE U EDUKACIJI UČENIKA SA SMETNJAMA U RAZVOJU

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**Uvod:** Asistivna tehnologija uključuje širok izbor sredstava i uređaja koji predstavljaju podršku u obrazovanju učenika sa smetnjama u razvoju. Primena tehnologije u nastavi utiče na rad učenika i nastavnika, ishode učenja, kao i na realizaciju nastavnog sadržaja. U savremenoj praksi inkluzivnog obrazovanja, nastavno osoblje mora da poseduje kompetencije za primenu asistivne tehnologije kako bi moglo da zadovolji potrebe učenika sa smetnjama u razvoju u skladu sa njihovim sposobnostima i ograničenjima. Jedno od ključnih pitanja vezanih za primenu asistivne tehnologije u inkluzivnom vaspitno-obrazovnom radu je kakav je nivo znanja i veština nastavnog osoblja u primeni asistivne tehnologije.

**Cilj:** Cilj ovog istraživanja je bio da se utvrdi da li učitelji, nastavnici i defektolozi imaju potrebna znanja i nivo kompetencije za njenu efikasnu upotrebu, kao i da se međusobno uporedi nivo njihove kompetentnosti.

**Metod:** Uzorak je činilo 110 ispitanika oba pola među kojima je bilo 39,1% učitelja i 33,6% nastavnika koji su zaposleni u redovnim osnovnim školama, kao i 19,1% defektologa i 8,2% nastavnika koji su zaposleni u specijalnim osnovnim školama koje se nalaze na teritoriji grada Beograda. Primenjen je upitnik koji je posebno konstruisan za svrhu ovog istraživanja. U obradi podataka korišćena je deskriptivna statistička analiza, kao i testovi statističkog zaključivanja (jednofaktorska analiza varijanse, Pirsonov koeficijent korelacije, t-test).

**Rezultati:** Analiza rezultata je pokazala da su ispitanici umereno kompetentni za primenu asistivne tehnologije u edukaciji osoba sa smetnjama u razvoju. Rezultati statističke analize pokazuju da postoji statistički značajna razlika između nivoa kompetentnosti ispitanika različitog zanimanja ( $F=9,58$ ;  $p<0,01$ ). Nije utvrđena statistički značajna razlika u nivou kompetentnosti nastavnog osoblja na osnovu dužine njihovog iskustva u nastavi.

**Zaključak:** Rezultati sugerišu da ispitanici poseduju različite nivoe znanja i veština za upotrebu asistivne tehnologije, kao i da postoji nedostatak obuke u ovoj oblasti.

**Ključne reči:** *asistivna tehnologija, edukacija, kompetentnost nastavnog osoblja*

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## COMPETENCE OF TEACHERS AND SPECIAL EDUCATORS IN THE USE OF ASSISTIVE TECHNOLOGY IN EDUCATING STUDENTS WITH DISABILITIES

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**Introduction:** Assistive technology includes a wide range of tools and devices that support the education of students with disabilities. The application of technology in teaching affects the work of students and teachers, learning outcomes, as well as the realization of teaching content. In the modern practice of inclusive education, educators must be competent in the application of assistive technology in order to be able to meet the needs of students with disabilities in accordance with their abilities and limitations. One of the key issues related to the application of assistive technology in inclusive education is the level of knowledge and skills of educators in the application of assistive technology.

**Aim:** The aim of this research was to determine whether teachers and special educators have the necessary knowledge and level of competence for its effective use, as well as to compare the level of their competence.

**Method:** The sample consisted of 110 respondents of both genders, among whom there were 39.1% of lower-grade teachers and 33.6% of upper-grade teachers employed in regular primary schools, as well as 19.1% of special educators and 8.2% of teachers employed in special primary schools in Belgrade. A questionnaire specially designed for the purpose of this research was applied. Descriptive statistical analysis was used in data processing, as well as statistical inference tests (univariate analysis of variance, Pearson’s correlation coefficient, t-test).

**Results:** The analysis of the results showed that the respondents were moderately competent in the application of assistive technology in the education of people with disabilities. The results of statistical analysis showed that there was a statistically significant difference between the levels of competence of the respondents with different occupations ( $F=9.58$ ;  $p<.01$ ). No statistically significant difference was found in the level of competence of educators with regard to the length of their teaching experience.

**Conclusion:** The results suggest that the respondents possess different levels of knowledge and skills for the use of assistive technology, as well as that there is a lack of training in this area.

**Keywords:** *assistive technology, education, educators’ competence*

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## SARADNJA PORODICE I ŠKOLE KAO FAKTOR PODSTICANJA PROSOCIJALNOG I PREVENCIJE NEPRIHVATLJIVIH OBLIKA PONAŠANJA UČENIKA

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**Uvod:** O saradnji porodice i vaspitno-obrazovne ustanove može se govoriti uopšteno, ili pak konkretnije, s obzirom na to u kojoj meri saradnja porodice i škole može doprineti podsticanju prosocijalnog i prevenciji neprihvatljivih oblika ponašanja učenika. Empirijska istraživanja na ovu temu u našoj sredini su malobrojna, što ukazuje da je ova oblast nedovoljno istražena i da ne prati savremene potrebe vaspitne prakse. Pitanje saradnje porodice i škole je posebno značajno kada svakodnevno dolazimo do poražavajućih informacija o prisutnosti negativnih oblika ponašanja kod dece i mladih (nasilje, zlostavljanje, zloupotreba psihoaktivnih supstanci ...), a na koje škola, porodica, kao ni šira društvena zajednica, ne uspevaju da pruže adekvatan vaspitni odgovor.

**Cilj:** Cilj ovog rada je da ukažemo na mogućnosti i efekte saradnje roditelja i nastavnika u podsticanju prosocijalnog i prevenciji neprihvatljivih oblika ponašanja učenika.

**Metod:** Pregled i analiza teorijskih i empirijskih saznanja u oblasti saradnje porodice i škole i njenoj ulozi u podsticanju prosocijalnog i prevenciji neprihvatljivih oblika ponašanja učenika.

**Rezultati:** Polazeći od modela saradnje porodice i škole koji predlaže Epštajnova, kritički su razmotrena različita područja, oblici i sadržaji saradnje kroz koje jedinstvenim delovanjem porodica i škola mogu doprineti podsticanju prosocijalnog i prevenciji neprihvatljivih oblika ponašanja učenika.

**Zaključak:** U zaključku je ukazano na preduslove koje je potrebno obezbediti za mogućnost uspešne saradnje porodice i škole, a samim tim i pozitivnih efekata na ponašanje učenika.

**Ključne reči:** *saradnja porodice i škole, prosocijalno ponašanje, neprihvatljivi oblici ponašanja, učenici*

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## THE PARTNERSHIP BETWEEN FAMILY AND SCHOOL AS A FACTOR OF PROMOTION OF PROSOCIAL AND PREVENTION OF PROBLEM BEHAVIORS IN STUDENTS

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**Introduction:** An important question regarding the partnership between a family and an educational institution is the extent to which it can contribute to promotion of prosocial and prevention of problem behaviors in students. There is a small number of studies on this topic in our society, which indicates that research does not follow the actual needs of educational practice in our country. The issue of partnership between family and school is especially important when we daily receive devastating information about the presence of negative behaviors in children and youth (violence, abuse, abuse of psychoactive substances ...), to which the school, family and the wider community do not manage to provide an adequate educational response.

**Aim:** The aim of this paper is to point out the possibilities and effects of partnership between parents and teachers in encouraging prosocial and prevention of problem behaviors in students.

**Method:** A narrative review of theoretical and empirical research on the role of family-school partnership in promotion of prosocial and prevention of problem behaviors in primary- and secondary school students.

**Results:** Following the model of family and school partnership proposed by Epstein, a critical analysis of research on various domains, forms and contents of cooperation between family and school is provided. The reviewed studies show that a conjoint action of family and school may contribute to the development of prosocial behavior and prevention of problem behaviors in students.

**Conclusion:** In the conclusion, the preconditions that need to be provided for the possibility of successful partnership between the family and the school, and thus the positive effects on the behavior of students, are pointed out.

**Keywords:** *partnership between family and school, prosocial behavior, problem behaviors, students*

## UTICAJ STRUKTURE PORODICE NA ODNOS MALOLJETNIH PRESTUPNIKA PREMA ŠKOLI

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**Uvod:** Ovo empirijsko istraživanje je inspirisano dilemom koliko struktura porodice maloljetnih prestupnika utiče na njihovo školsko postignuće i vladanje u školi, tj. da li učenici, maloljetni prestupnici, koji potiču iz nepotpunih porodica imaju slabije školsko postignuće od svojih vršnjaka koji potiču iz potpunih porodica.

**Cilj:** Cilj istraživanja jeste da se utvrdi koliko struktura porodice maloljetnih prestupnika utiče na njihov odnos prema školi.

**Metod:** U okviru ovog istraživanja koristili smo metodu teorijske analize, komparativnu metodu i servej metodu. Populaciju istraživanja činila su maloljetna lica koja su se u toku 2021. godine nalazila na izvršenju zavodske mjere upućivanja u vaspitno popravni dom koja se sprovodi u Vaspitno popravnom domu Banja Luka, odnosno lica koja su upućena od strane Centra za socijalni rad Banja Luka u Dnevni centar za maloljetnike.

**Rezultati:** Polazeći od školskog uspjeha maloljetnih prestupnika u našem istraživanju utvrdili smo da maloljetni prestupnici imaju bolji školski uspjeh ako dolaze iz potpunih porodica, za razliku od djece koja dolaze iz nepotpunih porodica. Slična situacija je i sa vladanjem gdje maloljetni prestupnici imaju nešto bolje vladanje u školi ako dolaze iz potpunih porodica, za razliku od djece koja dolaze iz nepotpunih porodica.

**Zaključak:** Podaci koje smo analizirali i predstavili u našem istraživanju ukazuju da struktura porodice ima važnu ulogu u socijalizaciji djece, ali i u ispoljavanju njihovog devijantnog ponašanja, ako je funkcionalnost iste narušena ona će se kod djece često reflektovati i na njihov odnos prema školi i školskim obavezama. Ipak, prilikom traženja uzroka pojave maloljetničkog prestupništva, ali i objašnjenja njihovog odnosa prema školi i školskim obavezama, uvek treba nastojati da se razumiju specifične karakteristike i mogući sredinski uslovi koji su rezultirali takvim ishodom.

**Ključne reči:** *porodica, škola, struktura porodice, maloljetničko prestupništvo, školsko postignuće*

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## THE INFLUENCE OF FAMILY STRUCTURE ON THE ATTITUDE OF JUVENILE DELINQUENTS TOWARDS SCHOOL

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**Introduction:** This empirical research is inspired by the dilemma of how much the family structure of juvenile delinquents affects their school achievement and behavior in school, i.e. whether students, juvenile delinquents, who come from incomplete families have poorer school achievement than their peers who come from complete families.

**Aim:** The aim of the research was to determine how much the family structure of juvenile offenders influenced their attitude towards school.

**Method:** In this research, we used the method of theoretical analysis, comparative method and survey method. The research included minors who were referred to the correctional facility Banja Luka, or persons who were sent by the Center for Social Work Banja Luka to the Day Care Center for minors in 2021.

**Results:** With regard to the school success of juvenile delinquents in our study, we found that juvenile delinquents had better school success if they came from complete families, in contrast to children who came from incomplete families. The situation was similar with regard to behavior, where juvenile delinquents had slightly better behavior at school if they came from complete families, unlike children who came from incomplete families.

**Conclusion:** The data we analyzed and presented in our research indicate that the family structure plays an important role in the socialization of children, but also in the manifestation of their deviant behavior. If its functionality is impaired, that will often be reflected in children's attitudes towards school and school obligations. However, when looking for the causes of juvenile delinquency, but also explaining their attitude towards school and school obligations, one should always try to understand the specific characteristics and possible environmental conditions that resulted in such an outcome.

*Keywords: family, school, family structure, juvenile delinquency, school achievement*

SPECIJALNA EDUKACIJA I REHABILITACIJA U  
KONTEKSTU PANDEMIJE

SPECIAL EDUCATION AND REHABILITATION  
IN THE CONTEXT OF PANDEMIC

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## NEUROKOGNITIVNI SINDROM „DUGOG COVID-a“: PREGLED LITERATURE

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**Uvod:** Iako je SARS-CoV-2 respiratorna infekcija, virus je neurotropan i 40% bolesnika ima neurološke manifestacije. Česta pojava slučajeva sa produženim smetnjama posle COVID-19 nametnula je uvođenje sindroma „dugog COVID-a“, koji označava set različitih simptoma koji perzistiraju minimum četiri nedelje nakon akutne infekcije. Jedna od vodećih manifestacija je kognitivni pad.

**Cilj:** Analiza učestalosti i neuropsihološkog profila kognitivnog pada u „dugom COVID-u“.

**Metod:** Pregled literature.

**Rezultati:** Među CNS posledicama „dugog COVID-a“ najčešće se registruju kognitivni pad, glavobolja, izmene sna i vrtoglavica. Kognitivne izmene bolesnici opisuju kao doživljaj postojanja „magle u glavi“, a podrazumeva pad koncentracije ili smetnje kratkoročnog pamćenja, koji može da utiče na povratak uobičajenom socijalnom i profesionalnom funkcionisanju. Neurokognitivne komplikacije akutne SARS-CoV-2 infekcije se opisuju naročito kod kritično obolelih i respiratorno ugroženih bolesnika i porede sa sličnim sindromima posle sepse ili boravka u jedinicama intenzivnog lečenja („post-ICU syndrome“). Međutim, bar 20% bolesnika sa blagim formama COVID-19 koje nisu zahtevale hospitalizaciju takođe ima produžene kognitivne smetnje. Fenomeni u sklopu „brain fog“ slični su onima kod osoba sa sindromom hroničnog umora. Infekcija SARS-Cov-2 virusom bilo kog stepena težine povećava rizik za nastanak kognitivnog pada. Do sada nije istražen uticaj kognitivnog pada nakon COVID-19 na kvalitet života i aktivnosti svakodnevnog življenja, kao i uticaj psiholoških i socijalnih aspekata pandemije na kogniciju. Mogući mehanizmi kognitivne disfunkcije su: direktna infekcija CNS-a, udaljeni efekti sistemske infekcije („citokinska oluja“ i dr.), vaskularno oštećenje mozga, neuroinflamacija, autoimuni odgovor protiv CNS-a, hipometabolizam limbičkog sistema i orbitofrontalnog korteksa, kao i neurodegeneracija slična onoj u Alchajmerovoj bolesti, pri čemu je moguće da se neki od ovih mehanizama prepliću.

**Zaključak:** Kognitivne manifestacije „dugog COVID-a“ nisu retke i značajno utiču na povratak u uobičajeni lični i profesionalni milje preživelih. Neophodno je dugoročno praćenje ovih bolesnika i sagledavanje različitih etioloških i terapijskih aspekata kognitivnih izmena u okviru „dugog COVID-a“.

**Ključne reči:** *kognicija, COVID-19, neuropsihologija*

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## NEUROCOGNITIVE SYNDROME OF “LONG COVID”: LITERATURE REVIEW

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**Introduction:** Although SARS-CoV-2 is a respiratory infection, the virus is neurotropic and neurological manifestations are seen in 40% patients. Recognition of prolonged post-COVID symptoms led to the introduction of the term “long COVID syndrome”, referring to a set of various symptoms persisting for a minimum of four weeks after acute infection. One of the main manifestations is cognitive decline.

**Aim:** Analysis of incidence and neuropsychological profile of cognitive decline in “long COVID” syndrome.

**Method:** Literature review.

**Results:** Most frequent CNS manifestations of “long COVID” include cognitive decline, headache, sleep disturbance, and dizziness. Cognitive changes are reported as “brain fog” and correspond to a decline in attention and short-term memory, impacting return to premorbid social and professional activities. Acute SARS-CoV-2 neurocognitive complications are seen particularly in critically ill and respiratory insufficient patients, comparable to the similar phenomenon of post-sepsis and intensive care unit treatment (“post-ICU syndrome”). However, 20% of patients with mild COVID-19, not requiring hospitalization, also reported prolonged cognitive complaints, resembling those in patients with chronic fatigue syndrome. SARS-Cov-2 infection of any severity increases the risk for cognitive decline. The impact of post-COVID cognitive decline on the quality of life and activities of daily living as well as the influence of psychological and social aspects of the pandemic on cognition remain to be investigated. Potential mechanisms of cognitive dysfunction are direct CNS infection, remote effects of systemic infection (“cytokine storm” etc.), vascular brain damage, neuroinflammation, autoimmune response directed to the CNS components, hypometabolism in the limbic and orbitofrontal cortex, as well as neurodegeneration comparable to those in Alzheimer’s disease. Several different mechanisms may also be intertwined.

**Conclusion:** Cognitive manifestations of “long COVID” are not rare and have a significant influence on personal and professional activities of the survivors. Long-term follow-up and analysis of various etiological and therapeutic aspects of cognitive changes within “long-COVID” are needed.

**Keywords:** *cognition, COVID-19, neuropsychology*

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## DISTANCE EDUCATION OF STUDENTS WITH INTELLECTUAL DISABILITY DUE TO THE COVID 19 PANDEMIC: A PARENT'S PERSPECTIVE

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**Aim:** The aim of this article was to examine the attitudes of parents of students with intellectual disability about the manner, challenges and obstacles they encountered during distance education due to the Covid 19 pandemic.

**Method:** Parents answered questions related to distance education in the form of a questionnaire with an assessment scale. Descriptive methods and techniques of surveying and scaling were applied. A total of 51 parents of students with intellectual disability participated in the research.

**Results:** Parents pointed out the following as relevant problems of home learning and distance education of students with intellectual disability: ignorance of methods and ways of working in the aspect of explaining materials to children; difficulties in performing school obligations on a daily basis (learning, writing homework, practicing); the child's lack of attention and the inability of parents to maintain the authority needed for the learning process; difficulties in explaining the current situation to the child (why he does not go to school; why he does not see his peers; why he learns via computer); frequent presence of nervousness and mood swings in the child due to irregular attendance and reduced contact with peers. The professional commitment of teachers during distance education was assessed very positively by the parents, emphasizing that they were at their disposal every day in obtaining all the information necessary for working from home and mastering school materials.

**Conclusion:** The final assessment of the parents was that distance education was a great challenge for them, accompanied by many difficulties, but that they managed to successfully overcome this crisis period through efforts and work with children, as well as cooperation with teachers.

**Keywords:** *distance education, students with intellectual disability, parents*

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## ISKUSTVA STUDENATA I OBILJEŽJA ONLINE NASTAVE U VRIJEME PANDEMIJE

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**Uvod:** E-učenje predstavlja proces obrazovanja uz uporabu informacijske i komunikacijske tehnologije koja doprinosi unaprjeđenju kvalitete toga procesa i ishoda obrazovanja. Iako je koncept online nastave poznat već desetljećima te iako danas postoji veliki broj online sveučilišta, proglašenjem globalne pandemije uzrokovane Sars-CoV-2 virusom sva su sveučilišta bila primorana na promjenu uobičajenih oblika nastave (učioničke ili mješovite) na online oblik. U tom se kontekstu vrlo malo govori o studentima i izazovima pred kojima su se oni našli u procesu obrazovanja te o obilježjima socio-emocionalnog aspekta života koji time pati.

**Cilj:** Budući da su im u vrlo kratkom vremenskom razdoblju nametnute iznimno velike promjene u obrazovanju pa i življenju općenito, cilj je ovog istraživanja ispitati obilježja online nastave te iskustva i zadovoljstvo studenata bez i sa složenim komunikacijskim, jezičnim i govornim potrebama.

**Metod:** Istraživanje se provodi u dvije točke. U prvoj točki primijenjena je metoda fokus grupe u kojoj je sudjelovalo devet studenata s dvaju najvećih hrvatskih sveučilišta. Svrha je bila izdvojiti glavne točke koje oni vide kao problematične i pozitivne u online nastavi. Pitanja za fokus grupu temeljila su se na teorijskim pristupima podučavanju te na istraživanju Paechter i suradnika iz 2010., a uključivala su: najčešće oblike online nastave, obilježja interakcije s nastavnikom i kolegama, tehničke, organizacijske i socijalne aspekte, kao i ostvarene ishode.

**Rezultati:** Analizom transkripta fokus grupe kao najveći nedostatci online nastave pokazali su se manjak interakcije te nedostatak kliničkih i praktičnih vježbi, a kao prednosti fleksibilnost i vremenska ekonomičnost.

**Zaključak:** U daljnjem su koraku na temelju fokus grupe izdvojeni glavni faktori koji su poslužili za oblikovanje krajnjeg upitnika za drugu fazu istraživanja. Na ovom izlaganju predstaviti će se rezultati primijenjene fokus grupe te validacija konstruiranog upitnika koji će se primijeniti u drugoj točki istraživanja.

**Ključne reči:** *online nastava, studentska populacija, fokus grupa, upitnik*

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## STUDENTS' EXPERIENCES AND FEATURES OF ONLINE LEARNING DURING PANDEMICS

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**Introduction:** E-learning is an educational process that includes the use of the internet and other important technologies to further enhance and develop educational processes and outcomes. Although the concept of online learning has been known for decades and numerous online universities exist today, the global pandemic caused by Sars-CoV-2 has forced universities to completely shift from face-to-face to online teaching. However, little is known about students' experiences and challenges they are facing regarding the educational and socio-emotional aspects of their lives. In a short period, they were imposed with big changes in education and general lifestyles.

**Aim:** Therefore, the aim of this study is to investigate features of e-learning, as well as expectations and satisfaction of students with and without complex speech, language and communication needs regarding its implementation.

**Method:** The study is being conducted in two parts. In the first part, a focus group with nine students from two largest Croatian universities was applied. The purpose was to single out key points that they saw as problematic and positive in online learning. Questions were based on theoretical approach to teaching and five fields of instruction, as well as on Paechter et al.'s research (2010), and included: forms of online teaching, characteristics of interaction with teachers and colleagues, technical, organizational and social aspects and learning outcomes.

**Results:** The analysis showed that the biggest shortcoming of online learning was the lack of interaction and lack of clinical and practical work, and its advantage was flexibility and possibility of time management.

**Conclusion:** Based on the focus group findings, main factors have been identified that served for the construction of a questionnaire for the second part of this ongoing study. The results of the focus group and the validation procedure of the questionnaire will be presented.

**Keywords:** *online learning, student population, focus group, questionnaire*

## PRAKSA PREVENCIJE PROBLEMA PONAŠANJA U OSNOVNIM ŠKOLAMA TOKOM PANDEMIJE

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**Uvod:** Epidemiološka situacija izazvana pandemijom virusa KOVID-19 uslovlila je promene u organizaciji nastavnog procesa u svim osnovnim školama Republike Srbije. Promene u trajanju nastavnog časa, primena modela učenja na daljinu, ograničena socijalna interakcija između učenika uz obavezno poštovanje fizičke distance, te prateći organizacioni problemi u sprovođenju programa nastave i učenja, odrazili su se na ukupnu školsku klimu, ali i na aktivnosti iz domena prevencije problema ponašanja.

**Cilj:** Cilj kvalitativne studije bio je da se ispita aktuelna praksa prevencije problema ponašanja u uslovima pandemije, posmatrano iz perspektive nastavnika.

**Metod:** Sprovedeno je šest fokus grupa u kojima je učestvovalo 33 nastavnika predmetne nastave iz šest gradova (Beograd, Novi Sad, Niš, Novi Pazar, Leskovac, Kragujevac). Vodič za intervju pokrivao je tri oblasti: organizacija nastavnog procesa, promene u ponašanju učenika, primena preventivnih aktivnosti. Intervjui su sprovedeni tokom aprila 2021. godine, putem Zoom aplikacije, sa prosečnim trajanjem od 120 minuta.

**Rezultati:** Svi nastavnici su tokom prvog polugodišta školske 2020/21. godine nastavu realizovali po kombinovanom modelu. Ocenjuju značajnim podršku uprave škole u organizaciji obrazovnog procesa, a posebno međusobnu saradnju kolega, uz značajne primedbe na nivo administrativnog posla koji prati nastavu tokom krize. Percipiraju promene u ponašanju učenika tokom pandemije, i to u pravcu prekomerne upotrebe interneta, nedovoljne motivacije i niske posvećenosti školi i školskim obavezama, prisutnih problema sa pažnjom i koncentracijom, ali i učestalijih emocionalnih problema, verbalnih konflikata među učenicima i situacija akademske nečestitosti. Iako sopstvene veštine socioemocionalnog učenja ocenjuju solidnim, nisu zadovoljni obimom i kvalitetom primenjenih preventivnih praksi. Aktuelnu organizaciju nastavnog procesa vide kao ograničavajući faktor za primenu aktivnosti usmerenih na promociju pozitivnog razvoja i prevenciju problema ponašanja učenika. Ne osećaju se dovoljno kompetentnim za sprovođenje preventivnih intervencija pomoću digitalnih alata i platformi.

**Zaključak:** Nalazi ukazuju na potrebu osnaživanja nastavnika u domenu organizovanja i sprovođenja preventivnih aktivnosti u izmenjenim uslovima organizacije obrazovno-vaspitnog procesa.

**Ključne reči:** *prevencija problema ponašanja, obrazovanje tokom pandemije, osnovna škola*

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## PRACTICE OF PROBLEM BEHAVIOR PREVENTION IN PRIMARY SCHOOLS DURING THE PANDEMIC

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**Introduction:** The epidemiological situation caused by the COVID-19 pandemic has caused changes in the organization of the teaching process in all primary schools in the Republic of Serbia. Changes in the duration of lessons, application of distance learning models, limited social interaction between students with mandatory respect for physical distance, and accompanying organizational problems in the implementation of teaching and learning programs, have affected the overall school climate, but also activities in the field of problem behavior prevention.

**Aim:** The aim of this qualitative study was to examine the current practice of prevention of behavior problems in the pandemic, observed from the perspective of teachers.

**Method:** Six focus groups were conducted with 33 teachers from six cities. The guidelines for the interviews covered three areas: organization of the teaching process, changes in student behavior, application of preventive activities. The interviews were conducted during April 2021, via the Zoom application, with an average duration of 120 minutes.

**Results:** All teachers implemented their classes through the combined model during the first semester of the 2020/21 school year. They assess the support of the school administration and colleagues as highly significant, with significant remarks on the level of administrative work. They perceive changes in students' behavior during the pandemic, in excessive use of the Internet, insufficient motivation and low commitment to school and school obligations, problems with attention and concentration, but also more frequent emotional problems, verbal conflicts and academic dishonesty. Teachers are not satisfied with the scope and quality of applied preventive practices, and do not feel competent enough to carry out preventive interventions using digital tools and platforms.

**Conclusion:** The findings indicate the need to empower teachers in the field of organizing and implementing preventive activities in the changed conditions of the organization of the educational process.

**Keywords:** *problem behavior prevention, pandemic education, primary school*

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## PORICANJE, POVLAČENJE I (ZLO)UPOTREBA SUPSTANCI: PREDIKTORI NEGATIVNIH EMOCIJA TOKOM PANDEMIJE COVID-19

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**Uvod:** Tokom perioda produžene krize javnog zdravlja doživljavamo različita negativna osećanja i primenjujemo široki spektar adaptivnih i maladaptivnih strategija prevladavanja. Najčešće manifestacije maladaptivnog prevladavanja su poricanje, povlačenje i zloupotreba supstanci sa ciljem redukovanja stresa. Od posebnog značaja je ispitivanje reakcija i maladaptivnih strategija kod studentkinja specijalne edukacije i rehabilitacije, s obzirom na to da se radi o budućim pružaocima profesionalne podrške osetljivim grupama.

**Cilj:** Cilj aktuelne studije je istraživanje prediktivne uloge maladaptivnih strategija prevladavanja u doživljavanju različitih negativnih emocija tokom pandemije COVID-19.

**Metod:** Učesnici u ovom onlajn istraživanju su studentkinje specijalne edukacije i rehabilitacije (N=222) na Univerzitetu u Beogradu. Podaci o doživljenom strahu, hostilnosti, krivici i tugi, dobijeni su putem skale osnovnih negativnih emocija Inventara za procenu pozitivnog i negativnog afekta (Positive and Negative Affect Schedule – Expanded Form). Maladaptivne strategije prevladavanja (Upotreba supstanci, Poricanje i Povlačenje) procenjene su inventarom COPE.

**Rezultati:** Testirana su četiri linearna regresiona modela sa maladaptivnim strategijama prevladavanja kao prediktorima i negativnim emocijama (hostilnost, strah, krivica i tuga) kao kriterijumskim varijablama. U prvom modelu, Hostilnost [ $F(3,218)=4,036$ ;  $p<0,01$ ] se predviđa putem Upotrebe supstanci ( $\beta=0,183$ ;  $t=2,710$ ;  $p<0,01$ ); u drugom se Poricanje ( $\beta=0,203$ ;  $t=2,831$ ;  $p<0,01$ ) izdvaja kao prediktor Straha [ $F(3,218)=4,215$ ;  $p<0,01$ ]; u trećem i Upotreba supstanci ( $\beta=0,262$ ;  $t=4,072$ ;  $p<0,001$ ) i Povlačenje ( $\beta=0,149$ ;  $t=2,142$ ;  $p<0,05$ ) predviđaju Krivicu [ $F(3,218)=12,255$ ;  $p<0,001$ ]; i u četvrtom modelu, Tugu [ $F(3,218)=5,222$ ;  $p<0,01$ ] takođe predviđaju Upotreba supstanci ( $\beta=0,165$ ;  $t=2,466$ ;  $p<0,01$ ) i Povlačenje ( $\beta=0,144$ ;  $t=1,992$ ;  $p<0,05$ ).

**Zaključak:** Rezultati potvrđuju pozitivnu vezu između intenziteta negativnih osećanja i korišćenja maladaptivnih strategija prevladavanja, ali i otkrivaju različite uloge maladaptivnih strategija u predikciji osnovnih negativnih emocija tokom pandemije COVID-19. Dobijeni nalazi mogu biti od značaja u pripremi i obrazovanju studenata specijalne edukacije i rehabilitacije za njihove buduće profesionalne izazove.

**Ključne reči:** *negativne emocije, prevladavanje, maladaptivne strategije, COVID-19, studenti specijalne edukacije*

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## DENYING, DISENGAGING AND SUBSTANCE (AB)USE: PREDICTORS OF NEGATIVE EMOTIONS DURING THE COVID-19 PANDEMIC

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**Introduction:** During the period of prolonged public health crisis, one can experience various negative emotional states and apply a wide range of different adaptive and maladaptive coping strategies. The most frequent maladaptive coping manifestations are denial, behavioral disengagement and substance abuse to reduce distress. Since they are the future supporters of the vulnerable, it is of particular interest to examine the reactions of special education students, and the strategies they use to cope with stress in a maladaptive way.

**Aim:** The aim of the present study was to explore predictive roles of maladaptive coping strategies in different negative emotional states throughout the COVID-19 pandemic.

**Method:** Participants in this online research were 222 special education and rehabilitation female students from the University of Belgrade. Data on fear, hostility, guilt and sadness was collected using negative emotion scales of Positive and Negative Affect Schedule – Expanded Form. Maladaptive coping strategies (Substance use, Denial and Behavioral disengagement) were assessed by COPE Inventory.

**Results:** Four linear regressions were performed, with the maladaptive coping strategies as the predictor set, and negative emotional states (hostility, fear, guilt and sadness) as criteria. In the first one, Hostility ( $F(3,218)=4.036$ ;  $p<.01$ ) was predicted by Substance use ( $\beta=.183$ ;  $t=2.710$ ;  $p<.01$ ); in the second, Denial ( $\beta=.203$ ;  $t=2.831$ ;  $p<.01$ ) stood out as a predictor of Fear [ $F(3,218)= 4.215$ ;  $p<.01$ ], in the third both Substance use ( $\beta=.262$ ;  $t=4.072$ ;  $p<.001$ ) and Behavioral disengagement ( $\beta=.149$ ;  $t=2.142$ ;  $p<.05$ ) predicted Guilt [ $F(3,218)=12.255$ ;  $p<.001$ ] and in the fourth Sadness [ $F(3,218)= 5.222$ ;  $p<.01$ ] was also predicted by Substance use ( $\beta=.165$ ;  $t=2.466$ ;  $p<.01$ ) and Behavioral disengagement ( $\beta=.144$ ;  $t=1.992$ ;  $p<.05$ ).

**Conclusion:** The results confirm positive correlation between maladaptive coping strategies and negative emotions and reveal different roles maladaptive coping strategies have in predicting basic negative emotions during the COVID-19 pandemic. These findings could be of importance in preparing future special educators and rehabilitators for their professional challenges.

**Keywords:** *negative emotions, coping, maladaptive strategies, COVID-19, special education students*

## SAJBER KRIMINAL – OZBILJAN IZAZOV TOKOM KOVID-19 PANDEMIJE

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**Uvod:** Sajber kriminal se odnosi na svako nezakonito delo izvršeno korišćenjem računara, računarskih mreža ili drugog oblika informacionih i komunikacionih tehnologija. U zavisnosti od toga da li je tehnologija meta ili sredstvo izvršenja, možemo razlikovati krivična dela koja podrazumevaju napade usmerene na uređaje i računarske mreže i različite oblike „tradicionalnih“ krivičnih dela čiji se obim i domet povećavaju upotrebom digitalnih tehnologija. Usled KOVID-19 pandemije ljudi su prisiljeni da ostaju kod kuće i da se, više nego ikada pre, oslone na računare, telefone i internet, kako bi mogli da rade, uče na daljinu, kupuju, informišu se i komuniciraju sa drugima. Premeštanje svakodnevnih i poslovnih aktivnosti iz fizičke u digitalnu sferu otvara i mogućnost nastanka novih oblika pretnji i rizika u sajber prostoru.

**Cilj:** Cilj rada bio je da se eksplorativnim istraživanjem ustanove zastupljenost, raširenost i oblici ispoljavanja sajber kriminala tokom KOVID-19 pandemije.

**Metod:** Korišćena je metoda pretraživanja i analize velikog broja primarnih i sekundarnih izvora informacija (desk research), proučavanjem različitih naučnih baza podataka i sprovedenih istraživanja o zastupljenosti i različitim oblicima sajber kriminala tokom pandemije.

**Rezultati:** Podaci pokazuju da je tokom KOVID-19 pandemije došlo do povećanja stope raširenosti i sofisticiranosti sajber kriminala. Mete sajber napada su pored pojedinaca i malih preduzeća, sve više velike korporacije i institucije koje imaju ključnu ulogu u odgovoru na izbijanje bolesti. Pored rapidnog rasta sajber napada na računare i računarske mreže, došlo je i do povećanja broja „tradicionalnih“ krivičnih dela u sajber prostoru, uz iskorišćavanje bezbednosne ranjivosti rada od kuće i straha i neizvesnosti zbog pandemije.

**Zaključak:** Enormni rast sajber kriminala tokom KOVID-19 pandemije predstavlja ozbiljan izazov za državne strukture. Državno reagovanje na krupan porast sajber kriminala prvenstveno bi trebalo da se usmeri na sprovođenje preventivnih mera kroz edukacije i kampanje podizanja svesti, jer je najveći bezbednosni rizik potcenjivanje ili nedostatak svesti o pretnjama u sajber prostoru.

**Ključne reči:** *sajber kriminal, KOVID-19, državno reagovanje*

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## CYBER CRIME – SERIOUS CHALLENGE DURING THE COVID-19 PANDEMIC

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**Introduction:** Cybercrime refers to any illegal act committed using computers, computer networks, or other forms of information and communication technologies. Depending on whether the technology is a target or a means of execution, we can distinguish between crimes that involve attacks aimed at devices and computer networks, and different forms of “traditional” crimes whose scope and reach increase with the use of digital technologies. As a result of the COVID-19 pandemic, people have to stay home, rely more than ever on computers, phones, and the Internet to telework, learn on distance, buy things, get information, and communicate with others. The shift of everyday and business activities from the physical to the digital sphere also opens the possibility of the emergence of new forms of threats and risks in cyberspace.

**Aim:** The paper aimed to explore the prevalence and forms of manifestation of cybercrime during the COVID-19 pandemic.

**Method:** Desk research was conducted by gathering and analyzing a plethora of primary and secondary sources of information, various scientific databases and research findings on the prevalence and various forms of cybercrime during the pandemic.

**Results:** The data show that during the COVID-19 pandemic, there was an increase in the prevalence, widespread presence, and sophistication of cybercrime. In addition to individuals and small businesses, the target of cyberattacks in greater amount is large corporations and institutions that play a crucial role in responding to the outbreak. Besides the rapid growth of cyber attacks on computers and computer networks, the rate of “traditional” crimes in cyberspace has also increased by exploiting security vulnerabilities of teleworking and fear and uncertainty due to the pandemic.

**Conclusion:** The enormous growth of cybercrime during the COVID-19 pandemic poses a serious challenge to government structures. The state’s response to the huge rise of cybercrime should initially focus on implementing preventive measures in the form of education and awareness-raising campaigns, as the greatest security risk is underestimation or lack of awareness of cyber threats.

**Keywords:** *cybercrime, COVID-19, state response*

ZDRAVSTVENA ZAŠTITA DECE  
CHILDREN'S HEALTH CARE

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## ZNAČAJ CINKA U RADU MOZGA I RAZVOJU DECE – NARATIVNI PRIKAZ

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**Uvod:** Cink je drugi najzastupljeniji esencijalni metal u organizmu i jedini koji je prisutan u svim klasama enzima. Cink se resorbuje u tankom crevu. Nema depoa cinka u organizmu. On se izlučuje putem bubrega, kože i creva. Hrana životinjskog porekla ima manje cinka ali nema fitata pa je dobar izvor cinka.

**Cilj:** Cilj rada je da se pregledom relevantne literature izdvoje istraživanja koja potvrđuju značaj cinka u radu mozga i razvoju dece.

**Metod:** Izvršeno je pretraživanje baze podataka Pub Med korišćenjem ključnih reči cink, mozak, kognicija, deca.

**Rezultati:** Cink je neophodan za funkcionisanje centralnog nervnog sistema, učestvuje u neurotransmisiji, posebno u hipokampusu gde reguliše glutamate i gamaaminobuternu kiselinu koji su najzastupljeniji neurotransmiteri u mozgu. Ovim se omogućuju normalne kognitivne funkcije. Osim u prenosu informacija, cink u mozgu omogućava i metabolizam DNK, rast moždanog tubulina i fosforilaciju. Cink stabilizuje ćelijske membrane i druge ćelijske komponente i bitan je za transkripciju polinukleotida u procesu genetske ekspresije. Cink omogućava deobu, rast i diferencijaciju ćelija, što je bitno za intrauterini razvoj ploda, stimuliše rast i razvoj organizma, a važan je i za čulo ukusa i mirisa. Cink je kritičan za rast i razvoj mozga, u sintezi DNK, RNK i proteina, pa nedostatak cinka u intrauterinom period može da dovede do malformacija mozga, a kod dece do sporijeg i slabijeg razvoja. Smatra se da kao posledica nedostatka cinka u svetu godišnje umre oko 800,000 dece. Manjak cinka dovodi do usporenja rasta i razvoja kod dece, usporenja seksualnog razvoja, gubitka apetita, poremećaja imuniteta, dijareje, muškog hipogonadizma, infertiliteta i oštećenja oka.

**Zaključak:** Cink je ključan mikronutrijent za rad neurona i veoma je bitan u normalnom razvoju dece. Balans cinka je neophodno postići tokom celog života čoveka kako bi se omogućio normalan razvoj i kognicija.

**Ključne reči:** *cink, mozak, kognicija, deca*

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## THE IMPORTANCE OF ZINC IN BRAIN FUNCTION AND CHILD DEVELOPMENT – A NARRATIVE REVIEW

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**Introduction:** Zinc is the second most abundant essential metal in the body and the only one present in all classes of enzymes. Zinc is absorbed in the small intestine. There is no zinc depot in the body. It is excreted through the kidneys, skin and intestines. Foods of animal origin have less zinc but no phytate so they are a good source of zinc.

**Aim:** The aim of this paper is to examine the importance of zinc in brain function and child development.

**Method:** The Pub Med database was searched using the keywords zinc, brain, cognition, children.

**Results:** Zinc is necessary for the functioning of the central nervous system, it participates in neurotransmission, especially in the hippocampus, where it regulates glutamate and gamma-aminobutyric acid, which are the most common neurotransmitters in the brain. This allows for normal cognitive functions. In addition to transmitting information, zinc in the brain also enables DNA metabolism, brain tubulin growth and phosphorylation. Zinc stabilizes cell membranes and other cell components and is essential for the transcription of polynucleotides in the process of genetic expression. Zinc balance disorder occurs in Alzheimer’s disease, depression, etc. Zinc enables cell division, growth and differentiation, which is important for the intrauterine development of the fetus, stimulates the growth and development of the organism, and is also important for the sense of taste and smell. Zinc is critical for the growth and development of the brain, in the synthesis of DNA, RNA and proteins, so the lack of zinc in the intrauterine period can lead to brain malformations, and in children to slower and weaker development. It is estimated that around 800,000 children die each year as a result of zinc deficiency in the world. Zinc deficiency leads to growth retardation and development in children, slowing of sexual development, loss of appetite, immune disorders, diarrhea, male hypogonadism, infertility and eye damage.

**Conclusion:** Zinc is a key micronutrient for the work of neurons and is very important in the normal development of children. Zinc balance is necessary to be achieved throughout a person’s life in order to enable normal development and cognition.

**Keywords:** *zinc, brain, cognition, children*

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## GENETIKA I EPIGENETIKA U POREMEĆAJIMA IZ SPEKTRA AUTIZMA

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**Uvod:** Poremećaji iz spektra autizma predstavljaju klinički i etiološki veoma heterogenu grupu. Etiopatogeneza ovih, u osnovi, neurorazvojnih poremećaja je više od dve decenije predmet istraživanja velikog broja istraživača, a uključuje složene genetske, sredinske i epigenetske mehanizme.

**Cilj:** Cilj rada je bio da se sagleda udeo genetskih i epigenetskih faktora u nastanku poremećaja iz spektra autizma.

**Metod:** Pregled dostupne i relevantne literature.

**Rezultati:** Pokazalo se da genetski faktor značajno povećava rizik za razvoj poremećaja iz spektra autizma, u preko 50% slučajeva. Identifikovano je više od 100 gena koji se dovode u vezu sa ovim poremećajima. Pored genetskih varijanti koje su relativno česte, prisutna je tendencija prijavljivanja retkih de novo mutacija. Epigenetski mehanizmi, metilacija DNK i hemijska modifikacija histona su mehanizmi koji utiču na ekspresiju gena ne menjajući primarnu strukturu gena. Na promene u metilaciji DNK mogu da utiču određene genske mutacije, ali i faktori sredine – posebno oni koji vode oksidativnom stresu, što menja regulaciju genske ekspresije. Tako je kod nekih osoba sa autizmom uočena hipermetilacija delova DNK koji se nalaze u okolini regiona koji su od značaja za neurorazvoj.

**Zaključak:** Dosadašnja genetska istraživanja su omogućila sagledavanje poremećaja iz spektra autizma iz jednog novog ugla i razumevanje njihove etiopatogeneze kao složene interakcije različitih gena i faktora sredine, kao predispoziciju za nastanak ovih poremećaja.

**Ključne reči:** *autizam, genetika, epigenetika*

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## GENETICS AND EPIGENETICS IN AUTISM SPECTRUM DISORDERS

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**Introduction:** Autism spectrum disorders are clinically and etiologically a very heterogeneous group. The etiopathogenesis of these, basically, neurodevelopmental disorders has been the subject of research by a large number of researchers for more than two decades, and includes complex genetic, environmental and epigenetic mechanisms.

**Aim:** The aim of this paper was to review the role of genetic and epigenetic factors in the development of autism spectrum disorders.

**Method:** Review of available and relevant literature.

**Results:** Genetic factor has been shown to significantly increase the risk of developing autism spectrum disorders, in over 50% of cases. More than 100 genes have been identified that are linked to these disorders. In addition to genetic variants that are relatively common, there is a tendency to report rare *de novo* mutations. Epigenetic mechanisms, DNA methylation and chemical modification of histones, are mechanisms that affect gene expression without altering the primary structure of the gene. Changes in DNA methylation can be influenced by certain gene mutations, but also by environmental factors – especially those that lead to oxidative stress, which changes the regulation of gene expression. Thus, in some people with autism, hypermethylation of DNA parts found in the vicinity of the region that are important for neurodevelopment has been observed.

**Conclusion:** Previous genetic research has made it possible to view autism spectrum disorders from a new angle and to understand their etiopathogenesis as a complex interaction of different genes and environmental factors, as a predisposition for the development of these disorders.

**Keywords:** *autism, genetics, epigenetics*



## PROBLEMI U ISHRANI KOD DECE SA POREMEĆAJEM IZ SPEKTRA AUTIZMA OSNOVNOŠKOLSKOG UZRASTA

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**Uvod:** Veliki broj dece sa poremećajem iz spektra autizma pokazuje probleme u ishrani.

**Cilj:** Cilj istraživanja je bio da se ispita učestalost problema u ishrani kod dece s poremećajem iz spektra autizma osnovnoškolskog uzrasta.

**Metod:** Istraživanje je sprovedeno tokom 2021. godine u tri osnovne škole: „NH Dušan Dugalić“, „Miloje Pavlović“ i „Radivoj Popović“. Za prikupljanje podataka korišćen je Kratki inventar ponašanja tokom jela kod osoba sa autizmom. Upitnik su popunjavali roditelji. Uzorak istraživanja formiran je od 36 učenika s poremećajem iz spektra autizma, prosečne starosti  $132,7 \pm 2,01$  (u mesecima). Ispitanici su podeljeni u dve grupe. Prvu grupu činili su učenici uzrasta od 7 do 10 godina (58,3%), a drugu grupu učenici od 11 do 16 godina (41,7%). Većina ispitanika bili su dečaci ( $n=32$ ; 88,9%).

**Rezultati:** Rezultati istraživanja su pokazali da frekventnost na ukupnom skoru za ceo uzorak iznosi  $42,50 \pm 12,77$ , a za pojedinačne faktore: ograničena raznolikost –  $k23,39 \pm 7,15$ ; odbijanje hrane –  $8,72 \pm 4,25$ ; disruptivno ponašanje –  $10,39 \pm 3,15$ . Takođe, rezultati su pokazali da ne postoji statistički značajna razlika između ispitanika prve i druge uzrasne grupe, bilo na ukupnom skoru ( $p=0,168$ ), bilo na pojedinim faktorima (ograničena raznolikost:  $p=0,265$ ; odbijanje hrane:  $p=0,442$ ; disruptivno ponašanje:  $p=0,061$ ).

**Zaključak:** Ovo je prvo istraživanje koje je sprovedeno u Srbiji i rezultati su u skladu s rezultatima prethodnih istraživanja koja su takođe utvrdila da deca s poremećajem iz spektra autizma ispoljavaju probleme u ishrani.

**Ključne reči:** *problemi u ishrani, deca s poremećajem iz spektra autizma*

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## EATING PROBLEMS IN PRIMARY SCHOOL AGE CHILDREN WITH AUTISM SPECTRUM DISORDER

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**Introduction:** A large number of children with autism spectrum disorder manifest eating problems.

**Aim:** The aim of the research was to examine the frequency of eating problems in children with autism spectrum disorder at primary school age.

**Method:** The research was conducted during 2021 in three primary schools in Belgrade: Dusan Dugalic, Miloje Pavlovic, and Radivoj Popovic. A questionnaire entitled “Brief Assessment of Mealtime Behaviors in Children” was used to collect data. The questionnaire was filled in by the parents. The research sample consisted of 36 students with autism spectrum disorder, average age  $132.7 \pm 2.01$  months. The first group consisted of students aged 7 to 10 years (58.3%), and the second group consisted of students aged 11 to 16 years (41.7%). The majority of examinees were boys ( $n=32$ ; 88.9%).

**Results:** The results of the research showed that the frequency on the total score for the whole sample was  $42.50 \pm 12.77$  and for individual factors: limited diversity –  $23.39 \pm 7.15$ ; food rejection –  $8.72 \pm 4.25$ ; disruptive behavior –  $10.39 \pm 3.15$ . Also, the results showed that there was no statistically significant difference between the subjects of the first and second age groups, either on the total score ( $p=.168$ ), or on the scores on individual factors (limited diversity:  $p=.265$ ; food rejection:  $p=.442$ ; disruptive behavior:  $p=.061$ ).

**Conclusion:** This kind of research is first to be done in Serbia and the results are in line with the results of previous research which also found that children with autism spectrum disorder manifest eating problems.

**Keywords:** *eating problems, children with autism spectrum disorder*

## BENIGNI PAROKSIZMALNI POZICIONI VERTIGO KOD DECE – PRIKAZ SLUČAJA

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**Uvod:** Benigni paroksizmalni pozicioni vertigo je najčešći uzrok pravih rotatornih vrtoglavica kod odraslih osoba. Za razliku od odraslih, kod dece je u slučajevima sa urednim otoskopskim nalazom najčešći uzrok vrtoglavice benigna paroksizmalna vrtoglavica i migrena, dok se benigni paroksizmalni pozicioni vertigo veoma retko dijagnostikuje, ali izaziva strah kod dece, a paniku kod roditelja. Benigni paroksizmalni pozicioni vertigo nastaje otkidanjem otolita sa makule utrikulusa i njihovim upadanjem u neki od polukružnih kanala. Karakteriše se kratkotrajnim napadima veoma jake vrtoglavice, koji su provocirani određenim položajem glave. Dijagnostikovanje vrtoglavice kod dece je otežano s obzirom na to da mala deca ne mogu jasno da opišu svoje simptome. Zbog mogućnosti opasnih uzroka neophodno je svako dete sa vrtoglavicom detaljno ispitati.

**Prikaz slučaja:** U radu je prikazan slučaj devojčice stare devet godina sa benignim paroksizmalnim položajnim vertigom. Nakon iscrpne i detaljne heteroanamneze i anamneze, postavljena je sumnja da se radi o benignom paroksizmalnom pozicionom vertigu. Dijagnoza benignog paroksizmalnog položajnog vertiga desnog zadnjeg polukružnog kanala je potvrđena pozicionim testom po Dix-Hallpike-u. Sprovedena je terapija, modifikovanim Epley-jevim repozicionim manevrom. Na kontroli nakon 20 minuta i nakon sedam dana, Dix-Hallpike-ov test je bio negativan. Devojčica je bila bez tegoba godinu i po dana, nakon čega su se ponovo pojavile vrtoglavice. Povrđen je recidiv benignog paroksizmalnog položajnog vertiga, zadnjeg polukružnog kanala sa iste desne strane, koji je uspešno izlečen sa jednim modifikovanim Epley-jevim manevrom.

**Zaključak:** Iako se veoma retko sreće u dečijem uzrastu, benigni paroksizmalni pozicioni vertigo treba prepoznati i precizno dijagnostikovati jer se može brzo i efikasno izlečiti.

**Ključne reči:** *benigni paroksizmalni pozicioni vertigo, deca, kliničke karakteristike, dijagnostika, lečenje*

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## BENIGN PAROXYSMAL POSITIONAL VERTIGO IN CHILDREN – A CASE REPORT

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**Introduction:** Benign paroxysmal positional vertigo is the most common cause of true rotatory vertigo in adults. Unlike adults, in children with normal otoscopic findings, the most common cause of vertigo is benign paroxysmal vertigo and migraine, while benign paroxysmal positional vertigo is rarely diagnosed, but it leads to fear in children and panic in parents. Benign paroxysmal positional vertigo is formed by displacement of the otolith from the macula of the utricle and their entry into one of the semicircular canals. It is characterized by short-term attacks of very strong vertigo, which are provoked by a certain head position. Diagnosis of vertigo in children is difficult because young children cannot clearly describe their symptoms. Due to the possibility of dangerous causes, it is necessary to examine every child with dizziness in detail.

**Case outline:** The paper presents a case of a nine-year-old girl with benign paroxysmal positional vertigo. Benign paroxysmal positional vertigo was suspected, after taking a precise and detailed patient’s history. The diagnosis of benign paroxysmal positional vertigo of the right posterior semicircular canal was confirmed by the Dix-Hallpike position test. Treatment was performed, with a modified Epley repositioning maneuver. At the follow-up examination after 20 minutes, and after seven days, the Dix-Hallpike test was negative. The girl was without symptoms for a year and a half, after which the dizziness reappeared. Recurrence of benign paroxysmal positional vertigo of the posterior semicircular canal, on the same right side was confirmed, which was successfully cured by only one modified Epley maneuver.

**Conclusion:** Although it is very rare in childhood, benign paroxysmal positional vertigo should be recognized and accurately diagnosed because it can be cured quickly and effectively.

**Keywords:** *benign paroxysmal positional vertigo, children, clinical features, diagnosis, treatment*

## RISK FACTORS FOR THE DEVELOPMENT OF SPECIFIC ARTICULATION DISORDER IN CHILDREN

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**Introduction:** Considering inconsistent findings regarding the relationship between various risk factors and speech disorders, this study objective is to analyze following risk factors: long-term use of pacifier, thumb sucking, caretaker speech of parents, and average exposure to electronic media during the day, chronic otitis media, poor differentiation of oral musculature, parental speech status and their association with the occurrence and manifestation of a specific articulation disorder.

**Aim:** The aim of the study was to determine the extent to which various risk factors are present in children who have a specific articulation disorder.

**Method:** The sample consisted of a total of 100 subjects, aged five to seven, who were divided into two groups, experimental (50 subjects with specific articulation disorder) and control (50 subjects without the disorder). The diagnosis of specific articulation disorder was made on the basis of a qualitative analysis of responses to tests of speech and language abilities, anamnestic data and additional examinations. The parents of all respondents completed a socio-demographic questionnaire that included questions about the factors listed as risky for this disorder.

**Results:** The use of pacifiers, thumb sucking and poor differentiation of oral musculature were shown to be significant predictors of specific articulation disorder. On the other hand, when examining the influence of electronic media exposure during the day and the manifestation of dyslalia in children and the influence of chronic otitis media on the manifestation of dyslalia, statistical significance was obtained on the whole sample, but it was not found in a subsample of children diagnosed with specific articulation disorder.

**Conclusion:** The results support the importance of factors such as the use of pacifier, thumb sucking, and poorly differentiated oral musculatures for the proper development of a child’s articulation. Adequate and timely informing parents about possible risk factors for dyslalia could reduce this disorder in children.

**Keywords:** *specific articulations disorder, risk factors*

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## PRIMENA DEČJIH PRAVA U ZDRAVSTVENOJ ZAŠTITI

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**Uvod:** Ostvarivanje sveobuhvatne zdravstvene zaštite predstavlja elementarno pravo svakog deteta. Pri svim aktivnostima pružanja zdravstvene zaštite primenjuju se prava deteta saglasno njegovom najboljem interesu.

**Cilj:** Cilj rada odnosi se na unapređenje sistema zdravstvene zaštite, sa akcentom na promociji i primeni prava dece na zdravstvenu zaštitu. Istraživanje ima multidisciplinarni karakter i odnosi se na angažovanost zdravstvenih saradnika u ostvarivanju prava dece.

**Metod:** Metode analize i indukcije korišćene su za istraživanje važećih zakonskih propisa i prakse o povezanosti pojedinačnih primera sprovođenja prava dece i stepena unapređenosti njihove zdravstvene zaštite. Tokom 2019. godine anketirano je 64 dece-pacijenata uzrasta preko 15 godina, 104 roditelja i 69 zdravstvenih profesionalaca koji rade sa decom pri KBC „Dr Dragiša Mišović-Dedinje“. U obradi podataka korišćene su mere deskriptivne statistike.

**Rezultati:** Dobijeni rezultati pokazuju da deca, njihovi roditelji i zdravstveni profesionalci prepoznaju značaj poznavanja i primene prava dece na zdravstvenu zaštitu. Značajan broj roditelja (96,2%) smatra da bi zdravstvene usluge bile kvalitetnije ukoliko bi se deca pacijenti i njihovi pratioci bolje edukovali o dečjim pravima, dok 91,3% zdravstvenih radnika i saradnika smatra da je potrebno permanentno stručno usavršavanje zdravstvenih profesionalaca. Dodatno, 82,6% zdravstvenih profesionalaca smatra da međuinstitucionalna saradnja doprinosi kvalitetu ostvarivanja prava dece na zdravstvenu zaštitu.

**Zaključak:** Može se zaključiti da se u ostvarivanju zdravstvene zaštite delimično primenjuju prava dece, da se humanističko-aplikativni karakter u ostvarivanju tih prava odnosi na unapređenje sistema opšte-društvene podrške najmlađoj populaciji. Praksa zahteva dalja istraživanja, međunarodnu saradnju i inovativne programe o pravima dece na zdravlje.

**Ključne reči:** *prava dece, zdravstvo, implementacija*

## APPLICATION OF CHILDREN’S RIGHTS IN HEALTH CARE

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**Introduction:** Achieving comprehensive health care is an elementary right of every child. In all activities of providing health care, the children’s rights are applied in accordance with their best interests.

**Aim:** The aim of the paper is to improve the health care system, with an emphasis on the promotion and implementation of children’s rights to health care. The research has a multidisciplinary character and refers to the engagement of healthcare associates in exercising children’s rights.

**Method:** Methods of analysis and induction were used to investigate current legislation and practice on the relationship between individual examples of the implementation of children’s rights and the degree of improvement of their health care. During 2019, 64 children-patients over the age of 15, 104 parents and 69 health professionals who work with children at the KBC “Dr Dragiša Mišović-Dedinje” were surveyed. Descriptive statistics measures were used in data processing.

**Results:** The obtained results show that children, their parents and health professionals recognize the importance of knowing and applying children’s rights to health care. A significant number of parents (96.2%) believe that health services would be better if children patients and their companions were better educated about children’s rights, while 91.3% of healthcare workers and associates believe that permanent professional training of health professionals is needed. In addition, 82.6% of health professionals believe that inter-institutional cooperation contributes to the quality of exercising children’s rights to health care.

**Conclusion:** It can be concluded that children’s rights are partially applied in the realization of health care, that the humanistic-applicative character in the realization of those rights refers to the improvement of the system of general social support to the youngest population. The practice requires further research, international cooperation and innovative programs on children’s rights to health.

**Keywords:** *children’s rights, health, implementation*

ZDRAVSTVENA ZAŠTITA ODRASLIH  
ADULT'S HEALTH CARE

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## UTICAJ DIJABETESA NA POJAVU TINITUSA

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**Uvod:** Dijabetes melitus je hronična, progresivna, metabolička bolest koja se karakteriše hiperglikemijom, a nastaje usled smanjene sekrecije insulina, njegovog neadekvatnog dejstva na tkiva ili usled prisustva oba ova poremećaja. Dijabetes dovodi do promene u metabolizmu masti, ugljenih hidrata i proteina. Stalni porast broja obolelih od ove bolesti, ukazuje da dijabetes predstavlja veliki problem javnog zdravlja savremenog društva. Bez obzira na etiologiju, odnosno tip dijabetes melitusa, slične su hronične komplikacije koje se razvijaju nakon dužeg trajanja bolesti i loše metaboličke regulisanosti glikemije. Dijabetes melitus je mogući faktor rizika za nastanak zujanja u ušima.

**Cilj:** Cilj rada je bio da se pregledom savremene literature sagleda uticaj dijabetesa na pojavu tinitusa.

**Metod:** Do relevantnih informacija koje su bitne za rad, došli smo pretragom dostupne elektronske baze podataka PubMed-a.

**Rezultati:** Mnoga istraživanja ukazuju da dijabetes utiče na slušnu funkciju. Utvrđeno je da se oštećenje sluha češće dijagnostikuje kod obolelih od dijabetesa u odnosu na zdravu populaciju. Mikrovaskularne promene unutrašnjeg uva, hiperglikemija u likvoru, auditivna neuropatija, dijabetesna encefalopatija mogu biti uzrok oštećenja sluha i tinitusa kod obolelih od dijabetesa, ali je bitna i genetska predispozicija. Evidentirana je značajna osetljivost kohlee na promene nivoa glikemije u krvi, pri čemu hipoglikemija i hiperglikemija mogu takođe dovesti do nastanka tinitusa i oštećenja sluha. Ispitivanja ukazuju da se učestalost pojave tinitusa kod obolelih od dijabetesa povećava sa starošću i usled prisustva oštećenja sluha.

**Zaključak:** Za lečenje tinitusa kod obolelih od dijabetesa pre svega je neophodna savremena terapija dijabetesa, uz redovnu kontrolu da bi se obezbedila dobra regulisanost glikemije i sprečila pojava hroničnih komplikacija, zatim terapija subjektivnog tinitusa, a kod oštećenja sluha primena slušnih amplifikatora.

**Ključne reči:** *dijabetes melitus, tinitus, oštećenje sluha*

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## THE IMPACT OF DIABETES ON THE OCCURRENCE OF TINNITUS

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**Introduction:** Diabetes mellitus is a chronic, progressive, metabolic disease characterized by hyperglycemia. It occurs due to reduced insulin secretion, insulin's inadequate effect on tissues or a combination of both of these disorders. Diabetes leads to changes in the metabolism of lipids, carbohydrates and proteins. The continuous increase in the incidence of diabetes indicates that this disease is a major public health issue in modern society. Regardless of the etiology, i.e. type of diabetes mellitus, similar chronic complications develop after a long duration of the disease and poor metabolic regulation of glycemia. Diabetes mellitus is a possible risk factor for the occurrence of tinnitus.

**Aim:** The aim of the paper is to determine the impact of diabetes on the occurrence of tinnitus by reviewing the contemporary literature.

**Method:** The information relevant to this paper was obtained from the PubMed electronic database.

**Results:** Many studies indicate that diabetes affects auditory function. It has been ascertained that hearing impairment is diagnosed in diabetic patients more often than in the healthy population. Hearing impairment and tinnitus in diabetic patients may be caused by microvascular changes in the inner ear, hyperglycemia in the cerebrospinal fluid, auditive neuropathy, diabetic encephalopathy, as well as a genetic predisposition. A significant sensitivity of the cochlea to changes in blood glyceemic levels has been noted, meaning that both hypoglycemia and hyperglycemia may cause tinnitus and hearing impairment. Research shows that the incidence of tinnitus in diabetic patients increases with age and the presence of hearing impairment.

**Conclusion:** For the treatment of tinnitus in patients with diabetes, modern diabetes therapy is of utmost importance, with regular check-ups to ensure good glyceemic regulation and prevent the occurrence of chronic complications, along with the treatment of subjective tinnitus, and, if indicated, the use of hearing amplifiers for hearing impairment.

**Keywords:** *diabetes mellitus, tinnitus, hearing loss*

## AKUSTIČKA STRUKTURA GLASA KOD ISPITANIKA SA ORGANSKIM POREMEĆAJIMA GLASA\*

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**Uvod:** Ljudski glas je jedinstven, a njegova fleksibilnost omogućava iskazivanje misli, emocija, radosti i strahova. Na kvalitet i osobenosti glasa utiču različiti faktori: pol, uzrast, izloženost štetnim noksama, organski i funkcionalni poremećaji glasa. Organski poremećaji glasa deformišu akustički signal i utiču na kvalitet glasa. Akustička, multidimenziona analiza glasa pruža vokalnim patolozima objektivno tumačenje patologije glasa, a samim tim i adekvatniji izbor metoda vokalnog tretmana u odnosu na subjektivnu procenu glasa.

**Cilj:** Cilj ovog istraživanja bio je da se utvrde bitne kvantitativne i mikrostrukturne karakteristike glasa kod ispitanika sa organskim poremećajima glasa različite starosne dobi u odnosu na pol, godine starosti i pušački status.

**Metod:** Istraživanjem je obuhvaćeno 60 ispitanika, oba pola (ženski pol  $n=30$ , muški pol  $n=30$ ), starosne dobi od 13 do 85 godina. Prvu starosnu grupu činili su ispitanici od 13-40 godina, a drugu ispitanici od 41-85 godina. Prosečna dužina pušačkog staža za obe istraživačke grupe je 10 godina. U istraživanju je korišćena kompjuterska laboratorija za analizu glasa „KayElementrics“. U statističkoj obradi podataka primenjena je jednofaktorska multivarijatna analiza ANOVA.

**Rezultati:** Rezultati istraživanja su pokazali da se akustička struktura glasa kod ispitanika sa organskim poremećajima glasa različite starosne dobi, pola i dužine pušačkog statusa razlikuje u većini analiziranih parametara ( $p<0,05$ ). Istraživanje je pokazalo da su najveća odstupanja bila u prosečnoj vrednosti fundamentalne frekvencije, oscilacijama u visini fundamentalne frekvencije i oscilacijama u amplitudi intenziteta.

**Zaključak:** Instrumentalno praćenje vibratornog ciklusa glasnica je jedan od bitnih aspekata objektivnog ispitivanja glasa. Patološke promene na glasnicama deformišu akustički signal i utiču na produkciju glasa. Istraživanje je pokazalo da udruženi faktori kao što su starost i pušenje znatno više narušavaju akustičku strukturu glasa kod ispitanika ženskog pola u odnosu na mlađu uzrasnu grupu.

**Ključne reči:** *glas, organski poremećaji glasa, akustička analiza glasa*

\* Rad je nastao kao rezultat istraživanja na projektu „Evaluacija tretmana stečenih poremećaja govora i jezika“ (br. 179068) koji finansira Ministarstvo prosvete, nauke i tehnološkog razvoja Republike Srbije.

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## ACOUSTIC STRUCTURE OF VOICE IN RESPONDENTS WITH ORGANIC VOICE DISORDERS\*

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**Introduction:** The human voice is unique, and its flexibility allows for the expression of thoughts, emotions, joys, and fears. The quality and characteristics of voice are influenced by various factors: gender, age, exposure to harmful noxa, organic and functional disorders of voice.

**Aim:** The aim of this study was to determine the important quantitative and microstructural characteristics of voice in subjects with organic voice disorders of different ages in relation to gender, age and smoking status.

**Method:** The study included 60 subjects, of both genders (female  $n=30$ , male  $n=30$ ), aged 13 to 85 years. The first age group consisted of respondents aged 13-40 years, and the second age group consisted of respondents aged 41-85 years. The average length of smoking experience for both research groups was 10 years. In the research, we used a computer laboratory for voice analysis “KayElemetrics”. One-factor multivariate ANOVA was applied in statistical data processing.

**Results:** The results of the research showed that the acoustic structure of voice in subjects with organic voice disorders of different age, gender and length of smoking status differed in most of the analyzed parameters ( $p<0.05$ ). The research showed that the largest deviations were in the average value of the fundamental frequency, oscillations in the height of the fundamental frequency and oscillations in the intensity amplitude.

**Conclusion:** Instrumental monitoring of the vibratory cycle of the vocal cords is one of the important aspects of objective examination of voice. Pathological changes in the vocal cords deform the acoustic signal and affect the production of voice. The research showed that combined factors, such as age and smoking, significantly disrupt the acoustic structure of voice in female respondents compared to the younger age group.

**Keywords:** *voice, organic voice disorders, acoustic analysis of voice*

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## FORMANTSKA ANALIZA VOKALA KOD BEZUBIH PACIJENATA U ODNOSU NA POLOŽAJ BOČNIH ZUBA TOTALNE PROTEZE

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**Uvod:** Totalna zubna proteza kao terapijsko sredstvo zamenjuje izgubljene prirodne zube, resorbovana koštana tkiva i promenjena meka tkiva. Izradom totalne zubne proteze obezbeđuje se funkcionalna i estetska rehabilitacija orofacijalnog sistema. Kako se izradom totalne zubne proteze neminovno utiče na pacijentov govor, od izuzetne je važnosti uspostaviti potpunu fonetsku rehabilitaciju i učiniti da pacijent bude što zadovoljniji.

**Cilj:** Cilj rada je bio ispitivanje formantske strukture vokala bezubog pacijenta tokom postupka izrade totalne zubne proteze, u zavisnosti od promene položaja gornjih i donjih veštačkih akrilatnih zuba u bočnoj regiji.

**Metod:** Istraživanje je sprovedno kao prospektivna klinička pilot-studija. U istraživanje je uključen jedan pacijent – nosilac totalnih zubnih proteza. Ispitivanjem je obuhvaćeno šest različitih položaja veštačkih akrilatnih zuba u bočnoj regiji, jedna kontrola i postojeće proteze. Primenom softverskog programa Dr Speech – izvršena je formantska analiza izgovora svih samoglasnika u zavisnosti od promene položaja veštačkih akrilatnih zuba.

**Rezultati:** Nađeno je smanjenje površine vokalnih trouglova kad su donji bočni zubi pomereni bukalno i kad postoje stare proteze, što ukazuje na smanjenje artikulacionih pokreta vokalnog trakta.

**Zaključak:** Pravilan položaj veštačkih zuba totalne zubne proteze, te blagovremena zamena te proteze – doprinose razumljivijem govoru.

**Ključne reči:** *totalna proteza, poremećaji artikulacije, okluzija zuba*

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## FORMANT ANALYSIS OF VOWELS IN EDENTULOUS PATIENTS IN RELATION TO THE POSITION OF POSTERIOR TEETH IN A COMPLETE DENTURE

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**Introduction:** Complete dentures, as a therapeutic tool, replace the lost natural teeth, resorbed bone tissue and altered soft tissue. A complete denture provides functional and aesthetic rehabilitation of the orofacial system. As it affects the patient's speech, it is of utmost importance to establish a complete phonetic rehabilitation and contribute to greater satisfaction of the patient.

**Aim:** The aim of this paper was to examine the formant structure of vowels in an edentulous patient during the process of making a complete denture, depending on the changes of the upper and lower artificial acrylic teeth in the lateral region.

**Method:** The research was carried out as a prospective clinical pilot study. The study included one patient with a complete denture. The study involved six different positions of artificial acrylic teeth in the lateral region, a control and existing dentures. By using a software program Dr. Speech, a formant analysis of vowels was performed according to the position change of the artificial acrylic teeth.

**Results:** There were differences in relation to different positions of the artificial acrylic teeth in the posterior region. A reduction of the vocal triangles surface was found when the lower lateral teeth were moved buccally and with old dentures, which indicates a reduction in the articulatory movements of the vocal tract.

**Conclusion:** Proper position of artificial teeth in a complete denture and its timely replacement contribute to intelligibility of speech.

**Keywords:** *complete denture, articulation disorders, dental occlusion*

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## MORFOSINTAKSIČKE SPOSOBNOSTI KOD STARIJIH LJUDI: PRELIMINARNO ISPITIVANJE

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**Uvod:** Istraživanje jezičkih sposobnosti kod starih osoba značajno je za razumevanje normalnih i patoloških obrazaca jezičkog ponašanja. Prema empirijskim podacima, stare osobe bez neurološkog oštećenja ispoljavaju teškoće u pronalaženju sadržajnih reči i razumevanju jezika. Takođe se navode određene promene u oblasti sintaksičke strukture.

**Cilj:** Cilj ovog istraživanja bio je da se procene morfosintaksičke sposobnosti kod starih osoba bez neurološkog oštećenja.

**Metod:** U istraživanju je učestvovalo ukupno 40 ispitanika. Eksperimentalnu grupu činilo je 20 starih osoba koje su bile podeljene u dve podgrupe. Prvu podgrupu činilo je 10 ispitanika iz kategorije rane starosti (65-75 godina), a drugu 10 ispitanika koji su prema godinama života pripadali kategorijama srednje i kasne starosti (preko 76 godina). Kontrolnu grupu sačinjavalo je 20 ispitanika srednjeg životnog doba (46-58 godina). Za prikupljanje podataka korišćen je Test morfosintaksičkih sposobnosti.

**Rezultati:** Primenom statističkih postupaka utvrđeno je da stariji ispitanici imaju značajno lošije morfosintaksičke sposobnosti u odnosu na kontrolnu grupu ispitanika ( $t=-4,271$ ;  $df=38$ ;  $p<0,001$ ). Takođe je utvrđeno da ispitanici iz podgrupe rane starosti imaju značajno bolje morfosintaksičke sposobnosti u odnosu na ispitanike iz kategorije srednje i kasne starosti ( $t=2,965$ ;  $df=18$ ;  $p<0,01$ ). Ispitivanjem povezanosti između godina starosti ispitanika i rezultata na testu pokazano je da sa starenjem dolazi do slabljenja morfosintaksičkih sposobnosti ( $r=-0,748$ ;  $p<0,01$ ).

**Zaključak:** Analizom dobijenih podataka pokazano je da morfosintaksičke sposobnosti opadaju s povećanjem godina života. Najbolje morfosintaksičke sposobnosti imali su ispitanici srednjeg životnog doba (kontrolna grupa), zatim ispitanici iz kategorije rane starosti, dok su najlošije sposobnosti pokazale osobe iz kategorije srednje i kasne starosti.

**Ključne reči:** *jezik, morfosintaksičke sposobnosti, starije životno doba, starost*

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## MORPHOSYNTACTIC ABILITIES IN THE ELDERLY: A PRELIMINARY RESEARCH

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**Introduction:** Research on language abilities among the elderly is essential for understanding normal and pathological patterns of language behaviour. According to empirical data, the elderly without neurological impairment exhibit content-word-finding difficulties and auditory language comprehension deficits. Certain changes in the area of the syntactic structure have also been showed.

**Aim:** The aim of this study was to investigate morphosyntactic abilities among the elderly without neurological impairment.

**Method:** A total of 40 respondents participated in the study. The experimental group consisted of 20 elderly persons who were divided into two subgroups. The first subgroup consisted of 10 respondents from the category of young-old (65-75 years of age), and the second of 10 respondents who, according to age, belonged to the categories middle-old and oldest-old (over 76 years of age). The control group consisted of 20 middle-aged respondents (46-58 years of age). The Morphosyntactic Abilities Test was used for data collection.

**Results:** Using statistical procedures, it was found that elderly respondents had significantly worse morphosyntactic abilities than the control group of subjects ( $t=-4.271$ ;  $df=38$ ;  $p<.001$ ). It was also found that respondents from the subgroup of young-old had significantly better morphosyntactic abilities than respondents from the category of middle-old and oldest-old ( $t=2.965$ ;  $df=18$ ;  $p<.01$ ). Examination of the relationship between the age of the subjects and the test results showed that morphosyntactic abilities weaken with age ( $r=-.748$ ;  $p<.01$ ).

**Conclusion:** The analysis of the obtained data showed that morphosyntactic abilities decrease with age. Middle-aged respondents (control group) had the best morphosyntactic abilities, followed by the young-old category, while the category of middle-old and oldest-old demonstrated the poorest abilities.

**Keywords:** *language, morphosyntactic abilities, the elderly, old age*

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## SEMANTIČKO PROCESIRANJE U RANOJ FAZI DEMENCIJE

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**Uvod:** Teškoće u pronalaženju reči su dominantan simptom rane faze demencije. Veći deo istraživačkog korpusa leksičko-semantičkih deficita kod osoba sa demencijom bio je usmeren ka istraživanju teškoća u evociranju leksičkih jedinica tokom spontanog govora i na testovima imenovanja. Međutim, značajno je manji broj studija u okviru ove populacije koje su se bavile istraživanjem semantičkog procesiranja.

**Cilj:** Cilj našeg rada je bio da se ispita semantičko procesiranje kod osoba sa dijagnozom demencije blagog do umerenog stepena (skorovi 12-24 na Mini mental testu).

**Metod:** Uzorak je činilo 47 ispitanika podeljenih u dve grupe, eksperimentalnu i kontrolnu. Eksperimentalnu grupu je činilo 19 ispitanika sa demencijom, dok je kontrolnu grupu činilo 28 ispitanika bez istorije kognitivnih oštećenja i moždanog udara. Grupe su međusobno bile usklađene prema starosti ( $F=3,638$ ;  $p>0,05$ ). U svrhu procene semantičkog procesiranja primenjen je supstest semantičkih asocijacija Sidnejske jezičke baterije (Sydney Language Battery).

**Rezultati:** Rezultati su ukazali na značajne razlike između dve grupe ispitanika ( $F=100,044$ ;  $p\leq 0,01$ ) na planu leksičkog procesiranja. Dodatno, analizom podataka u čitavom uzorku nisu utvrđene značajne razlike u postignućima u odnosu na nivo obrazovanja ( $F=0,001$ ;  $p>0,05$ ) i pol ( $F=2,434$ ;  $p>0,05$ ).

**Zaključak:** Rezultati našeg istraživanja su pokazali da osobe sa demencijom mogu imati značajno oštećenje semantičkog procesiranja. Ovi podaci ukazuju na značajnu razgradnju leksičko-semantičke mreže već u ranim fazama bolesti. U svrhu detaljnijeg opisa leksičko-semantičkog deficita u ranoj fazi demencije potrebno je uporediti postignuća ispitanika na testovima izolovanog imenovanja i zadacima semantičkog procesiranja.

**Ključne reči:** *semantičko procesiranje, demencija, jezičke sposobnosti*

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## SEMANTIC PROCESSING IN EARLY STAGE OF DEMENTIA

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**Introduction:** Lexical deficits are a dominant early symptom in dementia. Research corpus of lexical-semantic deficits in people with dementia is mainly focused on word finding difficulties during spontaneous speech and naming tasks. However, there are significantly fewer studies that have explored semantic processing within this population.

**Aim:** The aim of this study was to examine semantic processing in patients diagnosed with mild to moderate dementia (scores 12-24 on the Mini Mental Test).

**Method:** The sample consisted of 47 participants divided into two groups, experimental and control. The experimental group consisted of 19 participants with dementia, while the control group consisted of 28 participants without a history of cognitive impairment and stroke. The groups were age-matched ( $F=3.638$ ;  $p>.05$ ). The subtest of semantic associations from the Sydney Language Battery was applied for the purpose of semantic processing assessment.

**Results:** The results indicated significant differences between the two groups of participants ( $F=100.044$ ;  $p\leq.01$ ) in terms of semantic processing. Additionally, the analysis within the overall sample did not reveal significant differences in semantic processing regarding the level of education ( $F=.001$ ;  $p>.05$ ) and gender ( $F=2.434$ ;  $p>.05$ ).

**Conclusion:** The results of our study showed that people with dementia can have significant impairment of semantic processing. These data indicate a significant deterioration of the lexical-semantic knowledge in the early stages of the disease. For the purpose of a more detailed description of the lexical-semantic deficit in the early stage of dementia, it is necessary to compare word finding and semantic processing abilities in these patients.

**Keywords:** *semantic processing, dementia, language skills*

## ZNAČAJ PROCENE REPETITIVNOG GOVORA U DIFERENCIJALNOJ DIJAGNOSTICI AFAZIČKIH SINDROMA

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**Uvod:** Klinički podaci pokazuju da pacijenti s afazijom ispoljavaju različite sposobnosti repeticije. Takođe je pokazano da sposobnost repeticije korelira s tipom afazičkog sindroma. Međutim, nedostaju podaci o odnosu ponavljanja i tipa afazičkog sindroma. Pored značaja u kliničkim uslovima, nedostatak sistematskih podataka o repetitivnim sposobnostima kod osoba sa afazijom bio je povod za formiranje rada.

**Cilj:** Cilj ovog rada je da se utvrdi sposobnost ponavljanja jezičkih simbola kod osoba s afazijom i ukaže na značaj procene ovog aspekta jezika u diferencijalnoj dijagnostici afazičkih sindroma.

**Metod:** Uzorak je činilo 30 ispitanika sa afazijom prosečne starosti 64 godine i prosečnim nivoom obrazovanja od 13 godina. U uzorak su uključeni pacijenti s klasičnim afazičkim sindromima, i to s Brokinom, Vernikeovom, konduktivnom, anomičkom, transkortikalnom motornom i transkortikalnom senzornom afazijom. Procena sposobnosti ponavljanja izvršena je subtestom ponavljanja reči i rečenica Bostonskog dijagnostičkog testa za afazije. U statističkoj obradi podataka primenjene su metode deskriptivne statistike i Man Whitney U test.

**Rezultati:** Rezultati su pokazali da su se ispitanici međusobno razlikovali u sposobnosti repeticije, značajne razlike potvrđene su između ispitanika sa Brokinom i anomičkom ( $U=0,00$ ;  $p=0,009$ ), Brokinom i transkortikalnom motornom ( $U=0,00$ ;  $p=0,005$ ), Brokinom i konduktivnom ( $U=3,00$ ;  $p=0,02$ ), Brokinom i transkortikalnom senzornom ( $U=0,00$ ;  $p=0,005$ ), anomičkom i konduktivnom ( $U=0,00$ ;  $p=0,008$ ), anomičkom i Vernikeovom ( $U=0,00$ ;  $p=0,01$ ), transkortikalnom motornom i konduktivnom ( $U=0,00$ ;  $p=0,004$ ), transkortikalnom motornom i Vernikeovom ( $U=0,00$ ;  $p=0,005$ ), konduktivnom i transkortikalnom senzornom ( $U=0,00$ ;  $p=0,004$ ), i između ispitanika sa Vernikeovom i transkortikalnom senzornom afazijom ( $U=0,00$ ;  $p=0,005$ ).

**Zaključak:** Zaključeno je da procena sposobnosti repeticije jezičkih simbola značajno doprinosi diferenciranju afazičkih sindroma.

**Ključne reči:** *repeticija jezičkih simbola, afazički sindromi, diferencijalna dijagnostika*

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## SIGNIFICANCE OF REPETITIVE SPEECH ASSESSMENT IN DIFFERENTIAL DIAGNOSIS ON APHASIC SYNDROMES

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**Introduction:** Clinical data show that patients with aphasia exhibit different abilities of repetition of language symbols. It has also been shown that the ability to rehearse correlates with the type of aphasic syndrome. However, more precise data on the relationship between the repetition of language symbols and the type of aphasic syndrome are missing.

**Aim:** The aim of this paper was to determine the ability to repeat language symbols in people with aphasia and to point out the importance of assessing this aspect of language in the differential diagnosis of aphasic syndromes.

**Method:** The sample consisted of 30 subjects with aphasia with an average age of 64 years and an average level of education of 13 years. The sample included patients with classic aphasic syndromes. The subtest of repeating words and sentences of the Boston diagnostic test was used in the assessment. Descriptive statistics methods and the Man Whitney U test were applied in statistical data processing.

**Results:** The results showed that the subjects differed in their ability to rehearse, significant differences were confirmed between subjects with Broca's and anomic ( $U=0.00$ ;  $p=.009$ ), Broca's and transcortical motor ( $U=0.00$ ;  $p=.005$ ), Broca's and conductive ( $U=3.00$ ;  $p=.02$ ), Broca's and transcortical sensory ( $U=0.00$ ;  $p=.005$ ), anomic and conductive ( $U=0.00$ ;  $p=.008$ ), anomic and Wernicke's ( $U=0.00$ ;  $p=.01$ ), transcortical motor and conductive ( $U=0.00$ ;  $p=.004$ ), transcortical motor and Wernicke's ( $U=0.00$ ;  $p=.005$ ), conductive and transcortical ( $U=0.00$ ;  $p=.004$ ), and between subjects with Wernicke's and transcortical sensory aphasia ( $U=0.00$ ;  $p=.005$ ).

**Conclusion:** It was concluded that the assessment of the ability to repeat language symbols significantly contributes to the differentiation of aphasic syndromes.

**Keywords:** *repetition of linguistic symbols, aphasic syndromes, differential diagnostics*

DRŽAVNO REAGOVANJE NA  
PRESTUPNIŠTVO  
STATE REACTION TO OFFENCES

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## ULOGA NADLEŽNIH DRŽAVNIH ORGANA U SPREČAVANJU NASILJA U PORODICI\*

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**Uvod:** Nakon četiri godine od početka primene Zakona o sprečavanju nasilja u porodici broj žrtava lišenih života u porodičnom nasilju nije se smanjio. Zakon o sprečavanju nasilja u porodici uređuje materiju saradnje i koordiniranog postupanja nadležnih državnih organa i ustanova u cilju blagovremenog sprečavanja i zaustavljanja nasilja, kao i delotvorne zaštite i podrške žrtvama.

**Cilj:** Cilj ovog rada je da se utvrdi šta se promenilo sa donošenjem Zakona o sprečavanju nasilja u porodici. Ratifikacija Konvencije Saveta Evrope o borbi i sprečavanju nasilja nad ženama i nasilja u porodici i slabosti dotadašnjeg načina suprostavljanja nasilju u porodici u Srbiji, doveli su do donošenja Zakona o sprečavanju nasilja u porodici. Policija dobija novu, preventivnu ulogu u suprostavljanju nasilju u porodici koja se sastoji u obavezi izricanja hitnih mera u svim onim slučajevima kada se proceni rizik da postoji neposredna opasnost od nasilja u porodici. Istraživanje, koje je prezentovano u ovom radu i koje se odnosi na period od tri godine (2018-2020), imalo je za cilj da utvrdi kakvi su efekti preventivnih mera koje preduzimaju nadležni organi, kao i da li se odredbe zakona primenjuju na ujednačen način na teritoriji Srbije.

**Metod:** U radu su primenjene sledeće naučne metode istraživanja: normativna i statistička metoda, analiza sadržaja, komparativna metoda i formalno-logička analiza.

**Rezultati i diskusija:** Identifikovani su i sistematizovani problemi i propusti u radu nadležnih organa, pre svega policije i javnog tužilaštva, koji dovode do smanjene efikasnosti i efektivnosti u sprovođenju zakona. Rezultati su nam pokazali da: 1) je težišna usmerenost nadležnih organa na poštovanju formalnih procedura, 2) je uočljivo neujednačeno postupanje nadležnih državnih organa prilikom pozivanja žrtava da prisustvuju sastancima Grupa za koordinaciju i saradnju, 3) efekti mera iz planova zaštite koje donosi Grupa za koordinaciju i saradnju pokazuju da u izvesnom broju slučajeva ipak dolazi, nakon nekoliko meseci od izricanja hitnih mera, do ponavljanja nasilja i teških posledica.

\* Rad je nastao kao rezultat istraživanja na projektu „Razvoj institucionalnih kapaciteta, standarda i procedura za suprostavljanje organizovanom kriminalu i terorizmu u uslovima međunarodnih integracija“ (br. 179045), koji finansira Ministarstvo prosvete, nauke i tehnološkog razvoja Republike Srbije.

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**Zaključak:** Na kraju, autori zaključuju da nov način rada nadležnih državnih organa, odnosno stavljanje naglaska na preventivno postupanje policije, javnog tužilaštva i suda, pokazuje izvesne rezultate koji se ogledaju u smanjenju broja podnetih krivičnih prijava za nasilje u porodici i smanjenju broja učinilaca krivičnih dela. Međutim, zaključeno je da se ne radi provera efektivnosti preduzetih preventivnih mera, pa često dolazi do povrata i nastupanja najtežih posledica po žrtve nasilja u porodici. Dakle, prekid nasilja, sprečavanje novog i ponovljenog nasilja i zaštita bezbednosti žrtve je u prvom planu nadležnih državnih organa dok se ne iscrpe one radnje i mere koje su propisane Zakonom, ali kada je u pitanju praćenje planiranih i preduzetih mera nedostaje aktivniji pristup.

**Ključne reči:** *nasilje u porodici, prevencija, suzbijanje, zaštita, žrtva*

## THE ROLE OF COMPETENT STATE AUTHORITIES IN PREVENTION OF DOMESTIC VIOLENCE\*

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**Introduction:** Four years upon the beginning of implementation of the Law on Prevention of Domestic Violence the number of victims who lost their lives in domestic violence has not been reduced. The Law on Prevention of Domestic Violence regulates the area of cooperation and coordinated conduct of the proper state authorities and institutions with the aim of timely prevention and stopping of violence, as well as effective protection and support to victims.

**Aim:** The aim of this paper is to determine what has changed with the adoption of the Law on Prevention of Domestic Violence. The ratification of the Council of Europe Convention on Preventing and Combating Violence against Women and Domestic Violence and the weaknesses of the manner of fight against domestic violence in Serbia until that time resulted in adoption of the Law on Prevention of Domestic Violence. The police are given a new, preventive role in fighting domestic violence, which consists of the obligation to pronounce urgent measures in all cases when there is estimated risk of direct danger of domestic violence. The research presented in this paper, which covers the period of three years (2018-2020), was aimed to determine the effects of preventive measures undertaken by the competent authorities, as well as to establish if the legal regulations have been implemented evenly in the territory of Serbia.

**Method:** The following scientific and research methods have been used in the paper: normative and statistical method, content analysis, comparative method and formal logic analysis.

**Results and Discussion:** Problems and omissions in the work of competent authorities have been identified and systematized, primarily of the police and Public Prosecutor's Office, which result in reduced efficiency and effectiveness in law enforcement. The results have shown that: 1) the main direction of competent authorities is to follow the formal procedure; 2) it has been noticed that there is uneven conduct of competent authorities when inviting victims to attend the meetings of Groups for coordination and cooperation; 3) the effects of measures listed in protection plans adopted by the Group for coordination and cooperation show that in a

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number of cases, after several months following the pronouncing of urgent measures, there comes repeated violence and severe consequences.

**Conclusion:** Finally, the authors conclude that the new manner of work of the competent state bodies, in other words the emphasis on preventive conduct of the police, Public Prosecutor’s Office and the courts shows certain results, which reflect in reduction of the number of criminal charges brought for domestic violence and the reduction of the number of criminal offenders. However, it has been concluded that there is not a checkup if the preventive measures taken have been effective, so there often comes to repeated violence and the most severe consequences for the victims of domestic violence. Therefore, stopping of violence, prevention of new and repeated violence and the protection of victim’s safety should be in the focus of the competent state authorities until all conducts and measures prescribed by the Law are exhausted, but as far as monitoring of measures which are planned and undertaken there lacks a more active approach.

**Key words:** *domestic violence, prevention, suppression, protection, victim*

## ANALYSIS OF CRISIS SITUATIONS IN YOUTH CARE INSTITUTIONS

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**Introduction and Aim:** In Youth Care Institutions in Slovenia, we analyzed the phenomenology, frequency and response, as well as the competence of professional staff in crisis situations of children and youth.

**Method:** Through the interviews with educators, children and youth, social workers, principals, parents and psychiatrists and the analysis of documentation, we established the ways, frequency, degree, level, intensity and reactivity as well as professional responses to auto-aggressive and hetero-aggressive behavior, drug addiction, combined disorders, as well as those related to psychiatric interventions and post-traumatic episodes of children and youth in Youth Care Institutions.

**Results:** The analysis shows an exceptional saturation with the problems of crisis interventions in various situations, for which educators do not have protocols or feel competent, they are not safe and without the support of decent services. Along with the analysis of crisis situations, we also presented the best practices of working with this type of population. We have exposed in the evening the gaps and ambiguities, which the system cannot overcome. Finally, we presented the successful foreign practices of this field of work and life of educational homes.

**Conclusion:** Most of the professional workers are not prepared, nor do they feel competent, and do not feel safe and without support in working with such a population. But the population here is alive and true, with intense difficulties and without clear protocols and resolution techniques. Services are present dispersedly with poor cooperation and arrangements. There are good practices but they are in the minority. The reflection of efficient work also represents an additional value of research.

**Keywords:** *youth care, crisis situations, children and youth, auto-aggressive and hetero-aggressive behavior*

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## EXPERT CENTER MARIBOR – THE PROCESS OF DEINSTITUTIONALIZATION

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**Introduction:** The idea of the Expert Center Maribor derives from the concept of deinstitutionalization, under which we place the discourses of normalization, regionalization, decentralization, social inclusion, participation, empowerment – focusing on individual resources, differentiation, deinstitutionalization in the narrower sense of the word and socio-pedagogical help directed at the life of the individual.

**Aim:** These discourses are the basis for planning and implementing the project of the Expert Center Maribor, the concept of comprehensive treatment of children and adolescents with emotional and behavioral problems and disorders throughout the continuum of help, from prevention programs to working with the most difficult cases.

**Method:** With the programs, the expert center will ensure the realization of the principles of humanization, normalization, integration, participation, inclusion and social-pedagogical help directed at the life of the user. The meaningfulness of the treatment and the logic of the expert center are the care for human being by working in the local community and the regional coverage of help.

**Results:** The project provides a holistic and step-by-step treatment of the full spectrum of children and adolescents with emotional and behavioral problems and disorders. Spaces and approaches are geared to the needs of children and adolescents. In the last fifty years, the Expert Center Maribor has continued the aspirations for normalization and humanization, from the Logatec experiment to the introduction of residential groups, through the renovation of institutions to the beginnings of youth housing.

**Conclusion:** The purpose of the project is to establish a regional expert center to support children and adolescents with emotional and behavioral problems and disorders throughout the continuum of help. The goal of the project and new programs is the reintegration of children and adolescents into their primary or other favorable environment with their active participation as soon and successfully as possible. With Expert Center Maribor and its programs, we expect greater empowerment of children and adolescents in their transition to independent living.

**Keywords:** *deinstitutionalization, needs, problems, adolescents, continuum*

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## KARAKTERISTIKE MALOLETNIKA KOJI VRŠE NASILNIČKI KRIMINALITET\*

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**Uvod:** Nasilnički kriminalitet maloletnika privlači pažnju javnosti i stručnjaka svuda u svetu. Posledice nasilja po pojedince i društvo mogu biti ogromne: narušeno zdravlje i kvalitet života, troškovi lečenja, odsustvo s posla, povećan strah od kriminala, zahtevi javnosti za strožim kažnjavanjem učinilaca. Maloletnici koji vrše nasilnička krivična dela obično ranije ispoljavaju delinkventno ponašanje, imaju dugotrajne kriminalne „karijere“ i vrše raznovrsna krivična dela.

**Cilj:** Ukazivanje na problem nasilničkog kriminaliteta maloletnika i na potrebu sagledavanja onih karakteristika nasilnih maloletnika na koje bi trebalo delovati putem odgovarajućih programa tretmana i preventivnim merama.

**Metod:** U radu je dat pregled nalaza istraživanja o nasilničkom kriminalitetu maloletnika. Relevantni radovi su pretraženi i preuzeti iz onlajn baza podataka korišćenjem servisa EBSCO, HeinOnline, JSTOR, Oxford Journals, SAGE, Springer-Link i Wiley.

**Rezultati:** Istraživanja pokazuju da je nasilnički kriminalitet povezan sa mentalnim poremećajima učinilaca, psihopatskim crtama ličnosti, odsustvom samokontrole, emocija i sažaljenja, frustracijom, besom, zavisnošću od alkohola. Nasilni maloletnici su u velikom procentu i sami žrtve nasilnih krivičnih dela, što je povezano sa kontinuiranom kriminalnom aktivnošću i udruživanjem sa devijantnim vršnjacima. Kada je reč o rodnim razlikama, istraživanja pokazuju da postoji veća verovatnoća da devojčice koje vrše nasilnički kriminalitet žive u depriviranim porodicama, da su bile izložene zlostavljanju i zanemarivanju, da su sklonije samopovređivanju i pokušajima samoubistva u odnosu na dečake koji vrše nasilnička krivična dela.

**Zaključak:** Postoji potreba za razvojem skrining instrumenata, kako bi se identifikovali maloletnici koji su pod povećanim rizikom vršenja nasilničkog kriminaliteta. Maloletnici koji ispoljavaju ekstremno nasilje drugačije reaguju na tretman u odnosu na maloletnike koji nisu ekstremno nasilni. Oni imaju potrebu za intenzivnijim i dugotrajnijim tretmanom uz aktivnu ulogu porodice u tom procesu.

**Ključne reči:** *maloletni prestupnici, kriminalitet, nasilje*

\* Rad je nastao kao rezultat istraživanja na projektu „Razvoj metodologije evidentiranja kriminaliteta kao osnova efikasnih mera za njegovo suzbijanje i prevenciju“ (br. 179044), koji finansira Ministarstvo prosvete, nauke i tehnološkog razvoja Republike Srbije.

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## CHARACTERISTICS OF JUVENILES WHO COMMIT VIOLENT CRIMES\*

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**Introduction:** Juvenile violent crime is attracting the attention of the public and professionals all over the world. The consequences of violence for individuals and society can be enormous: impaired health and quality of life, treatment costs, absence from work, increased fear of crime, public demands for severe punishment of perpetrators. Juveniles who commit violent crimes usually have an early onset of delinquency, persistent criminal careers, and commit a wider variety of crimes.

**Aim:** Pointing out the problem of juvenile violent crime, and the need to consider those characteristics of violent juveniles that should be addressed through appropriate treatment programs and preventive measures.

**Method:** The paper presents an overview of research findings on juvenile violent crime. Relevant articles were searched and extracted from online databases using services EBSCO, HeinOnline, JSTOR, Oxford Journals, SAGE, Springer-Link, and Wiley.

**Results:** Research shows that violent crime is associated with mental disorders, psychopathic personality traits, lack of self-control, lack of emotions, callousness, frustration, anger, alcohol addiction. A large percentage of violent juveniles are themselves victims of violent crimes, which is associated with continuous criminal activity and association with deviant peers. When it comes to gender differences, research shows that girls who commit violent crime are more likely than boys to live in deprived households, to have experienced abuse or neglect, and are more prone to commit self-harm and suicide attempts.

**Conclusion:** There is a need for the development of screening instruments to identify those juveniles who are at increased risk of committing violent crimes. Juveniles who exhibit extreme violence respond differently to treatment than juveniles who are not extremely violent. They need more intensive and long-term treatment with an active role of the family in that process.

**Keywords:** *juvenile offenders, crime, violence*

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## KARAKTERISTIKE OBRAZOVNOG STATUSA MALOLETNIH DELINKVENATA

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**Uvod:** Na osnovu istraživanja o uticaju delinkvencije na školovanje, uočava se da značajan broj maloletnih delinkvenata ima višestruke probleme tokom školovanja ili ne pohađa nastavu. Sa druge strane, uključivanje u pravosudni sistem zbog delinkventnog ponašanja remeti proces obrazovanja, od slabljenja školskog postignuća, do napuštanja školovanja u najtežim slučajevima.

**Cilj:** Cilj rada je sagledavanje obrazovnog statusa maloletnih delinkvenata.

**Metod:** Analiza pravosudne statistike o registrovanom kriminalitetu maloletnika u Republici Srbiji u periodu od 2012-2019. godine.

**Rezultati:** Rezultati istraživanja ukazuju na to da oko 40% maloletnika (od 38,8% 2012. do 41,6% 2019.) u trenutku izvršenja krivičnog dela i oko 41,5% (od 47,3% 2012. do 35,5% 2019. godine) maloletnika u trenutku izricanja presude, nije bilo uključeno u obrazovni sistem ili te informacije nisu bile poznate. Iako tokom krivičnog postupka očekivano raste količina informacija o obrazovnom statusu maloletnika, sa druge strane uočava se povećanje broja maloletnika koji do izricanja krivične sankcije ostaju van obrazovnog procesa. Imajući u vidu prosečno trajanje krivičnog postupka prema maloletnicima, uočava se da oni neretko i po nekoliko meseci ostaju isključeni iz obrazovnog procesa. Dalje, uočava se da, iako broj maloletnika kojima je izrečena krivična sankcija, posebno u tri poslednje posmatrane godine (2017, 2018. i 2019.) opada, istovremeno se beleži porast broja maloletnika koji su van obrazovnog procesa.

**Zaključak:** U radu sa maloletnim delinkventima, kao dragocena, prepoznaje se saradnja između pravosudnog i obrazovnog sistema u krivičnim postupcima protiv maloletnika, kao i unapređivanje školske klime, neformalnog obrazovanja maloletnih delinkvenata, programa mentorstva, popravljanja odnosa sa nastavnicima i drugim akterima obrazovanja i vaspitanja. Na osnovu rezultata istraživanja, nameće se zaključak da bi trebalo uložiti napor svih aktera od interesa (od škole, preko porodice, do pravosuđa), kako ne bi došlo do prekida školovanja odnosno isključivanja maloletnika iz obrazovnog sistema.

**Ključne reči:** *maloletni delinkventi, obrazovni status, prekid školovanja, napuštanje školovanja*

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## CHARACTERISTICS OF THE EDUCATIONAL STATUS OF JUVENILE DELINQUENTS

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**Introduction:** Based on research on the impact of delinquency on schooling, it is noticed that a significant number of juvenile delinquents have multiple problems during schooling or do not attend classes. On the other hand, inclusion in the judicial system due to delinquent behavior disrupts the education process, from the weakening of school achievement to dropping out of school in the most difficult cases.

**Aim:** This paper’s aim is to consider the educational status of juvenile delinquents.

**Method:** Analysis of judicial statistics on registered juvenile delinquency in the Republic of Serbia in the period from 2012-2019. years.

**Results:** The research results show that around 40% of juveniles were not included in the education system when the criminal act was committed (from 38.8% in 2012 to 41.6% in 2019) and around 41.5% (from 47.3% 2012 to 35.5% 2019 year) when sanctions were imposed, or such information was not known. Although, as to be expected, the amount of available information on a juvenile’s educational status increases during criminal proceedings, on the other hand, there is also a significant increase in the number of juveniles who, until the imposing of criminal sanctions, remain outside the education process. Considering the average length of criminal proceedings against juveniles, it is noticeable that young offenders often remain excluded from the education system for several months. Further, it can be seen that although the number of juveniles against whom criminal sanctions were imposed, particularly in the last three monitored years (2017, 2018, and 2019), is on the decline, at the same time there is an increase in the number of juveniles who remain outside the education process.

**Conclusion:** In work with juvenile delinquents are all recognized as invaluable cooperation between the judiciary and the education system in criminal proceedings against juveniles, the improvement of the school climate, the informal education of juvenile delinquents, mentorship programs, and the improvement of relations with teachers and other actors in education and upbringing. Based on the research results, the conclusion drawn is that efforts should be made by all the main actors (from schools, through the family, to the judiciary) to prevent the interruption of schooling, i.e. the exclusion of juveniles from the education system.

**Keywords:** *juvenile delinquents, educational status, termination of schooling, dropping out of school*

## TRETMAN OSOBA KOJIMA JE IZREČENA MERA OBAVEZNOG LEČENJA ALKOHOLIZMA NA SLOBODI ZBOG NASILJA U PORODICI

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**Uvod:** Uprkos prepoznatoj vezi između nasilja u porodici i alkoholizma, društvena i pravna podrška i zaštita porodice usledile su kasnije. Tek od druge polovine 20. veka pa sve do danas, beleži se veliki napredak u podizanju odgovornosti države da se nasilno ponašanje u porodici uzrokovano alkoholizmom prepozna i sankcioniše. Podaci ukazuju da je kod 50 do 60% presuda razlog za izricanje ove mere bezbednost i nasilje u porodici.

**Cilj:** Cilj rada je prikaz tretmana osoba kojima je izrečena mera obaveznog lečenja alkoholizma na slobodi, a koji su odlukom suda upućeni u Institut za mentalno zdravlje.

**Metod:** Prikaz procesa tretmana u Institutu za mentalno zdravlje u Beogradu u kom se izvršava mera obaveznog lečenja alkoholičara na slobodi kroz Psihoedukativni program. Opisani su otpori u terapiji koji se javljaju usled odsustva motivacije za lečenje, a koji neretko traju tokom celog tretmana. Iako tretman podrazumeva učešće saradnika u lečenju – članove porodice, važno je naglasiti da Psihoedukativni program nije terapija usmerena na dubinsku promenu ličnosti, niti je to porodična terapija alkoholizma.

**Rezultati:** Početni deo tretmana se sastoji od psihoedukativnog programa (6-8 nedelja) i obuhvata sticanje znanja o alkoholizmu kao bolesti (uzrocima, posledicama, pravilima ponašanja u apstinenciji), prepoznavanje ličnih i porodičnih posledica i zaustavljanje i korekcija zavisničkog i nasilničkog ponašanja. Rehabilitacioni deo tretmana odvija se u socio-terapijskom klubu lečenih alkoholičara gde se nastavlja sa učenjem i usvajanjem zdravih obrazaca ponašanja, odnosa, sistema vrednosti i stila života. Prikazana je saradnja sa drugim ustanovama i službama koje prate izvršenje ove sudske mere.

**Zaključak:** Tretman osoba kojima je izrečena mera obaveznog lečenja na slobodi je složen proces u kom je neophodna bolja multisektorska saradnja i podizanje kapaciteta specijalizovanih službi kao i efikasniji sistem mera zaštite i podrške žrtvama nasilja.

**Ključne reči:** *mera bezbednosti, alkoholizam, nasilje, porodica*

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## MANDATORY PSYCHIATRIC OUTPATIENT TREATMENT IN CASES OF ALCOHOLISM AND DOMESTIC VIOLENCE

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**Introduction:** In spite of the recognized relation between family violence and alcoholism, social and legal support, as well as family protection, have been available since recently. It is only from the second half of the 20th century until today that great progress has been made in raising the responsibility of the state to recognize and sanction violent behavior in the family. Data show that in 50 to 60% of convictions, domestic violence was the ground for the protection measure.

**Aim:** To present mandatory outpatient treatment of persons who are referred to The Institute of Mental Health by Court decision.

**Method:** Presentation of the treatment process at the Institute of Mental Health in Belgrade where mandatory outpatient treatment of an alcoholic is administered by means of Psycho-educational Program. Defiance of therapy is described, occurring with lack of motivation for treatment, which frequently lasts during the whole treatment program. Although the treatment implies participation of contributors – family members, it is important to emphasize that Psycho-educational program is not the therapy aimed either at deep personal changes or is it equivalent to family therapy of alcoholism.

**Results:** Initial treatment consists of a psycho-educational program (6-8 weeks) which includes acquiring knowledge of alcoholism as a disease (causes, consequences, behavior rules in abstinence period), recognizing personal and familial consequences and suspending and correcting addiction and violence behavior. The rehabilitation part of the program is carried out in a socio-therapeutic club of treated alcoholics, where patients continue to learn and adopt healthy patterns of behavior, relationships, values and lifestyle. Cooperation with other relevant institutions and services which follow up carrying out of the sentence is presented.

**Conclusion:** Treatment of a person sentenced to mandatory outpatient treatment is a complex process where better multi-sectorial cooperation is necessary as well as strengthening the capacities of specialized services and more efficient system of protection measures and support to victims of violence.

**Keywords:** *treatment measure, alcoholism, violence, family*

## IZAZOVI U PROCENI RIZIKA RECIDIVIZMA OSUĐENIH NA ZATVORSKU KAZNU

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**Uvod:** Procena rizika recidivizma je najvažniji segment rada u zatvorskom sistemu, jer se svaka intervencija zasniva na njenim rezultatima. Procena rizika recidivizma omogućava adekvatno klasifikovanje osuđenih i primenu intervencija koje podižu nivo javne bezbednosti, umanjuju brojnost zatvorske populacije kao i troškove koji se ulažu u proces izvršenja kazne.

**Cilj:** Cilj ovog rada je analiza dostupnih istraživanja o instrumentima za procenu rizika recidivizma, koji su u upotrebi sa zatvorskom populacijom, a koji se odnose na pouzdanost, objektivnost, prediktivnu validnost i subjektivnost instrumenata.

**Metod:** Za potrebe uvida u relevantne naučne izvore, korišćena je pretraga elektronskih bibliografskih baza: KOBSON, Google Scholar, ResearchGate.

**Rezultati:** Analizom dostupnih radova utvrđeno je da je u upotrebi više od sto instrumenata procene, od kojih je preko šezdeset razvijeno i primenjuje se u Sjedinjenim Američkim Državama. Postoje nekonzistentni rezultati koji se odnose na pouzdanost, objektivnost, prediktivnu validnost i subjektivnost instrumenata procene. Dobijeni rezultati su posledica postojanja velikog broja instrumenata koji se razlikuju prema obimu, faktorima koji se procenjuju, bodovanju pojedinačnih kriminogenih potreba i faze izvršenja kazne u kojoj se primenjuju. Dodatno, nekonzistentni rezultati su posledica neadekvatne obuke procenjivača i primene instrumenata na populaciji prestupnika na kojoj nisu validirani.

**Zaključak:** Iako se procena rizika recidivizma osuđenih na zatvorsku kaznu tokom vremena razvijala, uvažavajući naučna saznanja, i dalje postoje problemi u praksi. Iz tog razloga, neophodno je nastaviti istraživanja u ovoj oblasti, kako bi nedostaci procene bili svedeni na minimum. U suprotnom, neadekvatna procena bi doprinela neadekvatnoj klasifikaciji osuđenih. Takva situacija bi dovela do primene tretmana koji, u konkretnom slučaju, nije prilagođen rizicima, kapacitetima i potrebama, što bi potencijalno rezultovalo povećanjem recidivizma.

**Ključne reči:** *instrumenti procene, rizik recidivizma, recidivizam, zatvor*

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## CHALLENGES IN RECIDIVISM RISK ASSESSMENT IN PRISON SENTENCED CONVICTS

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**Introduction:** Recidivism risk assessment is the most significant segment of prison system operations as each intervention is based on its findings. Recidivism risk assessment enables the adequate classification of convicts and the application of interventions that raise the level of public safety, reduce the number of the prison population as well as the costs invested in the process of execution of the sentence.

**Aim:** The aim of this paper is to analyse available research on recidivism risk assessment instruments which are used on prison population and which are associated with reliability, objectivity, productive value and subjectivity of the instrument.

**Method:** For the purpose of gaining an insight into relevant scientific sources, the following electronic bibliographical data bases were searched: KOBSON, Google Scholar, ResearchGate.

**Results:** The analysis of the available papers found that more than one hundred assessment instruments were in use, of which over sixty were developed and applied in the United States. There are inconsistencies in terms of reliability, objectivity, predictive value and subjectivity of the assessment instruments. The obtained results are a consequence of a vast number of instruments which vary according to their comprehensiveness, assessed factors, individual needs score and the sentence serving phases they are implemented in. Additionally, the inconsistencies in the results are the consequences of inadequate training of the users and inadequate application of the instruments on the prison population they are not valid for.

**Conclusion:** Despite the fact that recidivism risk assessment in convicts has been developed over time with the respect of scientific findings, there are still certain issues in practice. This makes continuous research in this field necessary so that the shortcomings of the assessment could be reduced to minimum. Otherwise, inadequate assessment would contribute to inadequate classification of convicts. Such situations would lead to application of treatments which are not well adjusted to the risks, capacities and needs which, in turn, would potentially result in increased recidivism rates.

**Keywords:** *assessment instruments, recidivism risk, recidivism, prison*

OSTALE TEME OD ZNAČAJA ZA SPECIJALNU  
EDUKACIJU I REHABILITACIJU

OTHER TOPICS OF IMPORTANCE FOR  
SPECIAL EDUCATION AND REHABILITATION

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## KVALITET USLUGA IZ DOMENA SPECIJALNE EDUKACIJE I REHABILITACIJE DECI STAROSTI DO ŠEST GODINA IZ PERSPEKTIVE RODITELJA I STRUČNJAKA

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**Uvod:** Procena kvaliteta usluga deci i njihovim porodicama je od suštinskog značaja, sa stanovišta pružalaca i korisnika usluga. Pružaoci usluga, zahvaljujući rezultatima procene, mogu da steknu uvid u očekivanja korisnika i, kada je potrebno, rade na unapređivanju uslova u centrima i ustanovama.

**Cilj:** Cilj istraživanja je evaluacija kvaliteta usluga iz domena specijalne edukacije i rehabilitacije deci starosti do šest godina iz perspektive roditelja i stručnjaka.

**Metod:** Istraživanje je sprovedeno u ŠOSO „Milan Petrović” sa domom učenika, Novi Sad; Defektološkom i psihološkom centru „Fido centar”, Novi Sad; Dnevnom centru za mlade, Temerin; Defektološkom centru „Ajs medik”, Novi Sad; Školskom centru „Dositej Obradović”, Subotica i Udruženju „Zajedno”, Subotica. Instrumenti istraživanja: Opšti upitnik (za roditelje i za stručnjake) i Inventar kvaliteta centara za ranu intervenciju (Inventory of Quality in Early Intervention Centres). Inventar sadrži 26 ajtema podeljenih u četiri oblasti: uslovi u centru, terapijski prostor i materijal za tretman, stručno osoblje centra i informacije o aktivnostima i korisnicima. Uzorak u istraživanju je činio 101 roditelj dece uključene u dostupne programe podrške, kao i 51 stručnjak (defektolog). Pouzdanost instrumenta u našem istraživanju iznosila je  $\alpha=0,917$ .

**Rezultati:** Posmatrajući ukupan rezultat, stručnjaci procenjuju sve aspekte bolje (AS=4,51) od roditelja (AS=4,30) što je statistički značajna razlika ( $t=-2,64$ ;  $p=0,009$ ). Rezultati našeg istraživanja ukazuju da su roditelji najzadovoljniji kompetencijama osoblja i informacijama koje dobijaju od profesionalaca iz oblasti specijalne edukacije i rehabilitacije.

**Zaključak:** Razlika u sagledavanju kvaliteta usluga između roditelja i stručnjaka ukazuje da je neophodno kontinuirano zalaganje da se u ustanovama i centarima, u kojima se pružaju usluge deci starosti do šest godina, unapređuje organizacija rada i oprema prostor, a u skladu sa savremenim naučnim dostignućima.

**Ključne reči:** rana intervencija, odnosi između stručnjaka i porodice, deca sa smetnjama u razvoju

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## PARENT AND PROFESSIONAL PERSPECTIVES ON THE QUALITY OF SPECIAL EDUCATION AND REHABILITATION SERVICES FOR CHILDREN UNDER SIX YEARS OF AGE

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**Introduction:** Assessing the quality of service for children and their families is crucial from the perspectives of service providers and users. Accordingly, service providers would benefit from a better understanding of user expectations and perceptions of service quality.

**Aim:** To assess the quality of special education and rehabilitation services for children under six years of age from parent and professional perspectives.

**Method:** The research was conducted in “Milan Petrović” – Primary and Secondary School Centre with Dormitory, in Novi Sad; Special Education and Psychological Centre “Fido” – Novi Sad; Day-care Centre for Children and Youth in Temerin; Special Education Centre “AJS Medic” – Novi Sad; School Centre and Dormitory “Dositej Obradovic” and Association “Together” in Subotica. Research instruments: The General Questionnaire (addressing parent–professional perceptions) and the Inventory of Quality in Early Intervention Centres. Additionally, the inventory comprised 26 items grouped into four dimensions (centre facilities, treatment rooms and material, user services, qualified staff, general information). The study sample included 101 parents involved in their children’s support programs available, as well as 51 special education professionals. The reliability of the research instrument in this study was  $\alpha=.917$ .

**Results:** Taking into account the overall result, our findings indicate that professionals estimated all aspects better ( $M=4.51$ ) than parents ( $M=4.30$ ), which is a statistically significant difference ( $t=-2.64$ ;  $p=.009$ ). Furthermore, the findings indicate that parents were most complacent with the staff competencies and information they received from professionals in the field of special education and rehabilitation.

**Conclusion:** Overall, our research results can lead not only to changes to the organization of work at Institution and Centre facilities in which services are provided to children under the age of six, but also to the improvement of the quality of professional service providers. Thus, service quality is significantly associated with all those involved in providing a particular service. Our research has generally shown that users’ satisfaction positively influences the perceptions of the service-related organisation.

**Keywords:** *early intervention, professional-family relations, disabled children*

## OSEĆAJ PROFESIONALNOG SAGOREVANJA KOD DEFETTOLOGA I DRUGIH STRUČNJAKA KOJI RADE SA DECOM

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**Uvod:** Svakodnevno se susrećemo sa različitim uslovima rada, sa drugačijim pristupima radu, ali i sa specifičnim uticajem posla na pojedince. Kontinuiran stres, osim što ima loš uticaj na radnu produktivnosti, ima i veoma loš uticaj na zdravlje. Ovaj problem je česta istraživačka tema jer je prepoznavanje sindroma sagorevanja značajno za radnu produktivnost.

**Cilj:** Cilj ovog istraživanja je da se utvrdi osećaj profesionalnog sagorevanja kod defektologa u odnosu na druge stručnjake koji rade sa decom (vaspitače, nastavnike, učitelje, profesore, psihologe, pedagoge, socijalne radnike), kao i u odnosu na godine radnog staža.

**Metod:** Istraživanje je sprovedeno u aprilu 2021. godine. Uzorak je činilo 360 ispitanika, od toga 169 (46,94%) defektologa i 191 (53,06%) drugih stručnjaka. U odnosu na dužinu radnog staža, ispitanici su podeljeni u dve grupe – radni staž kraći od 15 godina je imalo 263 (73,06%) ispitanika, ostali, njih 97 (26,96%), su imali više od 15 godina staža. Pored opšteg upitnika, kojim su prikupljeni podaci o polu, godinama starosti, stepenu obrazovanja, korišćena je i Skala izgaranja na radu (Work Burnout Scale). Statistička obrada podataka je izvršena u programu *The Statistical Package for Social Sciences*.

**Rezultati:** Rezultati pokazuju da je osećaj profesionalnog sagorevanja kod defektologa slabiji nego kod drugih stručnjaka koji rade sa decom (16,02% drugih stručnjaka koji rade sa decom iskazuju osećaj profesionalnog sagorevanja, naspram 8,33% defektologa). Takođe, analizom podataka dobijenih u odnosu na dužinu staža, utvrđeno je da je sindrom profesionalnog sagorevanja izraženiji kod ispitanika sa stažom preko 15 godina (njih 13,89% koji imaju staž duži od 15 godina, naspram njih 10,46%, koji imaju manje od 15 godina radnog staža).

**Zaključak:** Rezultati ovog istraživanja pokazuju da nije potvrđena hipoteza da defektolozi imaju jači osećaj profesionalnog sagorevanja, u odnosu na druge stručnjake koji rade sa decom. Dok je druga hipoteza, da ispitanici koji imaju više od 15 godina ranog staža, imaju i jači osećaj profesionalnog sagorevanja, u odnosu na ispitanike koji imaju manje od 15 godina radnog staža, potvrđena. Ovo istraživanje nam je otkrilo zanimljive rezultate koji su tek uvod u ovu temu i problematiku. Rezultati ukazuju na veliku potrebu svih stručnjaka za adekvatnom podrškom od strane svih društvenih i profesionalnih struktura, uz adekvatne preventivne strategije.

**Ključne reči:** *profesionalno sagorevanje, defektolog, stručnjaci za rad sa decom, radni staž*

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## PROFESSIONAL BURNOUT IN SPECIAL EDUCATORS AND OTHER EXPERTS WHO WORK WITH CHILDREN

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**Introduction:** Every day we encounter different working conditions, different approaches to work, but also the specific impact of work on individuals. In addition to affecting work productivity, continuous stress also has a very bad impact on health. This problem is a frequent research topic because the recognition of burnout syndrome is important for labor productivity.

**Aim:** The aim of this research was to determine professional burnout in special educators compared to other professionals who work with children (educators, teachers, professors, psychologists, pedagogues, social workers), with regard to the years of work experience.

**Method:** The research was conducted in April 2021. The sample consisted of 360 subjects, of which 169 (46.94%) were special educators and 191 (53.06%) were other experts. With regard to the length of work experience, the respondents were divided into two groups – 263 (73.06%) respondents had less than 15 years of work experience, while the remaining 97 of them (26.96%) had more than 15 years of work experience. In addition to the general questionnaire which collected data on gender, age, and the level of education, the Work Burnout Scale) was used. Statistical data processing was performed in The Statistical Package for Social Sciences.

**Results:** The results showed that the feeling of professional burnout in special educators was weaker than in other professionals who work with children (16.02% of other professionals who work with children showed signs of professional burnout, compared to 8.33% of special educators). Also, the analysis of data obtained regarding work experience showed that the professional burnout syndrome was more pronounced in respondents with more than 15 years of work experience (13.89% with more than 15 years of work experience, compared to 10.46% with less than 15 years of work experience).

**Conclusion:** The results of this research show that the hypothesis that special educators have a stronger sense of professional burnout compared to other experts who work with children has not been confirmed. On the other hand, the second hypothesis, that the respondents with more than 15 years of work experience have a stronger sense of professional burnout compared to the respondents with less than 15 years of work experience, has been confirmed. This research revealed interesting results that are just an introduction to this topic and issue. The results indicate a great



need of all experts for adequate support from all social and professional structures, with adequate preventive strategies.

**Keywords:** *professional burnout, special educator, experts in working with children, years of service*

## ODNOS IZMEĐU SOCIOEKONOMSKOG STATUSA RODITELJA, FONOLOŠKE SVESNOSTI I RADNE MEMORIJE KOD DECE PREDŠKOLSKOG UZRASTA

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**Uvod:** Primarna funkcija fonološke radne memorije je privremeno čuvanje informacija o glasovnoj strukturi reči kao osnovi za uspostavljanje leksičkih predstava, koje postepeno formiraju i proširuju rečnik. Odnos između fonološke svesnosti i radne memorije važan je za jezički razvoj i prikazan je u brojnim istraživanjima.

**Cilj:** S obzirom da se fonološka svesnost razvija postepeno, kao i da radna memorija ima različit uticaj na njene komponente, cilj istraživanja je utvrđivanje međusobnih odnosa između ovih procesa i socioekonomskog statusa roditelja, uzimajući u obzir skup sposobnosti identifikovanih kao komponente fonološke svesnosti.

**Metod:** Uzorak istraživanja čini četrdesetoro dece, uzrasta između pet i sedam godina. Za procenu jezičkih sposobnosti primenjena je Clinical Evaluation of Language Fundamentals – Fourth Edition baterija sa suptestovima: fonološka svesnost i radna memorija.

**Rezultati:** Dobijeni rezultati pokazuju da je između ukupnog skora na testu fonološke svesnosti i postignuća na zadacima verbalne radne memorije – fonološka petlja utvrđena statistički značajna pozitivna korelacija ( $r=0,46$ ;  $p=0,00$ ). Rezultati istraživanja pokazuju da uzrast, socioekonomski status roditelja i postignuća na zadacima verbalne radne memorije predviđaju 61,4% varijanse postignuća na testu fonološke svesnosti ( $F=31,84$ ;  $p=0,00$ ). U konačnom modelu prediktora, statistički su značajna samo dva činioca, pri čemu uzrast ima veći beta koeficijent ( $\beta=0,65$ ;  $p=0,00$ ) u odnosu na postignuće na zadatku ponavljanja brojeva unapred ( $\beta=0,44$ ;  $p=0,00$ ). Kada se ukloni uticaj uzrasta, socioekonomski status roditelja i verbalna radna memorija predviđaju 15,8% varijanse postignuća na testu fonološke svesnosti, što predstavlja statistički značajan doprinos ( $F=10,81$ ;  $p=0,01$ ).

**Zaključak:** Dobijeni rezultati pružaju podršku postojećoj literaturi i ističu potrebu za novim studijama, koje će se baviti odnosom jezičkih i egzekutivnih funkcija kod dece.

**Ključne reči:** *fonološka svesnost, radna memorija, socioekonomski status*

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## RELATION BETWEEN SOCIOECONOMIC STATUS OF PARENTS, PHONOLOGICAL AWARENESS AND WORKING MEMORY IN PRESCHOOLERS

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**Introduction:** The primary function of the phonological working memory is to temporarily store sound structures of words as the basis for the establishment of lexical representations that gradually form and extend the vocabulary. The relation between phonological awareness and phonological working memory is important for language development and it is well documented in the literature.

**Aim:** Since phonological awareness abilities develop gradually and working memory has different impact on its components, the present study aims to investigate the relations between these processes and socioeconomic status of parents considering the set of abilities identified as phonological awareness components.

**Method:** The research sample consisted of forty children, aged between five and seven. Clinical Evaluation of Language Fundamentals – Fourth Edition battery was used to assess language abilities, with subtests: phonological awareness and working memory.

**Results:** The obtained results show that a statistically significant positive correlation was found between the total score on the phonological awareness test and the achievement on the tasks of verbal working memory – phonological loop ( $r=0.46$ ;  $p=.00$ ). The results of the research show that age, socioeconomic status of parents and achievement on the tasks of verbal working memory predict 61.4% of the variance of achievement on the phonological awareness test ( $F=31.84$ ;  $p=.00$ ). In the final predictor model, only two factors were statistically significant, with age having a higher beta coefficient ( $\beta=0.65$ ;  $p=.00$ ) compared to the achievement on the digit span memory task - forward ( $\beta=0.44$ ;  $p=.00$ ). When the influence of age is removed, socioeconomic status of parents and verbal working memory predict 15.8% of the variance of achievement on the phonological awareness test, which represents a statistically significant contribution ( $F=10.81$ ;  $p=.01$ ).

**Conclusion:** The obtained results provide support to the existing literature and emphasize the need for new studies, which will deal with the relationship between language and executive functions in children.

**Keywords:** *phonological awareness, working memory, socioeconomic status*

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## EKSPRESIVNI GOVOR KOD DECE MLAĐEG ŠKOLSKOG UZRASTA\*

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**Uvod:** Razvoj govorno-jezičkih sposobnosti je jedan od ključnih činilaca akademskog postignuća i socijalizacije.

**Cilj:** Istraživanje je sprovedeno s ciljem da se utvrdi dinamika razvoja ekspresivnog govora kod dece tipičnog razvoja od šest do devet godina.

**Metod:** U istraživanju je učestvovalo 111 dece tipičnog razvoja, učenika beogradskih osnovnih škola, oba pola (49,5% devojčica), uzrasta 6-9,11 godina (starost u mesecima:  $AS=95,09$ ;  $SD=16,82$ ). Ispitanici su prema uzrastu podeljeni u četiri grupe. Uzorak je ujednačen prema uzrastu i polu ispitanika ( $p=0,785$ ). Za procenu ekspresivnog govora primenjen je *Protokol za procenu ekspresivnog govora*, koji sadrži zadatke za procenu imenovanja, automatskog i neautomatskog govora, dijaloškog i produktivnog govora. Rezultati Protokola analizirani su pojedinačno i u formi opšteg skora ekspresivnog govora. U statističkoj obradi podataka korišćene su deskriptivne statističke mere, Pirsonov koeficijent korelacije,  $\chi^2$  test, multivarijantna analiza varijanse (MANOVA) i post hoc test.

**Rezultati:** Primenom analize varijanse utvrđeno je da je uzrast značajan činilac postignuća na zadacima imenovanja ( $p\leq 0,000$ ), neautomatskog govora ( $p\leq 0,000$ ) i produktivnog govora ( $p\leq 0,000$ ), dok u domenima automatskog ( $p=0,207$ ) i dijaloškog govora ( $p=0,609$ ) odnos nije značajan, iako se uočavaju izvesne razlike aritmetičkih sredina u korist dece starijeg uzrasta. Utvrđen je statistički značajan odnos uzrasta i opšteg skora ekspresivnog govora ( $p\leq 0,000$ ), a uzrastom se može objasniti 47,3% varijabilnosti rezultata ( $\eta^2_{part}=0,473$ ). Primenom post hoc analize ustanovljeno je da se statistički značajne razlike ( $p=0,007-0,000$ ) javljaju između svih uzrasnih grupa sem osmogodišnjaka i devetogodišnjaka ( $p=0,993$ ), što bi se moglo objasniti karakteristikama primenjenog instrumenta, ali i specifičnostima dinamike razvoja sposobnosti u tom uzrasnom periodu. Analizom percentilnih rangova nije utvrđeno odstupanje koje bi ukazalo na postojanje specifičnih jezičkih poremećaja ili intelektualne ometenosti kod ispitanika koji su učestvovali u istraživanju.

**Zaključak:** Sumirajući rezultate možemo da zaključimo da je razvoj ekspresivnog govora kod većine dece koja su učestvovala u istraživanju u skladu sa razvojnim miljokazima.

**Ključne reči:** *ekspresivni govor, mlađi školski uzrast, Protokol za procenu ekspresivnog govora*

\* Rad je nastao kao rezultat istraživanja na projektu „Kreiranje protokola za procenu edukativnih potencijala dece sa smetnjama u razvoju kao kriterijuma za izradu individualnih obrazovnih programa“ (br. 179025) koji finansira Ministarstvo prosvete, nauke i tehnološkog razvoja Republike Srbije

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## EXPRESSIVE SPEECH IN YOUNGER SCHOOL-AGED CHILDREN\*

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**Introduction:** The development of speech and language skills is one of the crucial factors of academic achievement and socialization.

**Aim:** The research was conducted with the aim to determine the dynamics of expressive speech development in typically developed children from six to nine years of age.

**Method:** The sample consisted of 111 children with typical development, of both genders (49.5% of girls), aged between 6 and 9.11 years (age in months:  $M=95.09$ ;  $SD=16.82$ ). Participants were distributed into four age groups. The number of girls and boys was relatively equally distributed in all age groups ( $p=.785$ ). Expressive speech was assessed by the Protocol for the Assessment of Expressive Speech that contains tasks for assessing naming ability, automatic and non-automatic speech, dialogue speech and productive form of speech. The results of the Protocol were analyzed by sub-domains and in the form of a general score of expressive speech. In statistical data processing we employed descriptive statistical measures, Pearson's correlation coefficient,  $\chi^2$  test, multivariate analysis of variance (MANOVA) and post hoc test.

**Results:** Using the analysis of variance, it was found that age was a significant factor in achievement on the tasks of naming ( $p\leq.000$ ), non-automatic speech ( $p\leq.000$ ) and productive speech ( $p\leq.000$ ), while in the domains of automatic ( $p=.207$ ) and dialogic speech ( $p=.609$ ) the relationship was not significant, although some differences in arithmetic means were observed in favor of older children. A statistically significant relationship between age and the general score of expressive speech ( $p\leq.000$ ) was found, and 47.3% of the variability of the results can be explained by age ( $\eta^2_{part}=.473$ ). Using post hoc analysis, it was found that statistically significant differences ( $p=.007-.000$ ) occur between all age groups except eight-year-olds and nine-year-olds ( $p=.993$ ), which could be explained by the characteristics of the applied instrument, but also by the specifics of developmental dynamics at that age period. The analysis of percentile ranks did not reveal any deviation that would indicate the existence of specific language disorders or intellectual disability.

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\* This paper is a result of the project “Designing a protocol for assessing the educational potential of children with developmental disabilities as a criteria for developing Individualized Education Programs” (No. 179025) financed by Ministry of Education, Science and Technological Development of the Republic of Serbia.

**Conclusion:** Summarizing the results, we can conclude that the development of expressive speech is in line with developmental milestones in most children who participated in the research.

**Keywords:** *expressive speech, younger school-age, Protocol for the Assessment of Expressive Speech*

## EARLY DEVELOPMENT OF SOCIOPRAGMATIC SKILLS IN CHILDREN WITH VISUAL IMPAIRMENT

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**Introduction:** Since much of the nonverbal messages are based on visual information, such as eye contact, facial expressions, body language, etc., the perception of visual information and reading of nonverbal messages can be very limited in children with visual impairment. This could potentially lead to different development of sociopragmatic skills in children with visual impairment.

**Aim:** The aim of this study was to examine the sociopragmatic skills (assertiveness and responsiveness) of children with visual impairment aged between 12 and 48 months.

**Method:** The Social Conversational Skills Rating Scale was used to assess the level of assertiveness and responsiveness in children with visual impairment. Parents of 17 children with visual impairment without additional disabilities completed the rating scale.

**Results:** Comparison of children's mean scores for assertiveness and responsiveness showed that, on average, children in our sample were slightly more responsive than assertive and that two-thirds of children were at the emerging skill level in terms of assertiveness and responsiveness. The development of assertiveness and responsiveness was analysed according to three age groups: (1) age 12-24 months, (2) age 25-36 months, and (3) age 37-48 months. The results show that assertiveness develops intensively from 12 to 36 months of age and responsiveness from 36 to 46 months of age. There were no significant differences between girls and boys, and between categories of vision loss.

**Conclusions:** The study suggests that the reasons for some qualitative differences in the early sociopragmatic skills of children with visual impairment may be due to sociodemographic family factors and the child's environment, which can be a starting point for future research in this field.

**Keywords:** *sociopragmatic skills, assertiveness, responsiveness, children with visual impairment*

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## USING LITTLE ROOM FOR THE DEVELOPMENT OF EYE-HAND COORDINATION IN CHILDREN WITH MULTIPLE DISABILITIES AND VISUAL IMPAIRMENT

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**Introduction:** In children with normative development, eye-hand coordination is one of the basic visual skills developed spontaneously from birth, where sight is the main promoter of visual pathway development, in addition to obtaining information from the environment. Children with visual impairment, particularly children with cerebral visual impairment and additional deficits, constraints or impairments usually need systematic incentives in the development of basic visual skills, including eye-hand coordination.

**Aim:** The aim of this study is to determine whether structured work in an adjusted little room extends the amount of time a child with several impairments (cerebral visual impairment among others) simultaneously manipulates objects and directs their gaze towards them, if compared to normal work behind a desk.

**Method:** The acquired data was analyzed using a combination of qualitative and quantitative research methods.

**Results:** The results show that the time of object manipulation and gaze direction towards them was extended in all studied cases.

**Conclusion:** The results argue the necessity and indispensability of specialized support from qualified teachers of children and young people with visual impairment in all education programs for special needs children within Slovene school system, including special education programs. Namely, lessons for the management of deficits, constraints or impairments provided by qualified teachers of children and young people with visual impairment in special education programs are assigned based on specifics, not based on a certain law.

**Keywords:** *little room, eye-hand coordination, object manipulation, gaze direction*

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## PODSTICANJE RAZVOJA SAMOODREĐENJA DECE SA OŠTEĆENJEM VIDA NA RANOM I PREDŠKOLSKOM UZRASTU

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Kroz postavke i pristupe socijalnog modela ometenosti, otvorilo se pitanje zbog čega osobe sa ometenošću imaju malo ili nimalo kontrole nad svojim životom i njegovim svakodnevnim, uobičajenim aspektima. Pokrenuto je kreiranje mera kojima bi se jačalo samozastupanje, inicijativa, samopoštovanje, asertivnost i podstakao razvoj osoba sa ometenošću u pravcu nezavisnih, ili makar nezavisnijih, građana. Konstrukt samoodređenja koji se u ovim nastojanjima istakao kao značajan odnosi se na veštine pravljenja izbora, odlučivanja, postavljanja i ostvarivanja ciljeva, samozastupanja i samousmeravanja. Svojim sadržajem prepleten je sa brojnim gorućim pitanjima vezanim za položaj osoba sa ometenošću u društvu, i privukao je veliku pažnju u specijalnoj edukaciji i rehabilitaciji. Samoodređenje je isticano kao tema od značaja za tranziciju učenika u adolescenciju, i iz adolescencije u odraslo doba, zbog čega je uobičajeno i deo kurikuluma namenjenog ovom uzrastu. No, vremenom je uočeno da je mesto samoodređenju u ranom obrazovanju i ranoj intervenciji, jer ono ima korene u veštinama koje se stiču u periodu ranog razvoja. Kada su deca sa oštećenjem vida u pitanju, uspostavljanje osnova samoodređenja u što ranijem uzrastu predstavlja i mehanizam prevencije zavisnosti mladih osoba sa oštećenjem vida od odraslih, ali i niske samoefikasnosti, naučene bespomoćnosti i spoljašnjeg lokusa kontrole.

Cilj ovog preglednog rada je prikaz konstrukta samoodređenja i načina njegovog podsticanja kod dece sa oštećenjem vida ranog uzrasta.

**Ključne reči:** *samoodređenje, oštećenje vida, rano obrazovanje, socijalni model*

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## FOSTERING SELF-DETERMINATION OF CHILDREN WITH VISUAL IMPAIRMENT IN EARLY CHILDHOOD

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Through the perspectives of social disability model, the question of little or hardly any control that people with disabilities have over their own lives has become visible and important. Funds were directed in designing and implementing different project and initiatives, aiming to improve their self-advocacy, engagement, self-respect, assertiveness, and independence. Self-determination emerged as an important construct, consisting of making choices and decisions free from external influence and setting and achieving goals independently. Self-determination is intertwined with numerous issues related to the position of person with disabilities in communities and in society in general, and it drew a lot of attention in special education and rehabilitation. For some time now, self-determination has been highlighted as an important part of the curriculum for adolescents and young adults. However, over time it has been observed that the right time for promoting self-determination is early education and early intervention, since it has its roots in the skills acquired in that period. When it comes to children with visual impairment, establishing the basis of self-determination at an early age is an important mechanism for preventing dependence, low self-efficacy, learned helplessness and external locus of control.

The aim of this review paper is to present the construct of self-determination and the ways it can be fostered in children with visual impairment at an early age.

**Keywords:** *self-determination, visual impairment, early education, social disability model*

POSTER SESIJA  
POSTER SESSION

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## POSTIGNUĆE DECE TIPIČNOG RAZVOJA NA VISKONSIN TESTU SORTIRANJA KARATA\*

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**Uvod:** Viskonsin test sortiranja karata predstavlja jedan od najpoznatijih i najčešće korišćenih instrumenata za procenu egzekutivnih funkcija. Reč je o kompleksnom zadatku budući da je prethodnim faktorskim analizama ustanovljeno da procenjuje kognitivnu fleksibilnost, testiranje hipoteze/ rešavanje problema i sposobnost održavanja mentalnog seta, te kao takav ima značajno mesto u proceni sposobnosti dece sa neurorazvojnim poremećajima.

**Cilj:** Cilj ovog preliminarnog istraživanja je da se na uzorku dece tipičnog razvoja, uzrasta 9 i 10 godina, proveriti teza o kulturološkoj nezavisnosti Viskonsin testa sortiranja karata.

**Metod:** Uzorkom su obuhvaćeni učenici dve beogradske osnovne škole (N=104), oba pola (49% devojčica i 51% dečaka), koji pohađaju treći (43,3%) i četvrti razred (56,7%). Test je primenjen na standardan način, a skorovanje je izvršeno rukovodeći se originalnim uputstvima iz priručnika. Ukupno je analizirano devet skorova.

**Rezultati:** Na osnovu deskriptivne analize i poređenjem rezultata sa originalnim (američkim) normama, utvrđeno je da naši ispitanici ostvaruju lošije postignuće na gotovo svim varijablama, pri čemu su razlike izraženije kod starijih ispitanika (uzrast od 10 godina). Kod devetogodišnjaka, najizraženija razlika je u domenu inicijalne konceptualizacije (20,08 vs. 14,47), dok su izraženije razlike kod desetogodišnjaka rasprostranjenije, i obuhvataju broj sortiranih kategorija (4,98 vs. 5,71) i prekinutih setova (1,27 vs. 0,55), ukupan broj potrošenih karata do završetka zadatka (111,61 vs. 98,41), te procenat grešaka (30,65 vs. 23,97) i konceptualnih odgovora (61,43 vs. 70,41). Postignuće naših desetogodišnjaka više odgovara uzrastu od devet godina normativnog uzorka.

**Zaključak:** Dobijeni rezultati ukazuju na mogućnost nešto drugačije dinamike razvoja sposobnosti obuhvaćenih Viskonsin testom sortiranja karata u populaciji dece iz Srbije i potrebu za normiranjem testa utvrđivanjem potencijalnih kulturoloških činilaca postignuća, kako bi njegova primena u kliničkoj praksi bila pouzdanija.

**Ključne reči:** *Viskonsin test sortiranja karata, dečji uzrast, tipičan razvoj, norme*

\* Rad je nastao kao rezultat istraživanja na projektu „Kreiranje protokola za procenu edukativnih potencijala dece sa smetnjama u razvoju kao kriterijuma za izradu individualnih obrazovnih programa“ (br. 179025) koji finansira Ministarstvo prosvete, nauke i tehnološkog razvoja Republike Srbije

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## PERFORMANCE OF TYPICALLY DEVELOPING CHILDREN ON THE WISCONSIN CARD SORTING TEST\*

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**Introduction:** The Wisconsin Card Sorting Test is one of the most well-known and commonly used instruments for assessing executive functions. It is a complex task since previous factor analysis studies have revealed that this test assesses cognitive flexibility, hypothesis testing/problem solving and the ability to maintain a mental set, and as such has a significant place in assessing the abilities of children with neurodevelopmental disorders.

**Aim:** The aim of this preliminary research is to test the thesis that Wisconsin Card Sorting Test is culture-free, on a sample of children of typical development, aged 9 and 10.

**Method:** The sample included students from two Belgrade primary schools (N=104), of both genders (49% girls and 51% boys), who attended the third (43.3%) and fourth grade (56.7%). The test was applied in the standard way, and the scoring was performed following the original instructions from the Wisconsin Card Sorting Test Manual. A total of nine scores were analyzed.

**Results:** On the basis of descriptive analysis and comparing the results with the original (American) norms, it was determined that our participants performed worse on almost all variables, with differences being more pronounced in older participants (10 years of age). In nine-year-olds, the most pronounced difference was in the domain of initial conceptualization (20.08 vs. 14.47), while more pronounced differences in ten-year-olds were more widespread, and included the Number of completed categories (4.98 vs. 5.71) and Failure to maintain set (1.27 vs. 0.55), the Total number of trials administered (111.61 vs. 98.41), and the Percent of errors (30.65 vs. 23.97) and Conceptual level responses (61.43 vs. 70.41). The achievement of our ten-year-olds was more in line with nine years of age of the normative sample.

**Conclusion:** The obtained results indicate the possibility of slightly different developmental trend of abilities assessed by the Wisconsin Card Sorting Test in the population of children from Serbia and the need to standardize the test by determining potential cultural factors of achievement, so that its application in clinical practice would be more reliable.

**Keywords:** *Wisconsin card sorting test, childhood, typical development, norms*

\* This paper is a result of the project “Designing a protocol for assessing the educational potential of children with developmental disabilities as a criteria for developing Individualized Education Programs” (No. 179025) financed by Ministry of Education, Science and Technological Development of the Republic of Serbia.

## DOMOVI UČENIKA SREDNJIH ŠKOLA U INKLUZIVNOM OBRAZOVANJU

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**Uvod:** Uvođenjem inkluzivnog obrazovanja stvorila se potreba za smeštajem i uključivanjem učenika sa smetnjama u razvoju i invaliditetom u domove učenika srednjih škola.

**Cilj:** Cilj ovog istraživanja bio je da se ispita pripremljenost domova, kao i spremnost za uključivanje učenika sa smetnjama u razvoju i invaliditetom.

**Metod:** Prigodan uzorak za istraživanje činilo je 17 direktora domova učenika srednjih škola na teritoriji Republike Srbije, 10 ispitanika muškog i 7 ženskog pola sa visokim obrazovanjem iz polja društveno-humanističkih nauka, prosečnog radnog staža 17,5 godina. Od 17 domova, 11 prihvata učenike sa smetnjama u razvoju i invaliditetom, od kojih 7 pruža usluge učenicima sa smetnjama u razvoju i invaliditetom i to naglupim, slabovidim i učenicima sa motoričkim smetnjama i poremećajima. Za potrebe istraživanja dizajnirana je skala procene Likertovog tipa koja sadrži 15 tvrdnji klasifikovanih u tri grupe: pripremljenost domova za smeštaj i nesmetano funkcionisanje učenika sa smetnjama u razvoju i invaliditetom, odnos vršnjaka i spremnost za prihvatanje učenika sa smetnjama u razvoju i invaliditetom u domove. Stepenn slaganja sa tvrdnjama kretao se u rasponu od 1 do 5.

**Rezultati:** Rezultati su pokazali da još uvek postoje arhitektonske barijere (76,47%), neadekvatna kadrovska struktura (64,70%), neadekvatne kompetencije nastavnika-vaspitača (82,35%) kao i negativni stavovi roditelja vršnjaka tipičnog razvoja prema uključivanju dece sa smetnjama u razvoju i invaliditetom u domove u kojima borave njihova deca. U domovima u kojima borave učenici sa smetnjama u razvoju i invaliditetom odnos vršnjaka, kao i svih članova domskog kolektiva je prijateljski (75%) i prisutno je obostrano prihvatanje. U odnosu na spremnost za uključivanje učenika sa smetnjama u razvoju i invaliditetom u domove, ispitanici su procenili da je primereniji smeštaj u domovima za učenike sa smetnjama u razvoju (90%), dok bi inkluziju u domovima podržali, ali uz uključivanje učenika sa lakšim oblicima smetnji i invaliditeta.

**Zaključak:** Dobijeni rezultati pokazuju da u domovima za učenike srednjih škola još uvek nisu ostvareni zadovoljavajući subjektivni i objektivni preduslovi za prihvatanje učenika sa smetnjama u razvoju.

**Ključne reči:** domovi učenika srednjih škola, inkluzivno obrazovanje, učenici sa smetnjama u razvoju i invaliditetom

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## BOARDING HIGH SCHOOLS IN INCLUSIVE EDUCATION

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**Introduction:** The development of inclusion created the need for admission of children with disabilities to boarding high schools.

**Aim:** The aim of the research was to examine whether boarding high schools were prepared to include students with disabilities.

**Method:** The sample consisted of 17 principals of boarding high schools in the Republic of Serbia. Ten respondents were male and seven were female, they all had university degrees and an average work experience of 17.5 years. Eleven out of 17 boarding high school accepted students with disabilities, seven of those 11 provided services to students with disabilities: hard of hearing, visually impaired and students with motor disorders. A special Likert scale questionnaire was designed for the purpose of this research. The questionnaire contained 15 statements divided into three groups: preparedness of boarding high schools for students with disabilities, student relationships, and willingness to accept students with disabilities. The level of agreement with the statements was marked from 1 to 5.

**Results:** The research results indicate the existence of architectural barriers (76.47%), inadequate staff (64.74%), inadequate competencies of educators (82.35%) and negative attitudes of parents of children without disabilities. The relationships between students, staff and students with disabilities were mostly friendly (75%).

**Conclusion:** The research findings show that boarding high schools are not yet adequately prepared for children with disabilities. Therefore, it is necessary to work on improving the external and internal organization so that the function of these institutions can be adequately recognized in the process of inclusive education.

**Keywords:** *boarding high schools, inclusive education, students with disabilities*

## POVEZANOST SOCIJALNIH VEŠTINA, PROFILA SAMOPERCIPIRANE KOMPETENTNOSTI I VRŠNJAČKE PRIHVAĆENOSTI KOD UČENIKA SA LAKOM INTELEKTUALNOM OMETENOŠĆU

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**Uvod:** Slika o sebi jeste odraz samovrednovanja ličnih kompetencija u različitim životnim domenima. Socijalne interakcije sa drugim značajnim osobama i evaluacija vlastitog ponašanja u svakodnevnoj životnoj sredini određuju kvalitet stečenog životnog iskustva osobe, na osnovu koga se razvijaju različiti atributi slike o sebi. Rezultati studija o kvalitetu, trajektoriji i činiocima razvoja self-koncepta osoba sa intelektualnom ometenošću nisu konzistentni.

**Cilj:** Cilj ovog istraživanja je utvrđivanje korelacije između nivoa razvijenosti socijalnih veština i kvaliteta samopercipirane slike o sebi u tri domena (kognitivna i fizička kompetencija i socijalna prihvaćenost vršnjaka) kod učenika sa lakom intelektualnom ometenošću.

**Metod:** Uzorkom je obuhvaćen 31 ispitanik sa lakom intelektualnom ometenošću, oba pola, kalendarskog uzrasta od 12 do 18 godina ( $AS=15,13$ ;  $SD=1,73$ ). Samopercepcija kognitivne i fizičke kompetencije i vršnjačke prihvaćenosti je utvrđena primenom modifikovane verzije Slikovne skale procene kompetencije i socijalnog prihvatanja za decu. Nivo usvojenosti socijalnih veština utvrđen je upotrebom Sistema za procenu adaptivnog ponašanja, supskale Socijalne veštine (domeni Slobodno vreme i Socioadaptivne veštine).

**Rezultati:** Kompozitni skor usvojenih socijalnih veština i samopercipirane kognitivne kompetencije ( $r=0,635$ ;  $p=0,000$ ), fizičke kompetencije ( $r=0,668$ ;  $p=0,000$ ), kao i socijalne prihvaćenosti u vršnjačkoj grupi ( $r=0,394$ ;  $p=0,028$ ) statistički značajno, pozitivno i umereno koreliraju.

**Zaključak:** Stimulisanje razvoja socijalnih veština, bolja socijalna kompetencija, bogatija mreža socijalnih odnosa i pozitivno socijalno iskustvo učenika sa lakom intelektualnom ometenošću bi mogli da budu značajni činioci razvoja bolje slike o sebi. Mehanizme i značajnost uticaja socijalnih veština na samovrednovanje različitih tipova kompetencija i socijalne pozicije bi trebalo utvrditi u budućim istraživanjima.

**Ključne reči:** *kognitivna kompetencija, fizička kompetencija, vršnjačka prihvaćenost, socijalne veštine, intelektualna ometenost*

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## RELATIONSHIP BETWEEN SOCIAL SKILLS AND PROFILES OF SELF-PERCEPTED COMPETENCE AND PEER ACCEPTANCE IN STUDENTS WITH MILD INTELLECTUAL DISABILITY

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**Introduction:** Self-image is a reflection of self-evaluation of personal competencies in different life domains. Social interactions with significant others and evaluation of one’s own behavior in daily living environment determine the quality of a person’s acquired life experience, based on which different attributes of self-image develop. The results of studies on the quality, trajectory and factors of the self-concept development of people with intellectual disability are not consistent.

**Aim:** The aim of this research was to determine the correlation between the level of development of social skills and the quality of self-perceived self-image in three domains (cognitive and physical competence and peer acceptance) in students with mild intellectual disability.

**Method:** The sample included 31 participants with mild intellectual disability, of both genders, 12 to 18 years of age ( $M=15.13$ ;  $SD=1.73$ ). Self-perception of cognitive competence, physical competence and peer acceptance was assessed using a modified version of the Pictorial Scale of Perceived Competence and Social Acceptance for Young Children. The level of adoption of social skills was assessed using the Adaptive Behavior Assessment System II, subscale Social Skills (domains Leisure time and Social Adaptive skills).

**Results:** Composite score of acquired social skills and self-perceived cognitive competence ( $r=.635$ ;  $p=.000$ ), physical competence ( $r=.668$ ;  $p=.000$ ), as well as social acceptance in the peer group ( $r=.394$ ;  $p=.028$ ) are statistically significant, positively and moderately correlated.

**Conclusion:** Stimulating the development of social skills, better social competence, richer network of social relations and a positive social experience of students with mild intellectual disability could be important factors in developing a better self-image. The mechanisms and significance of the influence of social skills on the self-evaluation of different types of competencies and social position should be determined in future research.

**Keywords:** *cognitive competence, physical competence, peer acceptance, social skills, intellectual disability*

## ZNAČAJ SOCIJALNIH VEŠTINA ZA USPEŠNO FUNKCIONISANJE UČENIKA SA LAKOM INTELEKTUALNOM OMETENOŠĆU U ŠKOLI – PERSPEKTIVA NASTAVNIKA\*

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**Uvod:** Učenicima sa intelektualnom ometenošću je često potrebna podrška u razvoju socijalnih veština. Stoga je važno sagledati nastavničku perspektivu u pogledu značaja pojedinih socijalnih veština za uspešno funkcionisanje učenika.

**Cilj:** Cilj rada je da se utvrdi koliki značaj nastavnici pridaju asertivnosti, kooperativnosti i samokontroli u uspešnom funkcionisanju učenika sa lakom intelektualnom ometenošću u školskom kontekstu.

**Metode:** Petnaest nastavnika iz srednjih škola za učenike sa smetnjama u razvoju procenjivalo je koliko su pojedine socijalne veštine značajne za uspešno funkcionisanje određenog učenika u njihovom odeljenju. Prikupljeni su podaci za 67 učenika sa lakom intelektualnom ometenošću. Za procenu važnosti socijalnih veština korišćena je Skala za procenu socijalnih veština, nastavničke verzije Sistema za procenu socijalnih veština (Social Skills Rating System).

**Rezultati:** Najviša prosečna vrednost skorova zabeležena je na domenu Samokontrola (AS=14,48; SD=3,54), nešto niža na domenu Kooperacija (AS=13,91; SD=4,19), a najniža na Asertivnosti (AS=12,80; SD=3,63). Primenom t-testa uparenih uzoraka utvrđene su statistički značajne razlike između skorova na domenu Asertivnost i skorova na domenima Kooperacija ( $t=3,793$ ;  $p=0,000$ ) i Samokontrola ( $t=-5,986$ ;  $p=0,000$ ). Nadalje, primenom t-testa nezavisnih uzoraka registrovane su statistički značajne razlike u nastavničkoj percepciji važnosti socijalnih veština kod dečaka i devojčica sa intelektualnom ometenošću na domenu Kooperacije ( $t=-3,903$ ;  $p=0,000$ ) i Samokontrole ( $t=-2,569$ ;  $p=0,013$ ).

**Zaključak:** Dobijeni rezultati pokazuju da nastavnici srednjih škola za učenike sa smetnjama u razvoju, kada su u pitanju učenici sa intelektualnom ometenošću (naročito devojčice), veći značaj pridaju veštinama potrebnim za kontrolisanje sopstvenog ponašanja i saradnju, nego asertivnosti učenika. Ovakvi rezultati pokazuju da nastavnici cene veštine učenika koje omogućavaju neometano izvođenje nastave, ali istovremeno upućuju na to da značajno manje vrednuju veštine učenika koje su, na primer, potrebne za iniciranje komunikacije ili prikladno izražavanje neslaganja.

**Ključne reči:** *asertivnost, kooperacija, samokontrola, laka intelektualna ometenost*

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## THE IMPORTANCE OF SOCIAL SKILLS FOR SUCCESSFUL FUNCTIONING OF STUDENTS WITH MILD INTELLECTUAL DISABILITY IN SCHOOL – TEACHER PERSPECTIVE\*

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**Introduction:** Students with intellectual disability often need support in developing social skills. Therefore, it is important to look at teachers' perspective in terms of the importance of certain social skills for the successful functioning of students.

**Aim:** The aim of this paper is to determine how much importance teachers attach to assertiveness, cooperation and self-control in the successful functioning of students with intellectual disability in the school context.

**Method:** Fifteen high school teachers for students with disabilities assessed how important certain social skills were for successful functioning of a particular student in their class. Data were collected for 67 students with mild intellectual disability. The Social Skills Assessment Scale, a teacher version of the Social Skills Rating System, was used to assess the importance of social skills.

**Results:** The highest average value of scores was recorded in the Self-control domain ( $M=14.48$ ;  $SD=3.54$ ), slightly lower in the Cooperation domain ( $M=13.91$ ;  $SD=4.19$ ), and the lowest in Assertiveness ( $M=12.80$ ;  $SD=3.63$ ). Using paired samples t-test, statistically significant differences were found between the scores on the Assertiveness domain, on the one hand, and the Cooperation ( $t=3.793$ ;  $p=.000$ ) and Self-control ( $t=-5.986$ ;  $p=.000$ ) domains on the other. Furthermore, using independent samples t-test, statistically significant differences were registered in teachers' perception of the social skills importance in boys and girls with intellectual disability in the Cooperation ( $t=-3.903$ ;  $p=.000$ ) and Self-Control ( $t=-2.569$ ;  $p=.013$ ) domain.

**Conclusion:** The obtained results show that, when it comes to students with intellectual disability (especially girls), teachers from high schools for students with disabilities attach more importance to the skills needed for controlling their own behavior and cooperation, than the assertiveness of students. These results show that teachers value the skills of students that enable unhindered teaching, but at the same time indicate that they value the skills of students that are, for example, needed to initiate communication or appropriate expression of disagreement significantly less.

**Keywords:** *assertiveness, cooperation, self-control, mild intellectual disability*

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## MIŠLJENJE POSLODAVACA IZ OBLASTI USLUŽNIH DELATNOSTI O RADNOJ INKLUZIJII OSOBA SA INTELKTUALNOM OMETENOŠĆU

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**Uvod:** U socijalnoj inkluziji zaposlenost je još uvek ključni cilj kome teže mnoge osobe sa ometenošću, a najviše problema pri ulasku na tržište rada imaju osobe s intelektualnom ometenošću. Kao najčešći razlog za njihovo nezapošljavanje navode se predrasude poslodavaca koji su ključna karika u selekciji kandidata i donošenju odluke o zapošljavanju.

**Cilj:** Cilj ovog istraživanja je utvrditi mišljenje poslodavaca iz oblasti uslužnih delatnosti o radnoj inkluziji osoba sa intelektualnom ometenošću.

**Metod:** Uzorkom je obuhvaćeno 59 privatnih poslodavaca, oba pola, koji su podeljeni na dve uzrasne kategorije (mlađi – do 40 godina i stariji – preko 40 godina). U istraživanju je primenjen Upitnik o radu za osobe sa ometenošću (*Work for People with Disability*) kojim se procenjuje mišljenje o radnim performansama i socijalnoj prihvaćenosti osoba sa ometenošću u radnoj sredini.

**Rezultati:** Dobijeni rezultati ukazuju da je mišljenje poslodavaca o radnoj inkluziji osoba sa intelektualnom ometenošću nedeterminisano, kako u domenu radnih performansi, tako i u domenu socijalne prihvaćenosti. Detaljnijom analizom dobijenih podataka utvrđena je statistički značajna razlika u odnosu na godine starosti ispitanika ( $t=2,46$ ;  $p=0,02$ ), pri čemu mlađi ispitanici, do 40 godina imaju pozitivnije mišljenje.

**Zaključak:** Dobijeni rezultati ukazuju na potrebu za sveobuhvatnijim istraživanjima iz ove oblasti i impliciraju neophodne intervencije u cilju podizanja svesti poslodavaca o radnoj inkluziji osoba sa intelektualnom ometenošću.

**Ključne reči:** *intelektualna ometenost, radne performanse, socijalna prihvaćenost, poslodavci*

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## OPINION OF EMPLOYERS IN SERVICE SECTOR ON WORK INCLUSION OF PEOPLE WITH INTELLECTUAL DISABILITY

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**Introduction:** In social inclusion, employment is still a key goal for many people with disabilities and people with intellectual disability have most problems in entering the open labor market. The most common reason for their unemployment is the prejudice of employers as they select candidates for the job and make decisions on their employment.

**Aim:** The main goal of this research was to determine the opinion of employers in service sector on work inclusion of people with intellectual disability.

**Method:** The sample consisted of 59 private employers, of both genders, who were divided into two age categories (younger employers – up to 40 years of age, and older – over 40 years of age). For the purpose of this research, we applied Work for People with Disabilities questionnaire, which assesses the opinion on the aspect of work performance and social acceptance of people with disabilities in the work environment.

**Results:** The obtained results indicate that the opinion of employers on the work inclusion of people with intellectual disability was indeterminate, in both domains of work performance and social acceptance. A more detailed analysis of the obtained data revealed statistically significant differences in relation to the age of the employers ( $t=2.46$ ;  $p=.02$ ), with younger employers, up to 40 years of age, having a more positive opinion.

**Conclusion:** The obtained results indicate the need for more comprehensive research in this area and imply the necessary interventions in order to raise the awareness of employers about the work inclusion of people with intellectual disability.

**Keywords:** *intellectual disability, work performance, social acceptance, employers*

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## SENZORNE IGRE SA SENZORNIM STOLOVIMA KOD DECE SA AUTIZMOM

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**Uvod:** Deca sa autizmom imaju brojne probleme, posebno na polju komunikacije sa okolinom, što je posledica poremećaja u efikasnoj integraciji informacija iz čula, koji ograničavaju sposobnost dece da odgovore na određene zadatke, planiranje novih zadataka, obavljanje koordinisane motoričke aktivnosti, razvijanje socijalnih odnosa sa vršnjacima, i dovode do problema u emocionalnom području.

**Problem:** Deca sa autizmom teško se pridržavaju školskih uputstava, imaju kratkotrajno održavanje pažnje, teškoće u pisanju, gruboj i finoj motorici, koordinaciji oko-ruka itd.

**Cilj:** Cilj ovog istraživanja je senzorni način ispitivanja, otkrivanja i dizajniranja sveta kako bi se deci sa oštećenom senzornom integracijom, posebno deci sa autizmom, pružile mogućnosti za poboljšanje koncentracije, logičkog mišljenja, taktilnost, vizuelne, gustativne i vestibularne percepcije, vizuelnomotoričke kontrole, grafomotorike, kreativnosti, a takođe i za podsticanje sticanja odgovarajućeg školskog znanja.

**Ciljna grupa:** 2 učenika bez i 4 učenika sa intelektualnom ometenošću iz redovnih škola i kontrolna grupa (5 učenika sa lakom intelektualnom ometenošću i 5 učenika sa poremećajem iz spektra autizma, različite starosti i pola).

**Zadaci:** montaža i adaptiranje višenamenskih senzornih stolova; praktična upotreba senzornih stolova u nekoliko nastavnih predmeta; snimanje video zapisa i njihovo predstavljanje u osnovnim školama u gradu, vrtićima, roditeljima.

**Hipoteza:** Pretpostavljamo da će kontinuirana upotreba višenamenskih senzornih stolova poboljšati koncentraciju, logičko razmišljanje, taktilnu i vizuelnu percepciju, vizuelno-motoričku kontrolu, grafomotoriku, kreativnost kod dece sa autizmom, a istovremeno će omogućiti usvajanje pojmova brojeva, oblika, boja, svetlosti i senki, upoznavanje i razlikovanje različitih materijala.

**Metod:** Analiza podataka dobijenih u senzornom profilu svakog učenika sa autizmom, koji je napravljen pre i posle aktivnosti. Napravljen je plan obrade podataka u kojem su svi podaci zabeleženi tokom sastavljanja senzornih stolova i promene koje se javljaju kod učenika primenom skupa senzornih, taktičkih i misaonih stimulusa kroz metodu posmatranja i eksperimenta tutora i defektologa. Instrumenti koji se koriste za

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prikupljanje podataka su ispitivanje profila senzora, skica koncepta i sveska sa podacima.

**Rezultati:** Praktična upotreba senzornih stolova podstiče: manipulativne veštine i finu motoriku kod dece; mogućnosti za samostalno istraživanje i traženje rešenja; poboljšanje pažnje i koncentracije; lakše razumevanje i sticanje školskog znanja.

**Zaključak:** Iz dobijenih rezultata zaključeno je da ova vrsta igre podstiče i poboljšava koncentraciju i pažnju kod dece, stimuliše motoričke sposobnosti, logiku, čula, kreativnost i pamćenje.

**Ključne reči:** *senzorni stolovi, deca sa autizmom, senzorni profil*

## SENSORY GAMES WITH SENSORY TABLES FOR CHILDREN WITH AUTISM

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**Introduction:** Children with autism have numerous problems, especially in the field of communication with the environment, which is a consequence of disorders in the efficient integration of information from the senses, which affect the child's ability to restrict certain tasks, plan new ones, perform coordinated motor activities, develop social relationships with peers, problems in the emotional area.

**Problem:** Children with autism find it difficult to follow school instructions, short-term attention span, difficulty writing, rough and fine motor skills, eye-hand coordination, etc.

**Aim:** The aim of this research is a sensory way of examining, discovering and designing the world in order to provide children with impaired sensory integration, especially children with autism, opportunities to improve concentration, logical thinking, tactility, visual, taste, vestibular perception, visuomotor control, graphomotor skills, creativity, and also to encourage the acquisition of appropriate school knowledge.

**Target group:** 2 students without and 4 students with intellectual disability from regular schools, and the control group (5 students with mild intellectual disabilities and 5 students with autism spectrum disorder, of different ages and genders).

**Tasks:** Installation and adaptation of multi-purpose sensory tables; practical use of sensory tables in several school subjects; recording videos and their presentation in the elementary schools and kindergartens in the city, to parents.

**Hypothesis:** We assume that the continuous use of multi-purpose sensory tables will improve concentration, logical thinking, tactile and visual perception, visuomotor control, graphomotor skills, creativity in children with autism, and at the same time enable the acquisition of concepts of numbers, shapes, colors, light and shadows, distinguishing different materials.

**Method:** Analysis of data obtained in the sensory profile of each student with autism, which was made before and after the activity. A data processing plan was made in which all data were recorded during the compilation of sensory tables and changes that occur in students by applying a set of sensory, tactile and thought stimuli through the method of observation and experiment of tutors and special educators. The instruments used for data collection were sensor profile examination, concept sketch and data notebook.



**Results:** Practical use of sensory tables encourages: manipulative skills and fine motor skills in children; opportunities for independent research and finding solutions; improved attention and concentration; easier understanding and acquiring school knowledge.

**Conclusion:** From the obtained results, it was concluded that this type of game encourages the improvement of concentration and attention in children, it stimulates motor skills, logic, senses, creativity and memory.

**Keywords:** *sensory table, children with autism, sensory profile*

## STAVOVI SREDNJOŠKOLACA TIPIČNOG RAZVOJA PREMA VRŠNJACIMA SA SENZORNIM SMETNJAMA I POREMEĆAJIMA\*

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**Uvod:** Efekti inkluzivnog obrazovanja se često u literaturi sagledavaju kroz stavove učenika tipične populacije prema vršnjacima sa smetnjama i poremećajima, pri čemu veliki broj istraživačkih nalaza sugerše da neposredni kontakt učenika predstavlja jedan od preduslova za formiranje pozitivnijih stavova.

**Cilj:** Cilj istraživanja je bio da se ispituju i uporede stavovi učenika tipičnog razvoja u zavisnosti od toga da li pohađaju nastavu sa vršnjacima sa senzornim smetnjama i poremećajima.

**Metod:** Prigodni uzorak za istraživanje činilo je 174 učenika prvog i drugog razreda iz tri srednje škole, od kojih je 52 učenika imalo neposredni kontakt u razredu sa vršnjacima sa senzornim smetnjama i poremećajima. U istraživanju je korišćena Čedok Mekmaster skala za procenu stavova prema osobama sa hendikepom. Interna konzistentnost je utvrđena Kronbahovim alfa koeficijentom i iznosi 0,73 za skalu u celini.

**Rezultati:** Prosečni skorovi dobijeni na skali ukazuju da učenici tipičnog razvoja imaju pozitivne stavove prema vršnjacima sa senzornim smetnjama i poremećajima, ukupan skor iznosi 78,86. Utvrđeno je da postoje veoma male razlike u stavovima srednjoškolaca na skali u celini, njenom kognitivnom i bihevioralnom domenu, dok je jedina razlika pronađena u afektivnom domenu skale, gde su učenici koji su imali kontakt sa vršnjacima sa senzornim smetnjama i poremećajima pokazali značajno viši skor ( $t=2,473$ ;  $df=172$ ;  $p=0,01$ ).

**Zaključak:** Pretežno pozitivni stavovi prema vršnjacima sa senzornim smetnjama i poremećajima ukazuju na pozitivne efekte inkluzivnog obrazovanja, a da li su nastali usled samog prisustva učenika sa senzornim smetnjama i poremećajima ili kroz druženje i zajedničke aktivnosti je otvoreno pitanje za buduća istraživanja.

**Ključne reči:** *inkluzija, stavovi, učenici sa senzornim smetnjama i poremećajima*

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## ATTITUDES OF TYPICALLY DEVELOPING SECONDARY SCHOOL STUDENTS TOWARDS PEERS WITH SENSORY DISABILITIES\*

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**Introduction:** The effects of inclusive education in the literature are most often observed through the attitudes of typically developing students towards peers with disabilities where a large number of research findings suggest that direct contact between students is one of the prerequisites for forming more positive attitudes.

**Aim:** The aim of this study was to examine and compare the attitudes of typically developing students depending on direct contacts in classes with peers with sensory disabilities.

**Method:** A convenient sample for the research consisted of 174 first and second grade students from three high schools, of which 52 students had direct contact in class with peers with sensory disabilities. The study used the Chedoke-McMaster scale to assess attitudes toward people with disabilities. Internal consistency was determined by the Cronbach's alpha coefficient of .73 for the scale as a whole.

**Results:** The average scores obtained on the scale indicate that typically developing students had positive attitudes towards peers with sensory disabilities and the total score was 78.86. It was found that there were very small differences in the attitudes of high school students on the scale as a whole as well as its cognitive and behavioral domain, while the only difference was found in the affective domain of the scale, where students who have peers with sensory disabilities in their immediate surrounding showed significantly higher scores ( $t=2.473$ ;  $df=172$ ;  $p=.01$ ).

**Conclusion:** The majority of positive attitudes towards peers with sensory disabilities indicate a positive effect of inclusive education, and whether that is due to the presence of students with sensory disabilities or socializing and joint activities remains an open question for future research.

**Keywords:** *inclusion, attitudes, students with sensory disabilities*

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## SVAKODNEVNE ŽIVOTNE VEŠTINE DECE SA VIZUELNIM SMETNJAMA PREDŠKOLSKOG UZRASTA\*

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**Uvod:** Lakši oblici oštećenja vida nekada predstavljaju značajnu prepreku za optimilan razvoj i svakodnevno funkcionisanje dece, što se dovodi u vezu sa neblagovremenim oftalmološkim i ortoptičko-pleoptičkim intervencijama i prezaštićivanjem od strane roditelja.

**Cilj:** Utvrditi nivo usvojenosti svakodnevnih životnih veština kod dece sa vizuelnim smetnjama predškolskog uzrasta.

**Metod:** Uzorak je činilo 100 dece predškolskog uzrasta, od čega 50 dece sa dijagnostikovanim vizuelnim smetnjama i isto toliko dece tipičnog razvoja. Kriterijumi za formiranje uzorka bili su: vizuelne smetnje na nivou slabovidosti povezane sa strabološkim uzrocima, prosečne intelektualne sposobnosti i uzrast od jedne do šest godina (AS=36; SD=12,99 meseci). Za prikupljanje podataka je korišćena subskala Svakodnevne životne veštine, integralni deo Skale za procenu adaptivnog ponašanja (Adaptive Behavior Scale) inkorporirane u Bejli skalu za procenu razvoja novorođenčadi i dece (Bayley Scales of Infant and Toddler Development, Third Edition, Bayley-III, 2005). U statističkoj obradi podataka primenjene su mere deskriptivne statistike, T-test i Univarijantna analiza varijanse (ANOVA).

**Rezultati:** Deca sa vizuelnim smetnjama su najbolje ocenjena na zadacima kojima se procenjuje samostalnost prilikom hranjenja (AS=2,14; SD=0,86). Usvojenost higijenskih navika (AS=0,95; SD=0,58) i pomoć u kući (AS=1,49; SD=0,67) roditelji ove dece su vrednovali najnižim prosečnim ocenama. Između dece sa vizuelnim smetnjama predškolskog uzrasta i vršnjaka tipičnog razvoja utvrđena je statistički značajna razlika u pogledu opšteg skora na subskali Svakodnevne životne veštine ( $p=0,000$ ), kao i u svim segmentima svakodnevnog funkcionisanje.

**Zaključak:** Dobijeni rezultati ukazuju da vizuelne smetnje utiču na razvoj samostalnosti i svakodnevno funkcionisanje dece već od naranijeg uzrasta. Neophodno je dizajnirati programe za usvajanje životnih veština za decu sa lakšim i težim oštećenjem vida, kao osnove za buduću samostalnost i socijalno funkcioniranje.

**Ključne reči:** vizuelne smetnje, svakodnevne životne veštine, strabizam

\* Rad je nastao kao rezultat istraživanja na projektu „Kreiranje protokola za procenu edukativnih potencijala dece sa smetnjama u razvoju kao kriterijuma za izradu individualnih obrazovnih programa“ (br. 179025) koji finansira Ministarstvo prosvete, nauke i tehnološkog razvoja Republike Srbije.

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## DAILY LIVING SKILLS OF PRESCHOOL CHILDREN WITH VISUAL IMPAIRMENT\*

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**Introduction:** Milder forms of visual impairment are sometimes a significant obstacle to optimal development and daily functioning of children, which is associated with untimely ophthalmological and orthoptic and pleoptic interventions and overprotection by parents.

**Aim:** To determine the acquisition level of daily living skills in preschool children with visual impairment.

**Method:** The sample included 100 preschool children, out of whom 50 were diagnosed with visual impairment, and 50 were of typical development. Sample inclusion criteria were: visual impairment at the level of low vision caused by strabismus, average intellectual abilities, and 1-6 years of age (M=36; SD=12.99 months). Data was collected by means of The Daily Living Skills subscale, which is an integral part of the Adaptive Behavior Scale incorporated into the Bayley Scales of Infant and Toddler Development, Third Edition, (Bayley-III, 2005). Descriptive statistics, T-test, and univariate analysis of variance (ANOVA) were used in statistical data processing.

**Results:** Children with visual impairment got the highest grades on tasks assessing eating independence (M=2.14; SD=.86). Personal hygiene habits (M=.95; SD=.58) and helping with household chores (M=1.49; SD=.67) were evaluated with the lowest average grades by the parents of these children. A statistically significant difference was determined between preschool children with visual impairment and their typically developing peers in the general score on the Daily Living Skills subscale (p=.000), as well as in all segments of daily functioning.

**Conclusion:** The obtained results indicate that visual impairments influence the development of independence and daily functioning of children from an early age. It is necessary to design programs for acquiring living skills for children with mild and severe visual impairment, as a basis for future independence and social functioning.

**Keywords:** *visual impairment, daily living skills, strabismus*

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## MANIFESTACIJE CEREBRALNOG OŠEĆENJA VIDA KOD VIŠESTRUKO OMETENE DECE\*

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**Uvod:** Cerebralno oštećenje vida je neurološki poremećaj koji nastaje kao posledica lezije u beloj moždanoj masi. Smatra se najčešćim uzrokom oštećenja vida kod prevremeno rođene dece i dece s cerebralnom paralizom. Osim toga, medicinska stanja kod kojih se javlja ovaj tip oštećenja vida uključuju i periventrikularnu leukomalaciju, hipoksičnu ishemičnu encefalopatiju, moždani udar, različite infekcije, strukturalne abnormalnosti, traume (npr. povrede glave), metaboličke poremećaje. Zbog kompleksne neurološke i neurooftalmološke etiologije, ovo stanje se često ne dijagnostikuje ili se dijagnostikuje pogrešno.

**Cilj:** Na osnovu pregleda literature opisati karakteristike vizuelnog ponašanja koje se javlja kod višestruko ometene dece i koje može ukazati na prisustvo oštećenja vida usled neuroloških smetnji.

**Metod:** Prikupljanje podataka je izvršeno pregledom dostupnih štampanih izvora, kao i elektronskih baza ERIC, JSTOR, Google Scholar, sa odgovarajućim ključnim rečima.

**Rezultati:** Cerebralno oštećenje vida najčešće se manifestuje kao neuobičajeno zurenje u izvor svetla i nedostatak vizuelnih refleksnih odgovora. Uočena je pojava preferencije posmatranja jednobojnih i/ili poznatih predmeta, predmeta koji se kreću ili koji reflektuju svetlo, kao i nemogućnost prepoznavanja udaljenih predmeta. Latencija u davanju adekvatnog vizuomotornog odgovora i ispadi u vidnom polju takođe mogu ukazati na prisutnost promena na nivou mozga. Složenost vizuelnog okruženja (zasićenost predmetima, bojama, šarama i sl.) ima upadljivo negativan uticaj na vizuelnu percepciju dece s višestrukim smetnjama. Vizuelna disfunkcija može biti različitog stepena – teška, umerena ili laka, ali je začajno istaći da ona ne predstavlja indikaciju detetovih kognitivnih sposobnosti.

**Zaključak:** Bez obzira na stepen vizuelne disfunkcije, karakteristično je da vizuelno funkcionisanje fluktuirá tokom dana u zavisnosti od sredinskih faktora, doba dana, detetovog zdravstvenog stanja, terapije lekovima, što znatno otežava procenu. Iako vrlo složena, procena vizuelnog funkcionisanja dece s višestrukom ometenošću predstavlja temelj za kreiranje individualnih programa intervencije. Stoga je izuzetno značajno poznavati karakteristike vizuelnog ponašanja koje koja ukazuju na ovo neurološko stanje.

**Ključne reči:** *cerebralno oštećenje vida, deca s višestrukom ometenošću, karakteristike vizuelnog ponašanja*

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## MANIFESTATIONS OF CEREBRAL VISUAL IMPAIRMENT IN CHILDREN WITH MULTIPLE DISABILITIES\*

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**Introduction:** Cerebral visual impairment is a neurological disorder that occurs as a consequence of a lesion in the white matter of the brain. It is considered to be the most common cause of visual impairment in premature babies and children with cerebral palsy. In addition to brain damage, medical conditions in which this type of impairment occurs include periventricular leukomalacia, hypoxic-ischemic encephalopathy, stroke, various infections, structural abnormalities, trauma (e.g. head injuries), and metabolic disorders. Due to the complex neurological and neuroophthalmological etiology, this condition is often undiagnosed or misdiagnosed.

**Aim:** Based on the literature review, to describe characteristics of visual behavior which occur in children with multiple disabilities and which could indicate the presence of visual impairment due to neurological disorders.

**Method:** Data was collected by reviewing available printed sources, as well as electronic databases ERIC, JSTOR, Google Scholar, with appropriate keywords.

**Results:** Cerebral visual impairment is most often manifested as unusual staring at a light source and lack of visual reflex responses. The preference for observing monochromatic and/or known objects, moving or reflecting objects, as well as the inability of recognizing distant objects were noted. Latency in giving an adequate visuomotor response and visual field deficits may also indicate the presence of changes at the brain level. The complexity of the visual environment (saturation with objects, colors, patterns, etc.) has a noticeable negative impact on the visual perception of children with multiple disabilities. Visual dysfunction can be of varying degrees – severe, moderate or mild, but it is important to point out that it is not an indication of the child’s cognitive abilities.

**Conclusion:** Regardless of the visual dysfunction degree, it is characteristic that visual functioning fluctuates during the day depending on environmental factors, part of the day, child’s health condition, drug therapy, which significantly complicates the assessment. Although very complex, the assessment of the visual functioning of children with multiple disabilities is the foundation for creating individual intervention programs. Therefore, it is extremely important to know the characteristic of visual behavior that indicate this neurological condition.

**Keywords:** *cerebral visual impairment, multiply disabled children, characteristic of visual behavior*

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## MUZIKA U ZAJEDNICI GLUVIH

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**Uvod:** Dominantno je mišljenje da je stvaranje i izvođenje muzike dostupno samo osobama koje čuju. Ovakvo mišljenje sadrži pretpostavku da je muzika oblast umetnosti u kojoj gluve osobe ne mogu da uživaju tj. da je nedostižna za njih. Prema ovom audiocentričnom viđenju muzike, gluve osobe žive u svetu tišine, odsečene od stvaranja i od uživanja u muzičkim delima.

**Cilj:** Cilj rada je da ukaže na koji način se u zajednici Gluvih percipira, stvara i interpretira muzika.

**Metod:** Primjenjene metode su komparativna analiza, evaluacija i sistem dedukcije i indukcije.

**Rezultati:** Istorijski podaci ukazuju da su se još od 1848. godine stručnjaci zalagali za muzičko obrazovanje gluvih osoba, te potvrdili da i vid pomaže u stvaranju muzike ispravljanjem grešaka, a ne samo sluh. Koncept muzike u zajednici Gluvih podrazumeva različita auditivna i vizuelna iskustva koja se kreću od onih koja su poznata čujućoj populaciji, poput sviranja na instrumentu i komponovanja, do onih koja su manje poznata čujućoj populaciji, poput percepcije vibracija i izvođenja ili gledanja pesama koje se artikulišu na znakovnom jeziku. Iskustva ukazuju da su se u zajednici Gluvih razvili prepoznatljivi muzički performansi kao forma akcione umetnosti koja sadrži elemente pantomime, plesa, znakovanja i muzike. Muzičke numere koje se izvode na znakovnom jeziku ili putem znakovanja mogu se podeliti u dve vrste: pesme koje se izvode udaraljka (perkusionisti) i prevedene pesme. Pesme koje se izvode udaraljka uključuju slaganje znakova uz pomoć udaraljki u ritmičke obrasce, a prevedene pesme uključuju prevođenje tekstova pesama na znakovni jezik i njihovo izvođenje.

**Zaključak:** Muzičke interpretacije koje uključuju znakovni jezik postoje od početka 20. veka i dalje se razvijaju kako u kulturi Gluvih tako i u čujućoj populaciji.

**Ključne reči:** *muzika, zajednica Gluvih, čujuća populacija*

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## MUSIC IN THE DEAF COMMUNITY

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**Introduction:** The dominant opinion is that the creation and performance of music is possible only by people who hear. This opinion leads us to the assumption that music is an area of art which deaf people cannot enjoy, that it is unattainable for them. According to this audiocentric view of music, deaf people live in a world of silence, cut off from both creation and enjoyment of musical works.

**Aim:** The aim of this paper is to point out how music is perceived, created and interpreted in the Deaf community.

**Method:** The applied methods are comparative analysis, evaluation and deduction and induction system.

**Results:** Historical data indicate that since 1848, experts have advocated for the musical education of deaf people, and confirmed that sight also helps to create music by correcting mistakes, and not just hearing. The concept of music in the Deaf community involves a variety of auditory and visual experiences ranging from those known to the hearing population, such as playing an instrument and composing, to those less known to the hearing population, such as perceiving vibrations and performing or watching songs articulated in sign language. Experience indicates that in the community of the Deaf, recognizable musical performances have developed as a form of action art that contains elements of pantomime, dance, signification and music. Music tracks performed in sign language or by sign can be divided into two types: percussion songs and translated songs. Percussion songs involve arranging signs with percussion into rhythmic patterns, and translated songs include translating the lyrics into sign language and performing them.

**Conclusion:** Musical interpretations involving sign language have existed since the early 20th century and continue to develop in both the culture of the Deaf and the hearing population.

**Keywords:** *music, Deaf community, hearing population*

## THE ROLE OF OTOACOUSTIC EMISSIONS IN AUDIOLOGICAL ASSESSMENT OF CHILDREN WITH SUSPECTED HEARING LOSS

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**Introduction:** Otoacoustic emissions are sounds that result from energy generated in the cochlea. The otoacoustic emissions test helps to confirm outer hair cell function.

**Aim:** The objective of the study was to evaluate the expression of distortion product otoacoustic emissions in children with suspected hearing loss.

**Method:** This retrospective study included 115 children, 65 males (56.5%) and 50 females (43.5%), aged 0 to 14 years (mean age of  $6.9 \pm 3.5$  years), examined during the period from January 2017 to March 2021. The audiological assessment included Distortion product otoacoustic emissions test, tympanometry, and pure-tone audiometry in children older than 4 years. Distortion product otoacoustic emissions were recorded in the form of DP-gram elicited by two primary tone stimuli L1=65 dB SPL and L2=55 dB SPL. Levels of the 2f1-f2 distortion product otoacoustic emissions were registered at frequencies from 1000 Hz to 8000 Hz at four points per octave. For statistical data analysis we used Chi-square test with level of significance  $p < .05$ .

**Results:** From the total of 81 children with tonal audiogram, 13 children (16%) had sensorineural hearing loss with mean distortion product otoacoustic emissions amplitude -7.4 dB SPL, and 68 children (84%) had normal hearing with mean DPOAE amplitude 9.9 dB SPL. In children without tonal audiogram, distortion product otoacoustic emissions were present in 23 children (67.6%) at control examination after absence during middle ear pathology and 9 children (26.5%) at first examination. Otoacoustic emissions were absent in 2 children (5.9%) without middle ear pathology. They were mostly absent at frequency of 4000 Hz ( $p = .036$ ).

**Conclusion:** The otoacoustic emissions test is good cross-check for pure-tone audiometry. In children with sensorineural hearing loss, the otoacoustic emissions are absent in the range of hearing loss. In young children not cooperative for pure-tone audiometry, expression of otoacoustic emissions after previous absence during middle ear pathology would indicate that there is no coexistent sensorineural hearing loss.

**Keywords:** *otoacoustic emissions, children, hearing loss*

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## KOGNITIVNE DISFUNKCIJE PACIJENATA SA ANEURIZMALNOM SUBARAHNOIDALNOM HEMORAGIJOM

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**Uvod:** Aneurizmalna subarahnoidalna hemoragija predstavlja jedno od najurgentnijih stanja u medicini. Nažalost, ovo stanje je i danas povezano sa velikom stopom mortaliteta i morbiditeta. Pacijenti nakon operacije, čak i kada imaju dobar oporavak, često ispoljavaju neurokognitivne disfunkcije.

**Cilj:** Cilj ovog rada je da istraži prevalencu različitih aspekata kognitivnih i psiholoških disfunkcija, uključujući i post-traumatski stres kod pacijenata nakon aneurizmalnog subarahnoidalnog krvarenja.

**Metod:** Pregledali smo radove objavljene u poslednjih 10 godina i dostupne u celosti, a koji su fokusirani na uticaj aneurizmatске subarahnoidalne hemoragije na kogniciju.

**Rezultati:** Analiza literature je pokazala da se kognitivni deficiti često javljaju nakon aneurizmalne subarahnoidalne hemoragije. Pacijenti sa aneurizmalnom subarahnoidalnom hemoragijom često ne dostignu svoj premorbidni status usled kognitivnih i psihosocijalnih disfunkcija, posebno memorije, egzekutivnih funkcija i govora. Najčešći deficiti su u brzini obrade informacija, ponašanja, kontrole emocija, intelekta, raspoloženja i socijalnog funkcionisanja. Ovi pacijenti, takođe, pokazuju visok stepen depresije, anksioznosti, zamora, poremećaja sna kao i simptome posttraumatskog stresa.

**Zaključak:** Neuropsihološke sekvele su česte kod pacijenata sa aneurizmatском subarahnoidalnom hemoragijom, čak i kod onih sa dobrim funkcionalnim oporavkom. U cilju pružanja adekvatnog tretmana (medicinskog, kognitivnog, kao i socijalne integracije), važna je blagovremena identifikacija kognitivnih oštećenja.

**Ključne reči:** *kognitivna funkcija, neuropsihološki ishodi, subarahnoidalna hemoragija*

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## COGNITIVE DYSFUNCTION OF PATIENTS WITH ANEURYSMAL SUBARACHNOID HEMORRHAGE

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**Introduction:** Aneurysmal subarachnoid hemorrhage is a medical emergency associated with substantial morbidity and mortality. Neurocognitive disfunctions are common after surgery for aneurysmal subarachnoid hemorrhage, even among patients with good functional outcomes.

**Aim:** The aim of this study is to investigate the prevalence of various aspects of cognitive and psychological dysfunction, including post-traumatic stress symptoms after subarachnoid hemorrhage.

**Method:** We reviewed the studies available in full text in the past 10 years that focused on the effects of aneurysmal subarachnoid hemorrhage on cognition.

**Results:** Analysis of the literature has shown that cognitive deficits commonly occur after aneurysmal subarachnoid hemorrhage. Patients with aneurysmal subarachnoid hemorrhage often do not fully regain their premorbid status. This is usually related to cognitive and psychosocial performances, which particularly affect memory, executive function, and language. Frequent deficits include processing speed, behavior, emotional control, intellect, mood and social functioning. These patients also show depression, anxiety, post-traumatic stress symptoms, fatigue, and sleep disturbances.

**Conclusions:** Neuropsychological sequels are common in patients with aneurysmal subarachnoid hemorrhage, even if they classified as good functional outcome. The identification of patients with aneurysmal subarachnoid hemorrhage with cognitive impairment is of paramount importance for patient management (medical treatment, cognitive rehabilitation, and social arrangements).

**Keywords:** *cognitive function, neuropsychological outcome, subarachnoid hemorrhage*

## APERTOV SINDROM I ASISTIVNE TEHNOLOGIJE U SPECIJALNOJ EDUKACIJI I REHABILITACIJI

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**Uvod:** Postoji stalna potreba da se upoznaju i razumeju razlike i potrebe dece sa specifičnim razvojnim problemima kako bi se obezbedio odgovarajući tretman i mogućnost za prilagođeno i svima dostupno obrazovanje. Asistivne tehnologije i pomagala omogućavaju osobama koje ih koriste veći stepen nezavisnosti i samostalnosti, bogatiji i aktivniji život. Takođe im omogućavaju pristup sadržajima koji bi im bili potpuno nedostupni ili teško dostupni bez upotrebe pomagala. Apertov sindrom je identifikovan kao oblik kraniosinostoze i često je udružen sa teškoćama u intelektualnom razvoju i procesu komunikacije.

**Cilj:** Cilj ovog preglednog rada je da ukaže na postojanje teškoća u iniciranju kontakta, održavanju interakcije i dvosmerne komunikacije sa socijalnim okruženjem kod osoba sa Apertovim sindromom kao i mogućnosti primene asistivne tehnologije pri olakšavanju ovih teškoća.

**Metod:** Za pretragu postojeće literature korišćen je pretraživač Google Scholar, SCIndex, ProQuest, i servis Konzorcijuma biblioteka Srbije za objedinjenu nabavku (KOBSON). Pretraživani su radovi na srpskom i engleskom jeziku. Ključne reči korišćene prilikom pretrage su bile Apertov sindrom, asistivna tehnologija, rehabilitacija, augmentativna i alternativna komunikacija.

**Rezultati:** Rad je podeljen u konceptualne celine. U uvodnom delu dat je prikaz fizičkih i saznanjnih karakteristika i mogućnosti njihovog tretmana. Druga konceptualna celina rada sa teorijskog aspekta obuhvata mogućnosti obrazovanja i rehabilitacije primenom asistivne tehnologije i asistivne augmentativne tehnike, primenjene u cilju pomoći i olakšanog razvoja i funkcionisanja osoba sa ovim sindromom. Objašnjen je i pojam asistivne tehnologije u kontekstu ciljeva istraživanja.

**Zaključak:** Predmet rada su deca sa Apertovim sindromom i koncept asistivne tehnologije, a rezultati rada obuhvataju najvažnije postavke i podatke dobijene komparativnom analizom i sintezom stavova različitih autora u ovoj oblasti u poslednjih nekoliko godina. Doprinos rada odnosi se na praktične vrednosti rada, oličene u mogućnostima adaptacije prepoznavanja osnovnih karakteristika ovog sindroma u odnosu na mogućnost adaptiranja obrazovnih, psiholoških, specijalno-pedagoških

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i govorno-jezičkih metoda osposobljavanja ovih lica, a u odnosu na to ponuđena konkretna rešenja iz računarske tehnologije primenljiva u nastavnim i aktivnostima svakodnevnog življenja.

**Ključne reči:** *asistivna tehnologija, alternativna i augmentativna komunikacija, Apertov sindrom, intelektualna ometenost*

## APERT SYNDROME AND THE USE OF ASSISTIVE TECHNOLOGY IN SPECIAL EDUCATION AND REHABILITATION

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**Introduction:** There is a constant need to know and understand the differences and needs of children with specific developmental problems in order to provide appropriate treatment and the opportunity for tailored and accessible education. Assistive technologies and aids provide people who use them with a greater degree of independence and autonomy, a richer and more active life. They also give them access to content that would be completely inaccessible or difficult to access without the use of aids. Apert syndrome, which has been identified as a form of craniosynostosis, is often associated with difficulties in intellectual development and the communication process.

**Aim:** The aim of this review is to point out the existence of difficulties in initiating contact, maintaining interaction and two-way communication with the social environment in people with Apert syndrome, as well as the possibility of applying assistive technology to alleviate these difficulties.

**Method:** Google Scholar, SCIndex, ProQuest, and the service of the Serbian Library Consortium for Unified Procurement (KOBSON) were used to search the existing literature. Papers in Serbian and English were searched. The key words used during the search were assistive technology, alternative and augmentative communication, Apert syndrome, intellectual disability.

**Results:** The paper is divided into conceptual units. In the introductory part, a presentation of physical and cognitive characteristics and possibilities of their treatment is given. The second conceptual unit of work from the theoretical aspect includes the possibilities of education and rehabilitation using assistive technology and assistive augmentative techniques, applied in order to help and facilitate the development and functioning of people with this syndrome. The notion of assistive technology in the context of research goals is also explained.

**Conclusion:** Children with Apert syndrome and the concept of assistive technology are the subject of the paper, and the results include the most important settings and data obtained by comparative analysis and synthesis of views of various authors in this field in recent years. The contribution of the work refers to the practical values of the work,

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embodied in the possibilities of adapting the recognition of the basic characteristics of this syndrome in relation to the possibility of adapting educational, psychological, special pedagogical and speech-language training methods of these persons in teaching and activities of daily living.

**Keywords:** *assistive technology, alternative and augmentative communication, Apert syndrome, intellectual disability*



## SOCIJALNA PARTICIPACIJA OSOBA SA REUMATOIDNIM ARTRITISOM

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**Uvod:** Reumatoidni artritis je hronična inflamatorna bolest koju karakteriše progresivno oštećenje zglobova uz promenljive ekstraartikularne manifestacije. Poliartikularni, perzistentni i simetrični sinovitis dovodi do ireverzibilnih anatomskih oštećenja zglobova, a zatim do deformiteta i mogućeg invaliditeta. Usled nemogućnosti da se spreči nastanak bolesti ili dovede do izlečenja, fokus rehabilitacionih postupaka je na smanjenju uticaja reumatoidnog artritisa na život pacijenata sa ciljem da se uspori i odloži nastanak invaliditeta i poboljšaju svi aspekti kvaliteta života ovih osoba.

Prema modelu Međunarodne klasifikacije funkcionalnosti, invalidnosti i zdravlja (International Classification of Functioning, Disability and Health), participacija se definiše kao učešće osobe u životnim situacijama i angažovanje u socijalnim ulogama poput radnog mesta ili učešća u procesu obrazovanja, interpersonalnim odnosima i društvenoj zajednici.

**Cilj:** Cilj ovog rada bio je da se pregledom i analizom dostupnih istraživanja analiziraju karakteristike socijalne participacije kod osoba sa reumatoidnim artritismom.

**Metod:** Pregled istraživanja ne starijih od deset godina dostupnih u Pub Med/Medline bazi podataka.

**Rezultati:** Analiza literature je pokazala da osobe sa reumatoidnim artritismom imaju ograničenja u socijalnoj participaciji prilikom učešća u svakodnevnom životnim situacijama, a u obzir se uzimaju i kontekstualni faktori, uslovi sredine i lične osobine pojedinca. Prema nalazima istraživačkih studija i pored primene standardne i biološke terapije, simptomi bola i zamora, funkcionalna ograničenja i psihološki distress se zadržavaju i predstavljaju značajan uzrok uticaja reumatoidnog artritisa na učešće u slobodnim i porodičnim aktivnostima, kao i participaciju u radnoj sredini.

**Zaključak:** Dobijeni rezultati ističu potrebu za osmišljenom podrškom i lečenjem reumatoidnog artritisa kako bi se umanjile trajne posledice na obolele, a povećala njihova nezavisnost i participacija.

**Ključne reči:** *reumatoidni artritis, socijalna participacija, socijalne uloge*

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## SOCIAL PARTICIPATION OF PERSONS WITH RHEUMATOID ARTHRITIS

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**Introduction:** Rheumatoid arthritis is a chronic inflammatory disease characterized by progressive joint damage with variable extraarticular manifestations. Polyarticular, persistent and symmetrical synovitis leads to irreversible anatomical damage to the joints and then to deformity and possible disability. Due to the inability to prevent disease or lead to cure, the focus of rehabilitation procedures is on reducing the impact of rheumatoid arthritis on patients' lives in order to slow and delay the onset of disability and improve all aspects of the quality of life of these individuals.

According to the International Classification of Functioning, Disability and Health's model, participation is defined as a person's participation in life situations and engagement in social roles such as the workplace or participation in the education process, interpersonal relationships and the community.

**Aim:** The aim of this study was to review and analyse the available recent research, to evaluate the characteristics of social participation in people with rheumatoid arthritis.

**Method:** This study is a review of the literature using Pub Med/Medline, not older than ten years.

**Results:** Analysis of the literature has shown that people with rheumatoid arthritis have limitations in social participation that are manifested when taking part in everyday life situations and contextual factors, environmental conditions and personal characteristics of the individual are also taken into account. According to the findings of research studies, in addition to the application of standard and biological therapy, the symptoms of pain and fatigue, functional limitations and psychological distress persist and represent a significant cause of rheumatoid arthritis impact on participation in leisure and family activities, participation in the work environment.

**Conclusions:** These findings highlight the need for structured support and treatment for rheumatoid arthritis to reduce persisting symptoms and increase independence and participation.

**Keywords:** *rheumatoid arthritis, social participation, social roles*

# RADIONICE WORKSHOPS

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## OČUVANJE ORALNOG ZDRAVLJA DECE SA SMETNJAMA U RAZVOJU

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**Uvod:** Oboljenja usta i zuba predstavljaju ozbiljan zdravstveni problem dece sa smetnjama u razvoju. Potreba za stomatološkom zaštitom osoba sa posebnim potrebama ogleda se u većoj učestalosti paradontalnih oboljenja, nesanimiranih karijesnih zuba sa komplikacijama, većem broju ekstrahiranih zuba, nedovoljnoj protetskoj rehabilitaciji, većoj učestalosti povreda zuba i ortodontskim nepravilnostima. Oralna patologija se u praksi najčešće rešava agresivnim terapijskim pristupom u opštoj anesteziji, kada se tokom jednokratne terapijske procedure pristupa radikalnoj terapiji karijesa i ekstrakciji većeg broja zuba. Ovakav pristup u zdravstvenoj zaštiti osoba sa smetnjama u razvoju najčešće se povezuje sa neadekvatnim odnosom zdravstvenih radnika, ograničenom dostupnošću stomatološke službe, posebno u manjim sredinama, ali i zapostavljanjem brige o oralnom zdravlju od strane roditelja, staratelja i institucija. U praksi je više puta konstatovana nedovoljna saradnja između stručnjaka koji se bave različitim aspektima zdravstvene brige osoba sa smetnjama u razvoju, posebno na polju preventivnih aktivnosti.

**Cilj:** Cilj radionice je da ukaže na najznačajnije karakteristike oralne patologije kod dece sa smetnjama u razvoju i ukaže na mogućnosti saradnje stomatologa i stručnjaka različitih specijalnosti u cilju unapređenja znanja i veština na polju specijalne edukacije i rehabilitacije.

**Metod:** Multidisciplinarni pristup kroz formiranje mreže naučnih, edukativnih i strukovnih resursa.

**Rezultati:** Unapređenje znanja iz ove oblasti stomatologa, defektologa zaposlenih u ustanovama socijalne zaštite i roditelja od ključne je važnosti za prepoznavanje potreba pacijenata u najranijem uzrastu. Savladavanje tehnika za održavanje oralne higijene, praćenje principa pravilne ishrane, unapređenje komunikacije u stomatološkoj ordinaciji, nalaženja prave mere između potreba i mogućnosti kao i niza drugih znanja i veština, unapredili bi kvalitet života dece sa posebnim potrebama.

**Zaključak:** Saradnja stručnjaka iz različitih oblasti stomatologije i medicine od ključne je važnosti za uvođenje preventivnih mera u svakodnevne životne aktivnosti dece sa smetnjama u razvoju, kao dokazano najefikasniji način za prevenciju oralnih oboljenja.

**Ključne reči:** *oralno zdravlje, cerebralna paraliza, autizam, Daunov sindrom*

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## PRESERVATION OF ORAL HEALTH OF CHILDREN WITH DISABILITIES

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**Introduction:** Oral diseases pose a serious health problem for children with developmental disabilities. Poor oral health of children with developmental disabilities, and communication difficulties lead to a higher prevalence of periodontal disease and caries, dental injuries, tooth loss, orthodontic problems, and inadequate prosthodontic rehabilitation. The uncooperative, high caries risk children present a demanding challenge for pediatric dentist. The effective management approach is usually dental treatment under general anaesthesia in a single visit. Pain and infection relief is provided, but dental procedures are often more radical, and involve multiple teeth extractions. The provision of routine dental procedures is often omitted due to the limited access to dental services, especially in smaller communities, shortage of educated professionals caring for children with developmental disabilities, and the lack of multidisciplinary approach to oral health problems. The need for increased dentist time and customized services, limited institutional involvement and parental ignorance are barriers in efficient provision of health care services for children with developmental disabilities.

**Aim:** The aim of this workshop is to indicate the most important features of oral pathology and the ways to address oral health needs in children with developmental disabilities. Individual approach to each patient and the possibilities for cooperation between dentists and experts of different specialties are presented.

**Method:** A multidisciplinary approach to oral health care through scientific and professional knowledge.

**Results:** The ultimate goal is to find means and adopt principles for maintaining oral hygiene, and proper nutrition, improve communication techniques in the dental office, educate caregivers and provide training and support for practitioners. Adequate provision of dental services for children with developmental disabilities would improve their quality of life.

**Conclusion:** The collaboration of experts from different fields of dentistry and medicine is of utmost importance for the successful integration of preventive measures in everyday life of children with developmental disabilities, as a proven and the most efficient way to prevent oral diseases.

**Keywords:** *oral health, special care dentistry, cerebral palsy, autism, Down's syndrome*

## RAD S POČINIOCIMA SEKSUALNOG NASILJA

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**Uvod:** U period između 2016. i 2017. pokrenut je Twinnig projekat: „Podrška daljem razvoju i jačanju probacijske službe u Republici Hrvatskoj”. Jedan od ključnih ciljeva je edukacija nadzornika u pogledu individualne i grupne intervencije sa posebnim kategorijama počinitelja. Izrađen je program kontrole seksualnog nasilja namenjen počiniocima seksualnih kaznenih dela koji izvršavaju zatvorsku kaznu ili protiv kojih je izrečena alternativna kaznena mera. Ovaj program pod nazivom „Ogledalo” je sproveden sa odabranim osuđenima na slobodi.

**Cilj:** Glavni cilj ovog programa je smanjiti rizik od ponavljanja seksualnog kaznenog dela zlostavljanja kroz postizanje terapijskih ciljeva (poput sticanja uvida u povezanost između događaja u ranom i ponašanja u odrasloj dobi, poboljšanje prepoznavanja, uviđanja i kontrole osećanja, podsticanja kritike misli koje podržavaju seksualno nasilje). Jedan deo ciljeva se odnosi na uvid u povezanost stila života i seksualnog nasilja, poboljšavanje kontrole devijantnih seksualnih fantazija, jačanja socijalnih veština, podsticanja prepoznavanja individualnih rizičnih faktora i na kraju izrađivanje individualnih planova sprečavanja recidivizma.

**Metod:** Ovaj program se temelji na dva skupa teorijskih modela, opšti model rada sa počiniocima kaznenih dela, (psihologija kriminalnog ponašanja, sprečavanja ponavljanja kaznenih dela – recidivizma) i model dobrog života. Program traje šest meseci i podeljen je u tri faze: fazu procene i motivacije, fazu intervencije i fazu praćenja. Program ima kognitivno-bihevioralni pristup, realizuje se kroz sastanke, a svaki sastanak se sastoji od konkretnih ciljeva koji se ostvaruju kroz psihoedukativna izlaganja i interaktivne vežbe i zadatke.

**Rezultati:** Nakon sprovedenog programa osuđenike prati nadzornik do trenutka isteka kaznene mere, uslovnog otpusta ili nadzora. Po završetku mere sami osuđenici mogu da kontaktiraju nadzornika. U daljem razdoblju, pokazalo se da je ovaj rad imao učinka i da osuđenici nisu činili ista niti slična kaznena dela.

**Ključne reči:** *seksualno nasilje, kriminalno ponašanje, nadzor*

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## WORKING WITH SEX OFFENDERS

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**Introduction:** During the period between 2016 and 2017, the Twinning project: “Supporting further development and strengthening probation in the Republic of Croatia”, was launched. One of the main goals of this project was education of probation officers about individual and group interventions with various categories of offenders. The project of controlling sexual violence was intended for sexual offenders who were sentenced to jail or got some alternative punishment. This project, named “Mirror”, was conducted with selected sexual offenders who were free.

**Aim:** The aim of this project was to decrease the risk of sexual abuse/violent behavior through achieving some therapeutic goals (like understanding the cause and effect of events at an early age and in adulthood, then through better perception, understanding and control of emotions, and facilitation of examination of thoughts that are related to violence and sexual behavior). This project aimed to establish an insight into the relation between lifestyle and sexual violence, better understanding of individual risk factors, and then to create new behavior strategies to prevent recidivism.

**Method:** This project is based on two groups of theoretical models, a general model of working with offenders (psychology of criminal behavior, prevention of recidivism) and a model of good lifestyle. The project lasted for 6 months and was divided into three stages: the first stage of motivation and assessment, the second stage of intervention, and the final stage of continuous monitoring. This project is also based on cognitive behavior theory, and all the meetings are based on concrete goals which are to be achieved through psychoeducational exposure.

**Results:** After the project was completed, the offenders were monitored by probation officers until the expiration of the sentence, parole or supervision. Upon completion of the sentence, the convicts themselves may contact the supervisor. The results showed that this project was successful in preventing recidivism of sexual abuse and sexual violent behavior.

**Keywords:** *sexual violence/abuse, criminal behavior, probation*

## PSIHOMOTORNA REEDUKACIJA KROZ SPORTSKE AKTIVNOSTI

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**Uvod:** Tretman reedukacije psihomotorike objedinjuje dva ključna aspekta rasta i razvoja svakog deteta, kognitivni i motorički aspekt. Pokret, osnovni vid izražavanja deteta, je sredstvo pomoću koga ćemo podstaći i postići napredak u oba razvojna aspekta.

**Cilj:** Cilj radionice jeste da polaznike upozna sa značajem fizičke aktivnosti i kako ona utiče na razvoj kognitivnih funkcija, koliko su zapravo motorni i kognitivni razvoj povezani i kako stimulacijom mišićno-skeletnog sistema dolazimo do napretka u razvoju kognitivnih procesa. Svakom tretmanu prethodi detaljna procena, kojom dolazimo do zaključka da li kod deteta postoji kašnjenje u razvoju, u kojim segmentima sposobnosti deteta odgovaraju uzrastu ili u kojim segmentima su iznad detetovog uzrasta. Na osnovu rezultata procene, definišemo prioritete i postavljamo kratkoročne i dugoročne ciljeve, čije će ispunjenje dovesti do boljeg funkcionisanja deteta u svakodnevnom životu i u neposrednoj okolini, u vrtiću ili školi. U odnosu na mogućnosti i sposobnosti deteta, vežbe mogu varirati od pasivnih, preko potpomognutih do aktivnih vežbi, na imitaciju ili na nalog.

Učesnici će imati prilike da kroz video zapise upoznaju način rada koji sprovodimo svakodnevno, kroz izvođenje sportskih i fizičkih aktivnosti i koje rezultate donosi njihova primena u radu sa decom sa najrazličitijim vrstama smetnji i telesnih deformiteta.

Prisutni će uvideti značaj motivacije, oslobađanja deteta od straha koji gaji prema fizičkoj aktivnosti, naporu, jačim senzacijama, kako površinskog, tako i dubokog senzibiliteta.

Rezultati sistematične primene fizičkih i sportskih aktivnosti, nisu samo u jačanju i učenju novih veština, već i u izgradnji samopouzdanja i temelja za zdrav i samostalan život.

**Ključne reči:** *psihomotorna reedukacija, sportske aktivnosti, deca sa razvojnim smetnjama*

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## PSYCHOMOTOR REEDUCATION THROUGH SPORTS ACTIVITIES

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**Introduction:** Psychomotor reeducation combines two key aspects of the growth and development of each child, the cognitive and the motor aspect. Movement, the basic form of child expression, is a means by which we will encourage and achieve progress in both developmental aspects.

**Aim:** The aim of the workshop is to acquaint the participants with the importance of physical activity and how it affects the development of cognitive functions, how much motor and cognitive development are actually connected and how we stimulate the development of cognitive processes by stimulating the musculoskeletal system. Each treatment is preceded by a detailed assessment, which leads to a conclusion whether a child has a developmental delay, in which segments the child's abilities correspond to age or in which segments they exceed the child's age. Based on the results of the assessment, we define priorities and set short-term and long-term goals, the fulfillment of which will lead to better functioning of the child in everyday life and in the immediate environment, in kindergarten or school. Based on the possibilities and abilities of the child, the exercises can vary from passive, through assisted to active exercises, to imitation or to order.

The participants will have the opportunity to see videos and get to know the way we work every day through performing sports and physical activities, and the results their application in working with children with various types of disorders and physical deformities brings.

The attendees will see the importance of motivation, setting the child free from the fear of physical activity, effort, stronger sensations, both superficial and deep sensibility.

The results of the systematic application of physical and sports activities are not only in strengthening and learning new skills, but also in building self-confidence and the foundation for a healthy and independent life.

**Keywords:** *psychomotor reeducation, sports activities, children with developmental disabilities*

## ERASMUS +KA201 TO JE U REDU! (IOK) ZNAČAJ PRIMENE PRIČA ZA UČENJE DRUŠTVENIH VEŠTINA ZA DECU SA AUTIZMOM

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Priče za učenje društvenih vještina su se pokazale kao izuzetno efikasan alat za poboljšanje svih aspekata socijalne komunikacije i interakcije kod osoba sa autizmom. One su zasnovane na poštovanju modela eksplicitnog učenja, koji podrazumeva vizuelno jasne, pažljivo planirane i predvidive korake. Primenom ovih priča osobama sa autizmom pomažemo da se socijalno integrišu, da prate program i usvoje socijalno poželjne obrasce ponašanja, da što samostalnije deluju u raznim okruženjima, nauče da adekvatno reaguju u kriznim situacijama i da se prilagođavaju promenama. Uzimajući u obzir značaj ovih priča kroz projekat IOK kreirani su Praktikumima sa pričama za učenje društvenih vještina koji obuhvataju četiri teme (zdravlje, ponašanje, škola, dnevne rutine). Prateći materijal čini Metodološki praktikum koji sadrži smernice za izradu i primenu socijalnih priča.

Praktikumima imaju funkciju modela i omogućavaju da se sadržaj odabrane priče prilagodi individualnim potrebama dece. Pored vizuelnog, praktikumima imaju i glasovni sadržaj koji prati tekst pisan na tri jezika (srpskom, bugarskom i hrvatskom).

Kroz radionicu biće predstavljeni različiti modeli priča i učesnici će imati priliku da budu upoznati na koji način one pomažu deci sa poremećajima iz spektra autizma da nauče navedene vještine i određene obrasce ponašanja. Korišćenjem video-zapisa praktične primene priča u tretmanu dece sa poremećajima iz spektra autizma (grupno, u paru i individualno) biće prikazano kako su deca kroz eksplicitna uputstva i primenu priča usvajala i određene socijalne i komunikacijske vještine i na implicitan način npr: čekanje svog reda, vještine slušanja, deljenje sa drugima, vještine posmatranja, suočavanje sa zabranama, poštovanje pravila.

Učesnici će pored upoznavanja sa ovim praktikumima i njihovom primenom, kroz praktičan rad na različitim primerima uvideti značaj individualnog pristupa pri kreiranju svake priče, prilagođavanjem sadržaja određenom detetu u skladu sa njegovim mogućnostima.

Cilj radionice je sticanje kompetencije za samostalnu izradu i primenu priča za učenje društvenih vještina.

**Ključne reči:** autizam, praktikum, priče za učenje društvenih vještina, eksplicitno učenje

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## ERASMUS + KA201 IT IS OK! (IOK) THE IMPORTANCE OF APPLYING STORIES FOR SOCIAL SKILLS LEARNING FOR CHILDREN WITH AUTISM

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Stories for social skills learning have proven to be an extremely effective tool for improving all aspects of social communication and interaction in people with autism. These stories are based on explicit learning model, which implies visually clear, carefully planned and predictable steps. Applying these stories, we help people with autism to socially integrate, follow the program and adopt socially desirable patterns of behavior, to act as independently as possible in various environments, to learn to react adequately in crisis situations and to adapt to the changes.

Considering the importance of these stories, through the IOK project, Practicums for social skills learning were created, and cover four topics (health, behavior, school, daily routines). The accompanying material consists of a Methodological Practicum which contains guidelines for the creation and application of social stories.

Practicums have a model function and enable the content of the selected story to be adapted to the individual needs of children. In addition to the visual, the practicums also have a voice content that accompanies the text written in three languages (Serbian, Bulgarian and Croatian).

Through the workshop, different models of stories will be presented and participants will have the opportunity to get to know how they help children from the autism spectrum to learn these skills and certain patterns of behavior. Using videos of practical application of stories in the treatment of children with autism spectrum disorders (group, in pairs and individually) we will show how children through explicit instructions and application of stories acquired certain social and communication skills and in an implicit way, for example: waiting for their order, listening skills, sharing with others, observation skills, coping with prohibitions, respecting rules.

In addition to getting acquainted with these Practicums and their application through practical work on various examples, participants will see the importance of an individual approach in creating each story, adapting the content to a particular child in accordance with his abilities.

The goal of the training is to acquire the competence for independent creation and application of stories for learning social skills.

**Keywords:** *autism, practicum, stories for learning social skills, explicit learning*

## LIKOVNA EKSPRESIJA I BOLEST ZAVISNOSTI

Goran Stojčetić\*\*

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Umetnost od davnih vremena zauzima važno mesto u životu ljudi. Likovno izražavanje je samo jedan od načina na koji ljudi razumeju i oblikuju stvarnost. Mišljenje u slikama predstavlja jedan iskonski način komunikacije koji ima moć da pojačava osećanja i olakšava pristup emocijama do kojih je, ponekad, teško doći samo rečima. Slike i stvaralački proces, kao i reagovanje na umetničko delo, predstavljaju odraz ličnosti, njenih interesovanja ili briga. Likovno delo može biti prozor u nesvesno ka potisnutim osećanjima, dok sam proces stvaranja može imati isceliteljsku ulogu jer se kroz kreativni čin problemi mogu oživeti i zatim razrešiti.

**Cilj:** Cilj radionice je da prikaže mogućnost primene likovne umetnosti u prevazilaženju bolesti zavisnosti. U okviru ove radionice biće prikazan lični razvoj tri muškarca koji su prošli put od bolesti zavisnosti do pronalaska specifičnog likovnog izraza, pri čemu im je sam likovni proces pomogao da prevaziđu unutrašnji nemir i oslobode i obogate svoje stvaralačke sposobnosti.

**Ključne reči:** *likovna ekspresija, bolest zavisnosti, dubinski crtež*

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## ART EXPRESSION AND ADDICTION

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Art has occupied an important place in people's lives since ancient times. Artistic expression is just one of the ways in which people understand and shape their reality. Thinking in pictures is a primordial way of communication that has the power to amplify feelings and facilitate access to emotions that are sometimes difficult to reach with words alone. Paintings and the creative process, as well as the reaction to a work of art, are a reflection of a person, his/her interests or concerns. A work of art can be a window into the unconscious towards repressed feelings, while the process of creation itself can have a healing role, because through a creative act, problems can be revived and then solved.

**Aim:** The aim of the workshop is to show the possibility of applying art expression in overcoming substance abuse. This workshop will introduce participants with personal development of three men who went from addiction to finding a specific artistic expression, where the art process itself helped them overcome their inner turmoil and release and enrich their creative abilities.

**Keywords:** *artistic expression, addiction, depth drawing*

## ULOGA RODITELJA U DIZAJNIRANJU INOVATIVNIH USLUGA PODRŠKE ZA ŽIVOTNO I EKONOMSKO OSAMOSTALJIVANJE OSOBA SA INTELEKTUALNIM TEŠKOĆAMA – PRIMER POZITIVNE PRAKSE

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UPOOR „Naša kuća”, Srbija

**Uvod:** „Naša kuća” je udruženje roditelja dece sa smetnjama u razvoju. Aktivnosti udruženja su zasnovane na socijalnom pristupu i izgradnji sistema adekvatne, diskretne i uvremenjene podrške, podizanju socijalnih kompetencija i edukaciji lokalne zajednice kako bi deci i mladima sa smetnjama u razvoju bio obezbeđen aktivan život i učestvovanje u zajednici. Podršku za pokretanje proizvodnih linija dobili smo od stručnjaka iz Holandije, Italije i Japana, gde je ovo ustaljena praksa.

**Cilj:** Cilj radionice je da na primeru petnaest porodica koje su osnivači udruženja, prikazemo kako smo putem projekata i donacija za poslednjih desetak godina obezbedili sredstva i oformili centar za podršku porodicama i mladim osobama i pokrenuli nekoliko proizvodnih linija.

**Metode:** Prikaz primera dobre prakse koji su poslužili kao model za sistemski rešenja i osnivanje efikasnih servisa podrške.

**Rezultati:** Pokrenuta je proizvodnja kartonske ambalaže, catering usluge („Kuhinja na točkovima”), proizvodnja zdravog povrća u okviru hidroponske bašte i ručna proizvodnja papira i kartona. U proizvodnji učestvuju svi naši korisnici bez obzira na stepen ometenosti i dobijaju nadoknadu srazmerno angažovanju na radnom mestu. Svi proizvodi se plasiraju na tržište i time obezbeđuje preko 60% budžeta „Naše kuće”. Osim toga, kod korisnika je prepoznatljivo jačanje samopouzdanja, i samostalnosti na poslu i u svakodnevnom životu, socijalni kontakti su učestaliji, zahvaljujući kvalitetu proizvoda postali su prepoznatljivi u zajednici. Roditelji su i dalje veoma aktivni, zadovoljni rezultatima rada, međusobno veoma povezani i imaju plan za naredni projekat - „Posle nas”, odnosno za pokretanje inicijative za osnivanje fondacije iz čijih sredstava bi se obezbeđivalo trajno zbrinjavanje i aktivan život u zajednici.

**Zaključak:** Brisanje granice između stručnjaka i roditelja, međusobno uvažavanje i težnja da se postigne što viši nivo radne samostalnosti osoba sa smetnjama višestruko je korisno. Roditelji se dobro osećaju, jer imaju utisak da su maksimalno doprineli poboljšanju kvaliteta života svoje dece i sami imaju kvalitetniji život, osobe sa teškoćama su ostvarene, zadovoljne, uvažavane, sa realnim šansama da napreduju i da ostvare svoje snove. Dok su nam stručnjaci iz Holandije, Italije i Japana pružali podršku za ovaj tip posla koji je kod njih odavno utemeljen, i oni su obogatili svoje znanje.

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Primeri dobre prakse bi trebalo da se koriste kao model za sistemska rešenja za pružanje efikasne usluge podrške, od drugačijeg pristupa do aktivnog uključivanja svih resursa lokalne zajednice kao i samih osoba sa invaliditetom i njihovih porodica u zapošljavanje uz podršku.

**Ključne reči:** *podrška u zajednici, zapošljavanje, aktivno učesće porodica, samostalan život, podrška, dobra praksa, socijalno preduzeće*

## THE ROLE OF PARENTS IN DESIGNING INNOVATIVE SUPPORT SERVICES FOR LIFE AND ECONOMIC INDEPENDENCE OF PEOPLE WITH INTELLECTUAL DISABILITIES – AN EXAMPLE OF POSITIVE PRACTICE

Anica Spasov, Aneta Nevenić

ASPWD “Our House”, Serbia

**Introduction:** “Our House” is an association of parents of children with disabilities. Parents formed a group on their own initiative, and with the support of experts conducted a survey on what types of support are needed in the local community for their children. Based on the research, we have set the value standards on which the work in “Our House” is based. It is based on a social approach and includes the construction of a system of adequate, discreet and timely support, individual approach, raising social competencies and educating the local community in order to enable people with disabilities to live and work actively.

**Aim:** The aim of the workshop is to show practical implementation of the idea around which an agreement was reached, using the example of fifteen families who are the founders of the association. In the last ten years, we have provided funds through projects and donations and established a center to support families and young people – a social enterprise within we launched several production lines.

**Method:** We started the production of cardboard packaging, catering service (“Kitchen on wheels”), the production of healthy vegetables within the hydroponic garden and the manual production of paper and cardboard. All our users participate in the production, regardless of the degree of disability, and they receive compensation in proportion to their engagement in the workplace. We place all products on the market and provide over 60% of our budget.

**Results:** High level of self-confidence, independence at work and in everyday life, training for jobs for which they expressed a desire and decided to work, a large number of social contacts, recognition in the community through top products they produce... Parents are still very active, satisfied with the results of the work, very much related to the plans for the next project – “After us”, i.e. launching a broader initiative to establish a foundation within which to ensure permanent care and active life in the community.

**Conclusion:** Many years of experience have shown that when the boundaries between professionals, parents and people themselves are erased and when everyone, respecting each other, work towards achieving the goal – achieving greater independence in work, the benefits are multiple. Parents feel good since they have the impression that they have contributed to the maximum improvement of the quality of life of



their children and they themselves have a better quality of life, people with difficulties are accomplished, satisfied, respected, with real chances to progress and achieve their dreams. As we received support for this way of work from professionals from the Netherlands, Italy and Japan, where this practice is established long time ago, the professionals we worked with enriched their own knowledge. Good practice should be used as a model for systemic solutions for efficient support services, from a different approach to the active involvement of all resources in the local community as well as people with disabilities and their families in supported employment.

**Keywords:** *community support, employment, active family participation, independent living, support, good practice, social enterprise*

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