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## MODEL PODRŠKE DJECI SA TEŠKOĆAMA U GOVORU I UČENJU

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Polazak u školu predstavlja prekretnicu, kako za dijete tako i za cijelu porodicu. Očekivanja vezana za školski uspjeh vrlo često postaju najvažnija aktivnost u porodici a ocjena jedino mjerodavno u sistemu vrijednosti. Ali, šta kada dijete ne može da savlada školsko gradivo? Prema nekim procjenama svako šesto – sedmo dijete ima neku vrstu teškoće u učenju što dovodi do školskog neuspjeha. Pokazatelji prisutnosti teškoća u učenju mogu biti problemi u govoru, razumijevanju, usmenom i pismenom izražavanju, savladavanju matematičkih operacija, problemi sa pažnjom, koncentracijom i koordinacijom. Međutim, to ne mora da znači da dijete ne može da uči i napreduje već samo da mu je potrebna adekvatna podrška i učenje na malo drugačiji način, prilagođen njemu i njegovim potencijalima i karakteristikama. U ovom radu dajemo naš model podrške djeci sa poteškoćama u govoru i učenju koji se pokazao vrlo efikasnim, kao i preporuke o tome kako i na koji način pomoći roditeljima u njihovom radu i učenju kod kuće, ali i školi i nastavniku u organizaciji rada sa ovom djecom, njihovim napredovanjem i praćenjem.

**Ključne riječi:** model, djeca sa teškoćama u govoru i učenju, podrška školi, podrška roditeljima

## **A MODEL OF SUPPORT FOR CHILDREN WITH SPEECH DIFFICULTIES AND LEARNING DISABILITIES**

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Go to school represents a turning point, both for the child and for the whole family. Expectations for school success very often become the most important activity in the family and rating only applicable to the system of values. But, what if the child is unable to defeat the school material? According to some estimates, every sixth-seventh child has some kind of difficulty in learning, leading to school failure. Indicators of the presence of difficulties in learning can be problems in speaking, understanding, oral and written expression, subduing the mathematical operations, problems with attention, concentration and coordination. However, this does not necessarily mean that the child cannot learn and prosper, but only that he needed adequate support and learning in a slightly different way, adapted to him and his potential and characteristics. In this paper, we give our support model to children with speech difficulties and learning that has proven to be very effective, as well as recommendations on what and how to help parents in their work and learning at home, but also a school and a teacher in an organization working with the children, their progress and tracking.

**Key words:** model, children with developmental speech and learning, support school, support parents



## LOGOPEDSKI PRISTUP I REHABILITACIJA DJECE SA INTELKTUALNIM TEŠKOĆAMA

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Dijete je po prirodi društveno, kreativno i interaktivno biće koje aktivno sudjeluje u socijalizaciji i svim tokovima društvenog života. Svako dijete uči, uspostavlja i održava komunikaciju na svoj način. Imajući u vidu činjenicu da je govor i jezik kao najpotrebnije sredstvo komunikacije imanentna ljudskoj prirodi i prisutna je od početka ljudskog života. Govorom djeca primaju i traže objašnjenja, izražavaju želje i potrebe, a odrasli ih uče i koriguju njihovo iskustvo (Vladislavljević, 1973). Razvoj govora djece sa intelektualnim teškoćama značajno zaostaje u odnosu na prosječnu djecu izjednačene hronološke dobi (Ibralić i Smajić, 2007). Govor djece sa intelektualnim teškoćama karakteriše: poremećaj izgovora glasa, otežana komunikacija, oskudan rječnik, teškoće čitanja i pisanja što sve doprinosi teškoćama socijalne integracije. Surujlal (2013) takođe navodi da se djeca s intelektualnim teškoćama suočavaju sa problemima komunikacije, socijalizacije i niz drugih vještina koja utiču na akademska postignuća i napredovanje djece u obrazovanju. Ovim radom želi se ukazati koliko je važno poticati, razvijati, korigovati i jačati komunikaciju djece s intelektualnim teškoćama, uz pomoć logopedsko-rehabilitacijskih tretmana.

**Ključne riječi:** komunikacija, intelektualne teškoće, logopedski tretman

## SPEECH THERAPY APPROACH TO REHABILITATION OF CHILDREN WITH INTELLECTUAL DIFFICULTIES

Mediha Arnautalić, Bahira Demirović

A child is a social, creative and interactive being in its nature who actively participates in socialization and other sorts of social life. Each child learns, establishes and maintains the communication in its own way. Considering that the speech and language are the most useful means of communication pertaining to human nature that has been present since the beginning of human life, by speech the children receive and seek explanations, express their wishes and needs, while adults teach them and correct their experiences. (Vladislavljević, 1973). The speech development of children with intellectual difficulties significantly lags behind in comparison to average children of the equal chronological age (Ibralic and Smajić, 2007). The speech of children with intellectual difficulties is characterized by the following: sound pronunciation disorder, uneasy communication, scarce vocabulary, reading and writing difficulties, all of which contribute to difficulties of social integration. Surujlal (2013) also states that children with intellectual difficulties face with communication problems, socialization and many other skills that affect their academic achievements and advancement of children's education. This paper seeks to demonstrate the importance of support, development, correction and strengthening of the communication of children with intellectual difficulties by means of speech therapy and rehabilitation treatments.

**Key words:** communication, intellectual difficulties, speech therapy treatments

## INDIVIDUALIZIRANI PRISTUP UČENJU I RAZVOJU DJECE PREDŠKOLSKOG UZRASTA

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Individualizirani pristup omogućava svakom djetetu da raste i razvija se vlastitim tempom. Takav pristup vodi računa o tome što svako dijete unosi u odgojno-obrazovni proces i na taj se način osiguravaju djeci jednake mogućnosti za razvoj njihovih potencijala.

U nastojanju da se sagleda postojeća odgojno-obrazovna praksa na planu individualiziranog pristupa izvršeno je pilot istraživanje na uzorku od 40 odgajatelja u deset predškolskih ustanova u Kantonu Sarajevo. Cilj istraživanja je ispitati mišljenja odgajatelja o značaju individualizacije, utvrditi strategije koje odgajatelji koriste u individualiziranom pristupu, poentirati poteškoće na koje nailaze, te analizirati prijedloge odgajatelja za poboljšanje individualiziranog pristupa učenju i razvoju djece. Koristeći metodu teorijske analize, survey metod te deskriptivno analitičku metodu, a primjenjujući anketni upitnik za odgajatelje, dobiveni rezultati pokazuju da su odgajatelji svjesni značaja individualiziranog pristupa koji omogućava svakom djetetu da se razvija i napreduje u skladu sa svojim potencijalima, te posebno ističu važnost individualizacije u razvoju dječije pozitivne slike o sebi. Rezultati pokazuju da odgajatelji koriste različite tehnike praćenja djece (portfolio, kontrolne liste, bilješke o zapažanjima) čime se znatno povećava mogućnost za individualizirani pristup u radu sa djecom. Odgajatelji su ukazali na problem prebrojnih grupa što dovodi do nedostataka vremena za opserviranje djece. U tom kontekstu, njihovi prijedlozi za unapređenje kvalitete ovog segmenta rada su prvenstveno, smanjenje broja djece u grupama, razmjena iskustava, a posebno pomoć stručnjaka u razumijevanju pojedinih razvojnih potreba djece i poteškoća koje djeca imaju na tom planu.

**Ključne riječi:** individualizacija, kvalitet odgojno-obrazovnog procesa, odgajatelj

## INDIVIDUALIZED APPROACH TO LEARNING AND DEVELOPMENT OF PRESCHOOL CHILDREN

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Individualized approach allows each child to grow and develop at his/her own pace. Such an approach takes into account what each child brings into the educational process and thus provides children with the same opportunities for developing their potential.

In an effort to make an overview of the existing educational practice on an individualized approach, a pilot study was conducted on a sample of 40 educators in ten pre-school institutions in Sarajevo Canton. The aim of the research is to examine the opinions of educators on the importance of individualization, to identify the strategies that educators use in an individualized approach, to address the difficulties they encounter, and to analyze educators' suggestions to improve the individualized approach to learning and development of children. After having used the method of theoretical analysis, the survey method and the descriptive analytical method, and having applied a questionnaire to educators, the obtained results show that the educators are aware of the importance of the individualized approach that enables each child to develop and progress in line with their potential, and particularly emphasize the importance of individualization in the development of children's positive self-image. The results show that educators use different child observing techniques (portfolio, checklists, and observation notes), thus significantly increasing the possibility of an individualized approach to working with children. The educators pointed out the problem of the number of groups, which leads to the lack of time for children observation. In this context, their proposals for improving the quality of this segment of work are primarily the reduction of the number of children in groups, the exchange of experiences, and in particular the help of experts in understanding the individual developmental needs of children and the difficulties that children have in this regard.

**Key words:** individualization, quality of educational process, educator

## PRAĆENJE USPJEŠNOSTI REALIZACIJE PRILAGOĐENIH PROGRAMA DJECI S POTEŠKOĆAMA U RAZVOJU U PREDŠKOLSKOM UZRASTU

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Inkluzija podrazumijeva promijenjene uslove i prilagođenu sredinu, koja će moći da odgovori potrebama ove djece. Pod tim uslovima se misli kako na fizičke uslove i opremljenost vrtića, tako i na odgojno obrazovne uslove: individualiziran pristup ovoj djeci, koji podrazumijeva pravljenje individualnih edukativnih planova, stručnjake različitih profila koji prate djecu sa poteškoćama u razvoju i pružaju pomoć odgajateljima i roditeljima. Prilagođeni programi djeci s poteškoćama u razvoju pružaju priliku da posmatraju, imitiraju i dolaze u interakciju sa djecom koja se razvijaju na uobičajen, normalan način, da uspostave društvene odnose na način na koji to čini većina djece, pomaže im da razvijaju pozitivne socijalne odnose. Odgajatelji u prilagođenim programima bolje zapažaju varijacije u stilovima učenja, postaju pouzdaniji u procjenjivanju individualnih snaga i u određivanju posebnih oblasti za koje je djeci potrebna podrška.

Cilj ovog istraživanja je prikazati uspješnost realizacije prilagođenih programa djeci s poteškoćama u razvoju u predškolskom uzrastu.

Primjenjujući prilagođeni plan i program u radu pratili smo dvoje djece s poteškoćama u razvoju uključenih u redovno pohađanje vrtića i došli do određenih rezultata koje ćemo prikazati u ovom radu.

**Ključne riječi:** odgajatelj, inkluzija, edukativni programi, individualizirani

## **MONITORING THE SUCCESS OF THE IMPLEMENTATION OF CUSTOMIZED PROGRAMS FOR CHILDREN WITH DISABILITIES IN THE PRE-SCHOOL AGE**

Ilda Bekrić<sup>1</sup>, Sadeta Zečić<sup>2</sup>

The Inclusion includes changing conditions and a customized environment that will be able to respond to the needs of these children. Under these conditions it is thought of the physical conditions and equipment of the kindergarten as well as the educational conditions: an individualized approach to these children, which involves the creation of individual educational plans, professionals with different profiles that accompany children with disabilities and provide assistance to educators and parents. Adapted programs for children with disabilities provide the opportunity to observe, imitate, and interact with children who develop in the usual, normal way, to establish social relationships in the way most children do, help them to develop positive social relationships. Educators in adapted programs better notice variations in learning styles, become more reliable in assessing individual forces, and identifying specific areas for which children need support.

The goal of this research is to demonstrate the success of the implementation of customized programs for children with disabilities in pre-school age.

Applying a custom work plan and program we have followed two children with disabilities involved in regular attendance at kindergartens and have come up with certain results that we will show in this paper.

**Key words:** teacher, inclusion, educational programs, individualized

## RAZVOJ TEORIJE UMA KOD DJECE PREDŠKOLSKE DOBI

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### Apstrakt

**Opis problema.** Predškolski period je veoma značajan za razvoj mnogih kognitivnih, motoričkih i jezičkih sposobnosti. Jedna od tih sposobnosti je i teorija uma. Teorija uma se može definisati kao sposobnost da se prepoznaju tuđe emocije, misli, namjere i uvjerenja i ima posebnu važnost u razvijanju dječijih socijalnih vještina. Cilj rada je utvrditi u kojoj dobi djeca usvajaju teoriju uma.

**Metode.** Uzorak za ovo istraživanje činilo je 116 djece predškolske dobi od 3-6 godina (srednja dob 58,8 mjeseci, SD- 9,5 mjeseci). Korišteni test za ispitivanje teorije uma bio je Sally Anne test. **Rezultati.** Dob nije dobar prediktor usvajanja teorije uma do pete godine života. Rezultati ovog istraživanja su pokazali da oko 50% djece nema usvojenu teoriju uma sa pet godina života. Kvalitativni skok nastupa tek oko šeste godine života. **Diskusija.** S obzirom da polovina djece nema usvojenu teoriju uma sa 5 godina života, predstavljene su neke strategije koje mogu pomoći odgajateljima i roditeljima u poboljšanju ovih sposobnosti kod djece.

**Ključne riječi:** teorija uma, djeca predškolske dobi, Sally-Anne test

## DEVELOPMENT OF THEORY OF MIND IN PRESCHOOL CHILDREN

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### Abstract

**Description.** Preschool age is very important in development of many cognitive, motor and language abilities. One of these abilities is theory of mind. Theory of mind can be defined as an ability to impute different mental states and feelings to other people and is crucial for development of social skills. The goal of this paper is to determine the age at which children acquire theory of mind.

**Methods.** The sample for this study consisted of 116 preschool children aged 3 to 6 years (mean age 58,8 months, SD- 9,5 months). Sally-Anne test was used for the assessment of theory of mind. **Results.** Age was not a good predictor of theory of mind until the age of 5. Around 50% of children do not have acquired theory of mind by the age of 5. Qualitative leap in this skill is at around 6th year of life. **Discussion.** Given the fact that half of children does not have acquired theory of mind at age 5, we present here some strategies that might be of help to teachers and parents in fostering these skills.

Key words: theory of mind, preschool children, Sally-Anne test



## MULTIDIMENZIONALNI PRISTUPI U ANALIZI SUICIDA MLADIH

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### Apstrakt

Suicid predstavlja globalni multifaktorski fenomen koji je kroz istoriju bio proučavan i predstavljan sa više različitih aspekata, osvešćujući značajne razlike po pitanju pola i uzrasta izvršioca suicida, geografskog prostora, socijalno-političkih i ekonomskih faktora različitih društava. Shodno domenu proučavanja, analiza suicida jeste predmet mnogih naučnih i stručnih debata, reflektujući heterogene faktore etiologije i fenomenologije problema. Globalna stopa suicida među adolescentima uzrasta od 15 do 19 godina, prema podacima Svetske zdravstvene organizacije prikupljenih iz 90 zemalja, iznosi 7.4/100.000, pri čemu je skoro u svim zemljama stopa suicida viša kod momaka nego kod devojaka.

Uzimajući u obzir definiciju suicida kao aktivnog ili pasivnog autodestruktivnog čina kojim čovek svesno i namerno oduzima sebi život, cilj rada jeste da se kroz prizmu relevantnih aspekata – sociološkog, psihološkog, teološkog i kulturološkog, predstavljaju potencijalna objašnjenja i razmotre činioci koji u međusobnom sadejstvu mogu uticati na odluku mladih da izvrše suicidalni čin.

S obzirom na to da suicid predstavlja drugi vodeći uzrok mortaliteta mladih u svetu (WHO, 2009), znanja iz različitih oblasti proučavanja suicida mogu biti delotvorna u koncipiranju smernica za preventivno delovanje na faktore rizika koji su naučno potvrđeno povezani sa izvršenjem suicida mladih. U skladu sa tim, završna razmatranja rada su usmerena na analizu pravaca preventivnog delovanja shodno razumevanju etioloških faktora suicida prema različitim pristupima (sociološki, teološki, psihološki, kulturološki).

**Ključne reči:** suicid, mladi, multidimenzionalni pristupi, prevencija

## THE MULTIDIMENSIONAL APPROACHES IN ANALYZING SUICIDE AMONG YOUTH

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### Abstract

Suicide is multi-factored, global, phenomenon that has been studied and presented in many different aspects throughout history, raising awareness of difference between gender and age of suicide, geographic position, socio-political and economic factors of different societies. According to the study domain, suicide analysis is the subject of many scientific and professional debates, pointing to the heterogeneous factors of etiology and phenomenology of the problem. The global rate of suicide among adolescents aged 15 to 19, according to the World Health Organization data from 90 countries, is 7.4/100.000, with higher rate for boys in most of the countries that were considered in this research.

Considering the definition of suicide as an active or passive self-destructive act by which a person consciously and intentionally takes away his life, the aim of the work is to present potential explanations through the prism of relevant aspects - sociological, psychological, theological and cultural, and to consider factors interaction that influence the decision of the youth to commit a suicidal act.

Since suicide is the second leading cause of deaths among adolescents in the world (WHO, 2009), knowledge from various areas of suicide research can be effective in drafting guidelines for preventive action on risk factors that are scientifically correlated with the execution of suicides of young people. According with what has been said before, the final aim of this work is focused on the analysis of preventive actions according to the understanding of the etiological factors of suicide against different approaches (sociological, theological, psychological, cultural).

**Key words:** suicide, youth, multidimensional approaches, prevention

## PRUŽANJE SOCIJALNIH USLUGA U ODJELU INTEGRACIJE CENTRA ZA ODGOJ I OBRAZOVANJE „VINKO BEK“

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Centar za odgoj i obrazovanje „Vinko Bek“ utemeljen je 1895. g. u Zagrebu kao prva škola za slijepu i slabovidnu djecu u jugoistočnoj Europi. Centar je ustanova socijalne skrbi koja se bavi odgojem, obrazovanjem i rehabilitacijom djece, mladih i odraslih korisnika s oštećenjem vida. Djeluje na četiri lokacije: centralni objekt i dislocirana jedinica u Zagrebu te dislocirane jedinice u Splitu i Osijeku.

Odjel integracije započeo je s radom 1993. g. Trenutno pokriva skoro 300 korisnika od 0 do 19 godina u obitelji, redovnim vrtićima, osnovnim i srednjim školama na području cijele Republike Hrvatske. U Odjelu integracije rade sljedeći stručnjaci: edukacijski rehabilitatori, socijalni radnik, psiholog, logoped i kineziterapeut.

Odjel pruža sljedeće socijalne usluge: Usluga pomoći pri uključivanju u programe odgoja i redovitog obrazovanja (integracija); Usluga psihosocijalne podrške (individualna u obitelji/ kod pružatelja usluga, grupna kod pružatelja usluga) - vježbe orijentacije i kretanja u prostoru, vježbe svakodnevnih vještina, vježbe vida, obuka za brajicu, odgoj i edukacijska rehabilitacija, tiflotehnička obuka, rad s obitelji korisnika - stručna podrška i savjetovanje; Rana intervencija u obitelji/kod pružatelja usluga; Poludnevni boravak i Privremeni smještaj radi provođenja kraćih rehabilitacijskih programa – „Završni tjedan“.

**Ključne riječi:** Odjel integracije, socijalne usluge

## **CENTRE FOR EDUCATION AND REHABILITATION „VINKO BEK“ – SOCIAL SERVICES OF DEPARTMENT FOR INTEGRATION**

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The Centre Vinko Bek was established in 1895. in Zagreb as the first school for blind and visually impaired children in South-East Europe. The Centre is a social welfare institution which provides education and rehabilitation for blind and visually impaired children, youth and adults. The Centre operates on four locations: two in Zagreb, one in Split and one in Osijek.

The Department for integration was established in 1993. Today, the Department has 300 users, aged 0 to 19, all around Croatia. The following experts work in the Department: educational rehabilitators, a social worker, a psychologist, a speech therapist and a kinesiologist.

The Department provides the following social services: Integration, Psychosocial support (individual in family/individual and group support with the service provider) - orientation and mobility training, social and everyday skills training, functional vision training, Braille, educational rehabilitation, computer technology, support and consulting while working with parents; Early intervention, Half-day stay and „Final week“.

**Key words:** Department for integration, social services

## **INOVATIVNI PRISTUPI STUDIJU DEFEKTOLOGIJE (EDUKACIJE I REHABILITACIJE) NA SVEUČILIŠTU HERCEGOVINA**

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### **Sažetak**

Sveučilište Hercegovina u sklopu razvoja i praćenja kvalitete studijskih programa posebnu pozornost poklanja onim programima kod kojih je prepoznat potencijal snažnog rasta i razvoja. Studiji defektologije (ili edukacije i rehabilitacije) u Bosni i Hercegovini, ali i okruženju, općenito ponajviše ovisi o znanstvenim rezultatima i praksama studija ustanovljenih u drugim sredinama u Europi i šire. Inovativni pristupi koji uključuju razvoj studija prilagođen potrebama tržišta rada ali i društvenim specifičnostima karakterističnim za Bosnu i Hercegovinu omogućuju iskorak u novu dimenziju razvoja sveučilišnih studija. Nedostatak osnovnih baza i ključnih informacija izazov je za istraživače i one koji osjećaju strast za poboljšanjem i podizanjem kvalitete. Na Sveučilištu Hercegovina takvi istraživači stasavaju uz razvoj međunarodne suradnje i donose inovativne pristupe u znanstveni i akademski rad.

**Ključne riječi:** Inovacije, kompetencije, praksa, mentorstvo

## INNOVATIVE APPROACHES TO THE EDUCATION-REHABILITATION STUDIES AT THE HERZEGOVINA UNIVERSITY

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### **Abstract**

Herzegovina University, within process of development and monitoring of the quality of study programs, puts special attention to programs in which potential of strong growth and development is recognized. Study programs of defectology/special education (or education and rehabilitation) in Bosnia and Herzegovina, as well as in the region, generally depend mostly on scientific achievements and practice of studies established in other areas throughout Europe and beyond. Innovative approaches that include development of studies tailored to the needs of the labour market, as well as social specificities characteristic for Bosnia and Herzegovina, allow for step forward in new dimensions of development of university studies. The lack of basic databases and key information represents a challenge both for researchers and for those who feel passionate about improving and raising quality. At the Herzegovina University such researchers rise up following development of international cooperation and bring innovative approaches to scientific and academic work.

**Key words:** Innovation, Competence, Practice, Mentoring

## ŽIVOTINJA U RAZREDU-SAN ILI JAVA?

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Od davnina su ljudi i životinje u interakciji, samo se njihova uloga mijenjala kroz povijest. Danas su one terapeuti, suradnici, članovi obitelji, prijatelji...

“Programi uključivanja životinja” u odgojno-obrazovni process jesu znanstveno utemeljeni oblici rada koji kroz interakciju učenika i životinja, uz učitelja kao facilitatora, mogu doprinijeti ostvarenju mnogih benefita. Najčešće govorimo o tjelesnim, psihološkim, socijalnim, emocionalnim, ponašajnim i spoznajnim benefitima.

“Uključivanje životinja” može se provoditi individualno, za skupinu učenika ili cijeli razred, kroz jednu ili više seansi. Važno je definirati ključne ciljeve, područje rada te aktivnosti i zadatke kojima će se ciljevi ostvariti. Potrebno je prikupiti i objektivne (mjerljive) podatke tijekom seanse kako bi mogli mjeriti ishode seansi i programa u cjelini, odnosno evaluirati program. Prije početka programa nužno je procijeniti i na prikladan način pripremiti životinju/e koje će se koristiti, kao i učenike, jer će dobra priprema ukloniti moguće poteškoće tijekom provedbe programa.

Ovi programi provode se u OŠ Josipa Matoša Vukovar unazad nekoliko godina kroz Erasmus+ projekte, a ove školske godine kroz projekt “Čarobni san: terapija uz pomoć životinja za učenike s teškoćama u razvoju”.

**Ključne riječi:** program uključivanja životinja, benefiti, Erasmus+

## **ANIMAL IN CLASS – A FANTASY OR A REALITY?**

Božica Čajić, Maja Papst Milanović, Mirela Posarić, Dejana Varnica

Humans and animals have interacted with each other since ancient times; and only their relations assumed different forms throughout history. Today they are therapists, associates, family members, friends...

Animal Assisted Interactions (AAI) are scientifically founded forms of activities which may contribute towards realization of numerous benefits through interaction of students and animals along with teachers as facilitators. The benefits are physical, psychological, social, emotional, behavioral and cognitive.

AAI may be conducted individually, for a group of students or for the whole class during one or several sessions. It is important to define key goals and the area of activities and tasks to achieve the goals. It is necessary to acquire objective (measurable) data during the sessions to evaluate the outcomes of the sessions and the programme as a whole. Additionally, it is necessary to assess the animal to be introduced and appropriately prepare it as well as the students before the beginning of the programme because good preparations will prevent possible difficulties during the conduct of the programme.

These programmes have been conducted in Josip Matos primary school in Vukovar for a couple of years through Erasmus+ projects, and this school year one of the programmes is conducted through the project "Magical dream: Animal assisted therapy for disabled students".

**Key words:** Animal Assisted Interactions, Benefits, Erasmus+



## INTUITIVNA RODITELJSKA DIDAKTIKA (Roditelj kao terapeut)

Elvira Čelebić

Kada shvatimo da je naše dete drugačije, to ima jak uticaj na gotovo svaki aspekt života čitave porodice. Svi roditelji su prolazili kroz slične faze, svako svojim tempom, počev od saznanja pa do prihvatanja i svakodnevne borbe. Stvari nisu onoliko strašne koliko izgledaju na početku. A na tom početku nam je najpotrebnija podrška i ohrabrenje da ojačamo i krenemo bukvalno od nule sa učenjem najbanalnijih stvari koje tipična deca spontano uče iz okruženja. Vremenom sazreva i dete i roditelj. Kako je lakše da se mi prilagodimo detetu nego ono nama, da bismo ga bolje razumeli moramo učiti jezik autizma, oslušivati potrebe deteta i probati sve što nam padne na pamet. Puno je metoda koje su se razvile sa širenjem svesti o autizmu. Poželjno je da poznamo principe istih, a da od svake metode uzmemo ono što će najviše koristiti detetu. Kako da izvršimo selekciju? Da bi dete funkcionalno govorilo mora da poznaje upotrebnu vrednost onoga što imenuje. Osim na razumevanju bitno je da radimo, na osnaživanju slušne pažnje i vizuelizaciji svakog koraka u učenju. U ovom radu sve navedeno, predstavljeno je kroz konkretne primere i video materijale. Ne postoji univerzalno rešenje, svako dete je priča za sebe. Autistični spektar je detektivska igra i za roditelje i za stručnjake. Mora uvek postojati uzajamno delovanje, jer jedino se tako znanja stručnjaka i iskustva roditelja mogu pretvoriti u dobru praksu.

Cilj ovog rada je da kroz konkretne primere prikaže kako su integrisani svi saveti koje roditelj dobija od stručnjaka i drugih roditelja kao i da motiviše i ohrabri roditelje kao najvažniju kariku u procesu razvoja deteta, ali i da ukaže značaj saradnje roditelja i stručnjaka.

**Ključne reči:** autizam, roditelj, terapeut, deca, ohrabrenje, učenje

## INTUITIVE PARENT DIDACTICS (Parent as a Therapist)

Elvira Čelebić

Realization that our child is different has a very strong impact on almost every aspect of life for the entire family. Every parent goes through similar phases, and every person goes through it on their own time, starting from realizing that there is a problem in child's development and then all the way to final acceptance and everyday challenges. Things are not as bad as they appear at in the beginning. The thing we need the most at the beginning of that realization is support and encouragement for starting from the bottom and providing the child with developmental disorder with the basic skills that neurotypical child learns automatically. With the time, both parent and the child will mature through the process. Since it is easier that we adjust to the child than to expect the other way around, we need to constantly listen and follow the needs of the child and to try everything that comes to our mind in that sense in order to learn the language of autism. There are a lot of methods and techniques developed as the awareness about the autism has spread. It is advisable that we know the principles about all of them and then for each child we must decide what is useful in its own case. How do we make the selection? In order for the child to have functional speech it needs to know the function of the named object or act. It is important that we work on the strengthening of central audio processing as well, and visualizing each step in learning process. In this presentation all the above mentioned work is presented with the practical examples and video support. There is no universal solution, each child is a case for itself. The autistic spectrum is like a detective game for the both parents and experts. There always has to be in place the joint actions since that is the only way that the experts knowledge and the parents experience can be turned into a good practice for the child.

The aim of this presentation is to show through practical examples the integration of the experts knowledge and experienced parents advises, and to motivate and encourage parents as the most important link in the process of the child's development, but also to show the need for the parent-expert cooperation.

**Key word:** autism, parent, therapist, child, encouragement, education, learning

## DIGITALNO NASILJE MEĐU LAKO INTELEKTUALNO OMETENIM TINEJDŽERIMA

Senka Čiča

### Opis problema

Cilj je bio utvrditi zastupljenost, način, stepen, faktore i razlike u izloženosti digitalnom nasilju (DN) – među tinejdžerima sa i bez LIO i uticaj roditeljskih i nastavničkih kompetencija na izloženost DN.

### Metode

Uzorak obuhvata 60 ispitanika starosti od 13 do 18 godina, podeljenih u dve grupe prema prisustvu, odnosno odsustvu LIO sa teritorije grada Zrenjanina ujednačenih po polu i uzrastu. Podaci su prikupljeni upitnikom.

### Rezultati istraživanja

LIO tinejdžeri su u većoj meri izloženi DN od vršnjaka tipične populacije (TP). DN putem telefonskih poziva je najčešći vid uznemiravanja. Uznemiravanje putem socijalnih mreža spada u drugi, najzastupljeniji oblik. Nešto veći procenat žrtava DN uočen je kod uznemiravanja video zapisima. Viši procenat učenika sa LIO, nego učenika TP tvrdi da njihovi roditelji ne znaju šta oni rade na internetu i ne sprovode preventivne mere od DN. Razlika je i na istom parametru kod nastavnika. Nivo obrazovanja roditelja je viši kod učenika TP. Broj roditelja učenika sa LIO koji koristi internet je manji.

### Diskusija

Rezultati treba da doprinesu opštim saznanjima o prisutnosti DN među LIO populacijom, da pomognu u kreiranju programa zaštite, prevencije i podrške specijalizovanim za LIO tinejdžere i doprinesu podizanju svesti o problemu DN i njegove prisutnosti među LIO populacijom.

**Ključne reči:** Digitalna tehnologija; Ponašanje adolescenata; Intelektualna ometenost; Žrtve nasilja

## DIGITAL VIOLENCE AMONG TEENAGERS WITH MILD INTELLECTUAL DISABILITY

Senka Čiča

The goal was to determine the extent, types, factors and differences in exposure to digital violence (DV) among teenagers with Mild Intellectual Disabilities (MID) and their peers from the typical population (TP) and influence of competencies and preventive measures of parents and teachers on children's exposure to DV.

The sample included 60 students from the city of Zrenjanin, aged between 13 and 18, divided into half according to the sex, age, and presence of MID. The method used was a questionnaire.

MID teenagers are much more exposed to DV than their peers from the TP. Harassment through social networks is the second most common form, right after DV through phone calls. Harassment by videotaping is also noticeable. High percentage of parents and teachers of MID students do not know what they are doing on the Internet, and do not carry out preventive measures. Parents of students from the TP are more educated. Only a small portion of parents of students with MID use the Internet.

Results should contribute to the general knowledge about the presence of DV among the MID population, assist in the creation of programs of protection, prevention and support, and contribute to raising awareness about the problem.

**Key words:** Bullying; Internet; Adolescent Behavior; Intellectual Disability; Crime Victims

## UTICAJ POLA NA RAZVIJENOST LEKSIČKO-SEMANTIČKIH SPOSOBNOSTI KOD DJECE SA DISGRAFIJOM

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**Opis problema:** Pisanje predstavlja najkompleksniji oblik ispoljavanja jezičkih sposobnosti. Disgrafija je poremećaj pisanog izražavanja za koji je karakteristično da je sposobnost pisanja znatno ispod očekivanog, s' obzirom na hronološki uzrast djeteta, inteligenciju, očuvan vid i sluh, odgovarajuće socio-ekonomske uslove i konvencionalnu obuku u pisanju. Leksičko-semantički razvoj doživljava ekspanziju tokom školovanja i predstavlja veoma značajan faktor pri ovladavanju sposobnostima čitanja i pisanja. Cilj istraživanja bio je ispitati da li kod djece sa disgrafijom mlađeg školskog uzrasta, između ispitanika muškog i ženskog pola, postoji značajna razlika u nivou razvijenosti leksičko-semantičkih sposobnosti.

**Korištene metode:** Uzorak je obuhvatio 84 ispitanika sa utvrđenom disgrafijom. Prosječna starost ispitanika je 9,43 godine, među kojima je bilo 70 (83,3%) dječaka i 14 (16,7%) djevojčica, što čini realnu polnu strukturu kod djece sa disgrafijom. Za procjenu leksičko-semantičkih sposobnosti ispitanika korišćen je Semantički test i Test definicija. Istraživanje je obavljeno u dvije osnovne škole u Foči, tokom aprila i maja 2016. godine.

**Rezultati istraživanja:** Iako je deskriptivna analiza ukazivala da djevojčice uglavnom imaju bolje rezultate, između dvije grupe ispitanika kategorisanih u odnosu na pol nije uočena statistički značajna razlika u pogledu upotrebe homonima, antonima, sinonima ili metonima, kao ni u ukupnom skorom postignutom prilikom rješavanja Semantičkog testa. Na testu definicija takođe nije uočena statistički značajna razlika u srednjim vrijednostima ukupnog broja riječi, upotrijebljenih pri definisanju određenih pojmova, između ispitanika muškog i ženskog pola.

**Diskusija:** Konstatacije o naprednijem jezičkom razvoju djece ženskog pola, u odnosu na dječake, zahtijevaju dalja preispitivanja.

**Ključne riječi:** disgrafija, leksičko-semantičke sposobnosti, djeca mlađeg školskog uzrasta

## THE GENDER INFLUENCE ON THE DEVELOPMENT OF LEXICAL-SEMANTIC ABILITIES IN CHILDREN WITH DYSGRAPHIA

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**Description of the problem:** Writing is the most complex form of expressing language skills. Dysgraphia is a disorder of written expression that is characterized by the ability to write significantly below the expected, in spite of the chronological age of the child, intelligence, preserved vision and hearing, appropriate socioeconomic conditions and conventional writing training. Lexic-semantic development experiences an expansion during schooling and it is a very important factor in mastering the ability to read and write. The aim of this paper was to explore whether there is a significant difference in the level of development of lexical-semantic abilities among children with a younger school age, between male and female respondents.

**Methods used:** The sample consisted of 84 subjects with established dysgraphia. The average age of the respondents is 9.43 years, among which there were 70 (83.3%) boys and 14 (16.7%) girls, which makes a real gender structure in children with dysgraphia. The Semantic Test and Test Definitions were used to assess the lexical-semantic abilities of the respondents. The research was conducted in two primary schools in Foca, during April and May 2016.

**Research results:** Although descriptive analysis indicated that girls generally had better results, statistically significant difference in the use of homonyms, antonyms, synonyms or metonymies wasn't noticed between two groups categorized in relation to gender, nor in the total score achieved in solving the Semantic test. The Test definition also did not show a statistically significant difference in the mean values of the total number of words used in defining certain terms between the male and female respondents.

**Discussion:** The findings on the advanced language development of females, in relation to boys, require further reassessment.

**Key words:** dysgraphia, lexical-semantic abilities, children of younger school age

## DIREKTOR ŠKOLE I KREIRANJE USLOVA ZA MULTIDISCIPLINARNI PRISTUP RAZVOJU DJECE

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### Sažetak

Bosna i Hercegovina potpisivanjem i ratifikacijom niza dokumenata iz oblasti dječijih prava uvažila je načela demokratije i iskazala svoju opredjeljenost za stvaranje uslova za kvalitetan odgoj i obrazovanje svakog djeteta, s posebnim naglaskom na djecu s posebnim potrebama. Od škole se očekuje njen inkluzivni razvoj, efikasnost i konkurentnost u skladu sa evropskim obrazovnim okvirom. Podrška u planiranju, realizaciji i praćenju aktivnosti kojima će biti podržan njen inkluzivni razvoj još uvijek nije adekvatno osigurana.

U novonastalom ambijentu redefinisanja svog karaktera i misije, škola se suočava sa izazovima vezanim za osiguranje kvaliteta gdje se direktor prepoznaje kao osoba koja je najangažovanija i najodgovornija za uspjeh, a time i za osiguranje kvalitetnog obrazovanja za svako dijete.

Nakana ovog rada je višestruka. Osim prezentiranja uspješnih praksi direktora pojedinih škola HNK-a u osiguranju multidisciplinarnе podrške i pristupa zadovoljavanja i odgovaranja na različite potrebe djece, rad, u cilju osiguranja optimalnih uslova za učenje, rast i razvoj djece, ukazuje na potrebu realizacije edukacijsko-rehabilitacijskih programa koristeći određene statističke podatke o broju djece za učešće u programima.

Također u radu će se aktuelizirati i potreba izmjene Instrumentarija za vrednovanje i samovrednovanje kvalitete rada osnovne škole (APOSO), potrebu multidisciplinarnog pristupa u kreiranju ishoda učenja te ulogu i kompetencije direktora škola potrebnih za inkluzivni razvoj škole.

**Ključne riječi:** Inkluzivni razvoj škole, multidisciplinarni pristupi, edukacijsko-rehabilitacijski programi, instrumentarij, ishod učenja, kompetencije

## HEADMASTER OF A SCHOOL AND CREATING CONDITIONS FOR A MULTIDISCIPLINARY APPROACH TO A DEVELOPMENT OF CHILDREN

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### Abstract

Bosnia and Herzegovina has signed and ratified a lot of documents in the field of children's rights and in the way showed its appreciation of the rules of democracy and showed its dedication to create conditions for a high quality of education of every child, with a special stress on care for the children with special needs. It is expected of a school to be inclusive, efficient and competitive as well as to be in accordance with the framework of European education. Assistance in planning, realization and assessment of activities in inclusive development of a school has not yet been adequately founded.

In the new environment of redefining of its character and mission, the school is facing with challenges connected with quality assurance, The headmaster of the school is seen as a person who should be the most active and the most responsible one for the success of the process that is for the quality assurance of an education of each child in the school.

The document has a few aims. Besides presenting successful practices of headmasters of some schools in Herzegovina-Neretva Canton it also deals with multidisciplinary support and fulfillment of different needs of school children as well as ensuring optimal conditions for learning, growth and development of the children. It points out importance of realization of education-rehabilitation programs using certain statistical data about the number of children who took part in the programs.

It will also actualize the need of changing of Instrumentation for Assessment and Self-assessment of Quality of Work of Primary Schools (APOSQ), the need of multidisciplinary approach in creating outcomes and the role and competencies of a headmaster of a school with inclusive approach to children.

**Key words:** Inclusive development of a school, multidisciplinary approaches, education-rehabilitation programs, instruments, outcomes, competencies



## UTJECAJ RAZLIČITOSTI U VIZUELNIM KARAKTERISTIKAMA GRAFEMA NA PROCES PISANJA KOD DJECE S DISLEKSIJOM

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### Abstrakt

Cilj istraživanja jeste ispitati prirodu grešaka u pisanju kod djece s disleksijom u ćirilichnom i latiničnom pismu. Tri glavne kategorije grešaka su određene: fonološke, ortografske i gramatičke greške. Zadaci pisanja su obuhvatali: pisanje smislenih riječi po diktatu, pisanje besmislenih riječi po diktatu, pisanje riječi koje uključuju ortografska pravila i pisanje rečenica. Ispitivanje uključuje kao peti zadatak pisanje slobodnog sastava. Rezultati istraživanja su pokazali da su na svim zadacima i za ćirilichno i za latinično pismo najučestalije greške su bile fonološke, čak i na zadatku koji je posebno kreiran da bude zasićen ortografskim pravilima. Navedeno se može objasniti činjenicom da i ćirilica i latinica pripadaju pismima sa transparentnom ortografijom.

**Ključne riječi:** disleksija, greške u pisanju, latinica, ćirilica, pismo

## **INFLUENCE OF VARIABILITY IN THE VISUAL CHARACTERISTICS OF GRAPHEMES ON THE PROCESS OF SPELLING IN CHILDREN WITH DYSLEXIA**

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### **Abstract**

The purpose of this study was to explore the nature of spelling errors made by children with dyslexia in Latin and Cyrillic scripts. Three main error categories were distinguished: phonological, orthographic, and grammatical errors. The tasks of writing covered: writing of the meaningful words in dictation, writing of senseless words in dictation, writing of the words which include orthographic rules and sentence writing. The research includes the writing of topic-free composition as a fifth task. The results showed that in all of these tasks, whether written in Cyrillic or Latin alphabet, the most common mistakes are phonological ones, even in the task that was specially created to be saturated with orthographic rules. This can be explained by the fact that Cyrillic and Latin alphabet belong to the alphabets with transparent orthography.

**Key words:** dyslexia, spelling errors, Latin, Cyrillic, scripts

## ŠKOLA ZA OSNOVNO I SREDNJE OBRAZOVANJE SA DOMOM "VUK KARADŽIĆ", SOMBOR – PRIKAZ USTANOVE

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Škola za osnovno I srednje obrazovanje sa domom "Vuk Karadžić", Sombor

Škola za osnovno i srednje obrazovanje sa domom "Vuk Karadžić" u Somboru je institucija za vaspitanje, obrazovanje, rehabilitaciju, resocijalizaciju i osposobljavanje dece, omladine i odraslih sa teškoćama u razvoju, višestrukim smetnjama i invaliditetom. U ovom radu predstavljamo njenu delatnost, strukturu kadra i učenika, kao i doprinos ove institucije u razvijanju i afirmaciji defektološke teorije i prakse. U ustanovi rade stručnjaci različitih profila koji realizuju dvojezičnu nastavu i vaspitanje (srpski i mađarski jezik). Škola raspolaže savetovalištem za rani razvoj, predškolskim odeljenjem, osnovnom i srednjom školom, produženim boravkom, dnevnim boravkom za omladinu i odrasle osobe sa ometenošću, domom za osobe sa teškoćama u razvoju, uslugom dodatne podrške u obrazovanju, kućnom nastavom i resursnim centrom. Kao iskušenje i probleme škole u narednom periodu vidimo nedostatak celodnevnog boravka, jedinstvenog objekta, radnih centara i adekvatnijeg zbrinjavanja osoba kada je u pitanju njihovo stanovanje nakon završetka školovanja. Senzibilizacijom javnosti i poboljšanjem zakonske regulative u ovoj oblasti verujemo da će škola postati mesto za celoživotno učenje i rehabilitaciju osoba sa teškoćama u razvoju.

**Ključne reči:** edukacija, rehabilitacija, prikaz ustanove

## **SCHOOL FOR PRIMARY AND SECONDARY EDUCATION WITH A DORMITORY “VUK KARADŽIĆ”, SOMBOR – AN OVERVIEW**

Sonja Durut, Zoran Kovačić

School for primary and secondary education with a dormitory “Vuk Karadžić”, Sombor

School for primary and secondary education with a dormitory “Vuk Karadžić” in Sombor is an institution that deals with education, rehabilitation, re-socialization, and enabling of children, young people, as well as, adults with developmental impairment, multiple impairments and the handicapped to make the most of their potential. This article shows how the institution works, its professional structure and the structure of its users, as well the contribution of this institution in the development and affirmation of special education theory and practice. Experts from different profiles who implement bilingual education (Serbian and Hungarian language) work in the institution. The school has early development counseling, preschool, elementary and secondary school, extended stay, a living room for youth and adults with disabilities, a home for people with disabilities, a service of additional support in education, home education and a resource center. A lack of a day room and work centers, plus the fact that the school is not located in a single facility, and a more adequate care for persons when it comes to their residence after completing their education are the problems that the school will be facing in the future. By sensitizing the public and improving legislation in this area, we believe that the school will become a place for lifelong learning and rehabilitation of people with disabilities.

**Key words:** education, rehabilitation, an overview

## **RADNA OKUPACIJA- BAŠTOVANSTVO U NASTAVI**

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Radna okupacija predstavlja skup manuelnih, kreativnih, rekreativnih, socijalnih i drugih praktičnih aktivnosti koje se sprovode isključivo u skladu sa sposobnostima i interesovanjima dece.

Baštovanstvo razvija motoričke, senzorne, perceptivne, kognitivne, ali i duhovne i psihosocijalne sposobnosti, te je stoga jedno od najpogodnijih aktivnosti za rad sa decom sa smetnjama u razvoju.

U ovom radu dat je prikaz aktivnosti i efekata projekta radne okupacije- baštovanstva u nastavi, na učenike sa smetnjama u razvoju, pre svega učenike sa smetnjama iz spektra autizma. Projekat se realizuje u Osnovnoj školi Heroj Pinki" u Bačkoj Palanci od početka školske 2016/2017. godine.

Efekti baštovanstva u nastavi su mnogobrojni, počev od boljeg raspoloženja učenika, preko dodatne fizičke aktivnosti, do vidno smanjenih agresivnih i autogresivnih ispada kod učenika sa smetnjama iz spektra autizma.

Na osnovu pozitivnog iskustva jednogodišnje primene projekta baštovanstva, danas je ono uvršteno u vannastavne aktivnosti naše škole i sprovodi se sa svim učenicima koji pokazuju afinitete ka ovoj vrsti rada.

**Ključne reči:** baštovanstvo, radna okupacija, autizam, nastava

## VOCATIONAL TRAINING- GARDENING IN TEACHING

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### **Abstract**

Vocational training is a collection of manual, creative, social and other practical activities that are implemented according to the abilities and interests of the children. Gardening develops motor, sensory, perceptual, cognitive and spiritual abilities, and is one of the most convenient activities in working with children with developmental disabilities.

In this article, we present the effects of gardening in the classroom on children with developmental disabilities, especially with children with autistic spectrum disorder (ASD). Project is implemented in the elementary school "Heroj Pinki" in Bačka Palanka starting in the school year 2016/2017.

The effects of gardening are numerous, starting from better mood of the students, additional physical activity to reduction in aggressive and auto-aggressive forms of behavior in students with ASD. Based on the positive experience of the gardening project, it is now enlisted in our extracurricular activities in our school, and it is used with all students who show affinities towards this type of activity.

**Key words:** gardening, vocational training, autism, teaching

## RAZUMEVANJE INTRUZIVNIH MISLI KOD ODRASLIH OSOBA SA INTELEKTUALNOM OMETENOŠĆU I DUALNIM DIJAGNOZAMA<sup>1</sup>

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### Apstrakt

Intruzivne misli su ponavljajuće, nepoželjne i neprihvatljive misli, slike ili impulsi. Teškoće u razumevanju intruzivnih misli mogu biti praćene sklonošću ka socijalnoj povučeniosti, depresivnoj simptomatologiji i neadekvatnom socijalnom angažovanju.

Ciljevi ovog istraživanja bili su utvrđivanje postojanja razlika u razumevanju intruzivnih misli između ispitanika sa intelektualnom ometenošću i ispitanika sa dualnim dijagnozama, kao i utvrđivanje u kojoj meri faktori nivo intelektualne ometenosti i prisustvo dualnih dijagnoza određuju uspeh u razumevanju intruzivnih misli.

Uzorkom je obuhvaćeno 120 ispitanika ( $N_{dd} = 60$ ,  $N_{io} = 60$ ), oba pola, starosti između 20 i 56 godina ( $AS=31,82$ ,  $SD=8,70$ ), koji su funkcionisali na nivou lake ( $N_{lio} = 50$ ) i umerene intelektualne ometenosti ( $N_{uio} = 70$ ). Primenjene su četiri probe za procenu razumevanja intruzivnih misli, kao i Pibodijeva skala za razumevanje govora.

Dobijeni rezultati pokazuju da ispitanici sa intelektualnom ometenošću ( $AS = 1,55$ ,  $SD = 1,08$ ) ostvaruju nešto više skorove u poređenju sa ispitanicima sa dualnom dijagnozom ( $AS = 1,26$ ,  $SD = 1,10$ ) ali da te razlike nisu statistički značajne ( $F(1,117) = 0,214$ ;  $p > 0,05$ ). U cilju provere značajnosti uticaja dva pomenuta faktora na sposobnost razumevanja intruzivnih misli primenjena je dvofaktorska analiza varijanse, čiji rezultat je pokazao da jedino nivo intelektualne ometenosti ima značajan uticaj ( $p = 0,000$ ). Dvofaktorskom analizom kovarijanse kontrolisan je efekat razumevanja govora što je rezultiralo gubitkom značajnog uticaja nivoa intelektualne ometenosti.

<sup>1</sup> Rad je nastao kao rezultat istraživanja na projektu „Socijalna participacija osoba sa intelektualnom ometenošću“ (ev. br. 179 017) koji finansira Ministarstvo prosvete, nauke i tehnološkog razvoja Republike Srbije.

Na osnovu dobijenih rezultata zaključujemo da sposobnost razumevanja govora ima jedini značajan uticaj na razlike u razumevanju intruzivnih misli koje se uspostavljaju između osoba sa različitim nivoima intelektualne ometenosti

**Ključne reči:** ponavljajuće misli, razumevanje govora, komorbidna stanja

## UNDERSTANDING OF INTRUSIVE THOUGHTS IN ADULTS WITH INTELLECTUAL DISABILITIES AND DUAL DIAGNOSES<sup>2</sup>

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### Abstract

Intrusive thoughts are recurring, unwanted and unacceptable thoughts, images, or impulses. Difficulties in understanding intrusive thoughts can be accompanied by a tendency toward social withdrawal, depressive symptomatology, and inadequate social engagement.

The aims of this study were to determine the existence of differences in the understanding of intrusive thoughts between subjects with intellectual disabilities and subjects with dual diagnoses, as well as determining to what extent factors of the level of intellectual disability and the presence of dual diagnoses determine the success in understanding intrusive thoughts.

The sample included 120 subjects (N<sub>dd</sub> = 60, N<sub>id</sub> = 60), of both sexes, aged between 20 and 56 years (AS=31,82, SD=8,70), functioning at the level of light (N<sub>mlid</sub> = 50) and moderate intellectual disability (N<sub>mdd</sub> = 70). Four trials were used to assess the understanding of intrusive thoughts, as well as the Peabody scale for understanding speech.

The results obtained show that the subjects with intellectual disability (AS = 1.55, SD = 1.08) achieved somewhat higher scores compared to the subjects with dual diagnosis (AS = 1.26, SD = 1.10), but that those differences were not

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<sup>2</sup> The paper is the result of research on project „Social Participation of Persons with Intellectual Disability“ (reg.no. 179 017) financed by the Ministry of Education, Science and Technological Development of the Republic of Serbia



statistically significant ( $F(1,117) = .214; p > .05$ ). In order to check the significance of the two above-mentioned factors on the ability to understand intrusive thoughts, a dual factor analysis was applied, the result of which has shown that only the level of intellectual disability has a significant influence ( $p = .000$ ). The effect of speech comprehension was controlled by a two-factor covariance analysis, resulting in a loss of significant impact of the level of intellectual disability.

Based on the results obtained, we conclude that the ability to understand speech has the only significant influence on the differences in understanding intrusive thoughts that are established between people with different levels of intellectual disability.

**Key words:** recurring thoughts, speech comprehension, comorbid conditions

## ZNAČAJ SOCIJALNOG RADA U OTKRIVANJU I PREPOZNAVANJU DJETETA S TEŠKOĆAMA U RAZVOJU

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Djeca s teškoćama u razvoju u cjelom svijetu predstavljaju skupinu koja je u manjoj ili većoj mjeri inferiorna, a diskriminacija s kojima se susreću ta djeca najčešće se manifestira marginalizacijom u svim sferama društvenog života (raspodjela resursa, donošenje odluka itd.). Malo je zemalja koje imaju pouzdane informacije o tome koliki broj njihovih stanovnika su djeca s teškoćama u razvoju, koje vrste smetnji u razvoju imaju ili kako to utiče na njihove živote. Iz navedenog proizilazi da tačan broj djece s teškoćama je nepoznata čak i socijalnim službama čiji je prevashodni zadatak da preko profesionalaca, socijalnih radnika, pruže pomoć u ostvarivanju osnovnih ljudskih prava za sve socijalno isključene skupine uključujući i djecu s teškoćama u razvoju. Stoga je danas gotovo nezamislivo da se društvena briga i zaštita, koja je u najboljim interesima kako djeteta s teškoćama u razvoju tako i njegove porodice u bilo kojem društvu može ostvariti bez angažmana socijalnog rada, odnosno socijalnih radnika.

U ovom kontekstu neophodno je spomenuti principe ljudskih prava i socijalne pravde koji su navedeni uz međunarodnu definiciju socijalnog rada, usvojenu na Generalnoj skupštini Međunarodne fondacije socijalnih radnika (IFSW) i skupštini Međunarodnog udruženja škola za socijalni rad (IASSW), te princip kolektivne odgovornosti i princip poštivanja različitosti (Globalna definicija socijalnog rada, 2013) kojima se potencira veća odgovornost društva za različita nepovoljna stanja u kojima se nalazi većina marginalnih društvenih skupina, među kojima su i djeca s teškoćama u razvoju koja u populaciji osoba s invaliditetom trebaju posebnu pažnju i brigu društva.

**Ključne riječi:** djeca s teškoćama u razvoju, socijalni rad, socijalna isključenost

## **SOCIAL WORK IMPORTANCE IN DETECTION AND IDENTIFICATION OF CHILDREN WITH DISABILITIES**

Sabira Gadžo-Šašić

Children with disabilities in the whole world represent a group that is less or more inferior. Disorientation based on the difficulties encountered by these children is most often manifested by marginalization in all spheres of social life (resource allocation, decision making, etc.).

Almost all countries in the world have not reliable information about the number of children with disabilities, what kind of disturbances they have or how it affects their lives. So we can say that real number of children with disabilities in one society do not know even social services. Social workers in social service have the task to provide services in the realization of the basic human rights and to help the family which they live in. Therefore, almost unthinkable to social care and protection, which is in the best interests of the child with disabilities and his family in any society can be achieved without the involvement of social work or social workers.

In this context, it is necessary to mention the principles of human rights and social justice outlined in the international definition of social work adopted at the General Assembly of the International Social Workers Foundation (IFSW) and the Assembly of the International Association of Schools of Social Work (IASSW), and the principle of collective responsibility and principle Respect for Diversity (Global Definition of Social Work, 2013) that emphasizes the greater responsibility of the society for various adverse situations in which most marginalized social groups are located, including children with disabilities.

## PLATFORMA ZA UČENJE ENGLESKOG JEZIKA NAMENJENA ODRASLIM OSOBAMA SA OMETENOŠĆU<sup>1</sup>

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Cilj ovog rada je predstavljanje projekta “Kreiranje virtuelnog okruženja za učenje engleskog jezika namenjenog osobama sa ometenošću, ERASMUS+, Ključna akcija 2” čija je realizacija započela u septembru 2017. godine i trajaće do februara 2020. godine.

Koordinator projekta je Univerzitet u Burgosu (Španija), a ostali partneri su: Univerzitet Aveira (Portugal), Univerzitet Galati (Rumunija), Univerzitet Dablin (Irska), Univerzitet u Beogradu (Fakultet za specijalnu edukaciju i rehabilitaciju), kao i specijalizovane agencije koje se bave programiranjem i univerzalnim dizajnom.

Krajnji rezultat projekta biće platforma, bazirana na principima univerzalnog dizajna, za samostalno učenje engleskog jezika u formalnom i neformalnom obrazovanju za odrasle osobe sa ometenošću.

Projekat će se realizovati kroz tri faze. U okviru prve faze definišu se osnovni koncepti rada, a zatim se vrši njihovo prilagođavanje postojećim kontekstima, kao i povezivanje sa resursima i izrada same platforme. Izrađivanje tehničkih smernica o univerzalnom dizajnu realizovaće se u okviru druge faze koja je namenjena unapređenju znanja programera i IKT kompanija u oblasti prilagođavanja programa i platformi osobama sa smetnjama u razvoju. U okviru treće faze izrađivaće se pedagoška uputstva za učenje engleskog jezika, namenjena nastavnicima i terapeutima koji rade sa osobama sa ometenošću u cilju unapređenja njihovih znanja u oblasti prilagođavanja kurseva engleskog jezika osobama sa ometenošću.

**Ključne reči:** Erasmus, učenje, virtuelno okruženje

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<sup>1</sup> Ovaj rad je nastao kao rezultat istraživanja u okviru ERASMUS + projekta “EN-ABILITIES – autonomous English language learning aimed at people with different abilities”.

## AN ENGLISH LANGUAGE LEARNING PLATFORM FOR ADULTS WITH DISABILITIES<sup>2</sup>

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The aim of this paper is to present the project “Creating a virtual environment for learning English language for people with disabilities, ERASMUS +, Key Action 2”, which started in September 2017 and will continue until February 2020.

The project coordinator is the University of Burgos (Spain), and the other partners are: the University of Aveira (Portugal), the University of Galati (Romania), the University of Dublin (Ireland), the University of Belgrade (Faculty for Special Education and Rehabilitation), as well as special agencies dealing with programming and universal design.

The end result of the project will be a platform based on the principles of universal design for autonomous English language learning in formal and non-formal education of adults with disabilities.

The project will be implemented in three phases. In phase one, the basic concepts of work will be defined, followed by their adaptation to the existing contexts, as well as linking with resources and creating the platform itself. The development of technical guidelines on universal design will be realized within phase two, which is aimed at improving the knowledge of developers and ICT companies in the field of customizing programs and platforms for people with disabilities. In phase three, pedagogical instructions for teaching English will be developed for teachers and therapists who work with people with disabilities in order to improve their knowledge in adapting English language courses to people with disabilities.

**Key words:** Erasmus, learning, virtual environment

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<sup>2</sup> This work is the result of research within the ERASMUS + project “EN-ABILITIES – autonomous English language learning aimed at people with different abilities”.

## SPECIJALNA EDUKACIJA I REHABILITACIJA, DA ILI NE?

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### Apstrakt

Šta je defektologija a šta specijalna edukacija i rehabilitacija, gde su granice i gde pripadaju? Identifikacija i izjednačavanje smetnje i ometenosi kao pojmovi koji konstruišu kolektivni i individualni identitet deteta i odraslog sa teškoćama u razvoju unosi zabunu u prognozu i ishod. Promena naziva defektologija u specijalna edukacija i rehabilitacija imala je za posledicu čitav niz promena u terminologiji defektološke struke i nauke koje su tako naznačene dovele u pitanje stručnost i naučnost defektologije kao nauke i svih defektoloških disciplina. Dakle, šta je defektologija a šta je specijalna edukacija i rehabilitacija, isti ili različit konstrukt? Defektologija je autentična, jedinstvena naučna oblast, a specijalna edukacija i rehabilitacija samo struka. Istorija defektologije zasniva se na velikom broju malih ali značajnih koraka koji su se postepeno integrisali u homogene i značajne koncepte. Razvoj saznanja kretao se neodvojivo od razvoja metodologije. Postojanje različitih profila sposobnosti kod dece i odraslih istog hronološkog uzrasta i ometenosti zahtevalo je definisanje paradigme koja potencira evaluaciju profila sposobnosti, adaptivnih veština i sociokulturnog konteksta u kome se one realizuju. Do sada ne postoji jedinstven "svetski" model koncepcije rada, ni jedinstvena koncepcija, niti usaglašena praksa rada sa ometenima u razvoju. Zato je za stvaranje nekog šireg konceptijskog pristupa potreban faktor homogenizacije teorijskog, metodološkog i praktičnog pristupa brizi o hendikepiranim i ometenim u razvoju. Da li je to ipak defektologija koju smo tako lako odbacili, specijalna edukacija i rehabilitacija, ili nešto sasvim treće?

**Ključne reči:** oštećenje, rehabilitacija, specijalna edukacija, defektologija.

## SPECIAL EDUCATION AND REHABILITATION –YES OR NO?

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### Abstract

What is defectology, and what special education and rehabilitation, where are the borders, and where do they can be placed? Identification and equalization of difficulties and disorders, as term which creates collective and individual identity of a child and an adult with developmental disorders, brings confusion into prognosis and the outcome. Changing of the term defectology in special education and rehabilitation had as a consequence a whole line of changes in terminology of defectology as a profession and science, which has raised a question about professional and scientific background of defectology, and defectological disciplines. Meaning, what is defectology, and what is special education and rehabilitation, the same, or different construct? Defectology is an authentic, unique scientific area, and special education and rehabilitation is only a profession. History of defectology is based on the large number of small, but significant steps, which gradually integrated into homogenous and significant concepts. Development of knowledge was moving inseparably from development of methodology. Presence of the different profiles of capabilities in children and adults of the same chronological age and disabilities demanded defining of paradigm which point out evaluation of profile of abilities, adaptive capabilities and sociocultural context in which they are realized. There is no unique "world" model of work concept, nor unique concept, nor matched practice of work with persons with developmental disorders. Because of that, for establishment of some wider conceptual approach, necessary factor is homogenization of theoretical, methodological and practical approach to the care about handicapped and persons with developmental disorders. Is that the defectology which we have, so easily, thrown away, or special education and rehabilitation, or something completely different third?

**Key words:** disorder, rehabilitation, special education, defectology.

## VAŽNOST DRŽANJA OLOVKE PRILIKOM PISANJA

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### Apstrakt

Cilj ovog rada je da ukaže na veliku učestalost dece mlađeg školskog uzrasta i studenata koji nepravilno drže olovku prilikom pisanja. Na ovaj problem, nažalost, niko ne obraća pažnju i niko to ne smatra važnim. U svakoj generaciji sve više dece koja tako pišu i koju niko ne koriguje.

Posmatrali smo prilikom pisanja 160 dece od prvog do četvrtog razreda osnovne škole, 65 studenata četvrte godine studija i 141 studenta prve godine studija i 359 dece iz Banja Luke.

Učestalost nepravilnog držanja olovke kod studenata četvrte godine je 27,69% (18 studenata) od kojih je dvoje levoruko, što znači skoro trećina studenata iz generacije nepravilno drži olovku prilikom pisanja, dok u prvoj godini 56,4% (77 studenata), od kojih je petoro levoruko. Kod posmatrane dece mlađeg školskog uzrasta u Beogradu učestalost nepravilnog držanja olovke prilikom pisanja je 35%, dok je u Banja Luci 27,5%.

Nepravilno držanje olovke prilikom pisanja, međutim, između ostalog, zbog brzog zamora i naprezanja, može negativno uticati na njihova postignuća u savladavanju školskog gradiva. Ovim radom hteli smo da posebno skrenemo pažnju nastavnicima prvih razreda osnovne škole na potrebu da kod dece u prvom razredu koriguju nepravilno držanje olovke prilikom pisanja i da više pišu, crtaju i boje da bi razvijali svoju kreativnost i grafomotorne sposobnosti.

**Ključne reči:** писање, правилно држање оловке, графомоторне способности



## SIGNIFICANCE OF HOLDING PENCIL DURING WRITING

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### Abstract

The aim of this paper is to point out the high frequency of younger school age children and students who incorrectly hold a pencil in writing, can affect negatively their accomplishment in mastering the school curricula, because of the fast. This problem, unfortunately, nobody cares and nobody considers important. In every generation, there are more and more children who write like this and no one corrects them. Improper pen holding while writing, however, among other things, due to fatigue and stress can negatively affect their achievements in school.

During writing 160 children from the first and fourth grade of primary school and 65 students of fourth year of studies, and 141 students of first year of studies and 359 children in Banja Luka were examined.

Frequency of improper holding pen in students is 27,69% (18 students), from which two i left handed, which means that almost third of students from generation is holding hand improperly during the writing. In examined children of younger school age in Belgrade frequency of improper holding pencil during writing is 35%, and Banja Luka 27, 5%.

Improper holding of pencil during writing, beside everything occurrence of fatigue and stress. In this paper we wanted especially to draw attention of the first grade teachers of primary school to the children's need to correct improper holding of pencil during writing, and need to write, draw and paint more in order to develop also their creativity and graphomotorics ability.

**Key words:** writing, proper pen holding, education, graphomotoric ability

## PRAVCI RAZVOJA ODGOJA I OBRAZOVANJA DJECE S TEŠKOĆAMA U RAZVOJU U KANTONU SARAJEVO

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### Apstrakt

Uspostavljanje stabilnog sistema odgoja i obrazovanja djece s teškoćama u razvoju je jedan od glavnih zadataka svakog društva koje teži ispunjenju demokratskih, pravnih, ekonomskih i socijalnih principa te poštivanju individualnih prava svakog svog člana. Ovaj sistem je već dugi niz godina u Kantonu Sarajevo u kontinuiranom procesu korekcije, unapređenja, traženja najboljeg modela i adaptacije u skladu sa prisutnim obrazovnim i drugim specifičnostima.

U Kantonu Sarajevo učenici s teškoćama u razvoju se školuju u redovnim osnovnim i srednjim školama te u okviru centara za odgoj i obrazovanje djece s teškoćama u razvoju. I pored značajnih stručnih i drugih resursa, još uvijek u ovoj oblasti postoje ozbiljni izazovi koji ograničavaju uspostavu sistema primjerenog za svu djecu s teškoćama u razvoju, od rođenja do odrasle dobi.

U ovom radu prikazan je model odgoja i obrazovanja djece s teškoćama u razvoju a kroz objektivnu analizu postojećeg stanja u ovoj oblasti te prijedlog uspostave systemske podrške djeci s teškoćama u razvoju i njihovim porodicama od rane intervencije do života i rada osoba sa invaliditetom u lokalnoj zajednici.

**Ključne riječi:** djeca s teškoćama u razvoju, odgoj i obrazovanje, systemska podrška

## DEVELOPMENT OF EDUCATION SYSTEM OF CHILDREN WITH DISABILITIES IN SARAJEVO CANTON

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### Abstract

Establishing a stable system of education for children with disabilities is one of the main tasks for every society that seeks to fulfill the democratic, legal, economic and social principles and respect the individual rights of each member. This system has been in Sarajevo Canton for many years in a continuous process of correction, improvement, search of the best model and adaptation in accordance with the present educational and other specifics.

In Canton Sarajevo, students with disabilities are trained in regular primary and secondary schools and in centers for the education and rehabilitation of children with disabilities. Despite significant professional and other resources, there are still serious challenges in this area that limit the establishment of a system suitable for all children with disabilities, from birth to adulthood.

This article presents the model of education of children with disabilities and through objective analysis of the current situation in this field and the proposal to establish system support for children with developmental disabilities and their families from early intervention to the lives and work of persons with disabilities in the local community.

**Key words:** children with disabilities, education, system support

## THE EFFECTS OF SELF-MANAGEMENT INTERVENTIONS IN SCHOOL SETTINGS

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### **Abstract**

Disruptive behaviors are unfortunately common among children with autism and related disabilities in school settings. Utilizing a functional behavioral assessment, teachers, behavior analysts, and psychologists can identify the purpose that a disruptive behavior serves. Self-management interventions are behavioral interventions that target an individual's ability to identify his or her appropriate behaviors, and to administer points or other rewards that help the child make better choices. By linking self-management interventions with functional assessment results, interventions are more likely to be effective. This presentation will provide an overview of studies conducted in school settings in the United States of America that utilize self-management interventions that were preceded by a functional behavioral assessment. Studies indicated that self-management interventions were more effective when they considered the function (purpose) of a behaviors. All studies were conducted using long-term single case design methods, where the behavior of an individual was measured over a long period of time. In three studies, we identified the reasons that self-management interventions are effective. In the fourth study, we utilized a self-management intervention aimed at decreasing disruptive behaviors and increasing appropriate social interactions for a child with autism. These studies are discussed in the context of current research and practice. Further extensions will be suggested.

## EFEKTI SELF-MENADŽMENT INTERVENCIJA U ŠKOLSKOJ SREDINI

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### Sažetak

Problemi u ponašanju su dosta česti kod djece sa autizmom i srodnim teškoćama u školskoj sredini. Koristeći funkcionalnu ponašajnu procjenu, nastavnici, behejvioralni analitičari i psiholozi mogu identifikovati svrhu tih nepoželjnih ponašanja. Self-menadžment intervencije su ponašajne intervencije koje ciljaju sposobnost osobe u identifikaciji svojih ponašanja, i nagrađivanje djeteta u pravljenju boljih izbora. Povezivanjem self-menadžment intervencija sa rezultatima funkcionalne analize, intervencije imaju više šanse da budu efikasne. Ova prezentacija će dati pregled studija provedenih u školskim sredinama u Sjedinjenim Američkim Državama. Sve studije su provedene koristeći dugoročno studije slučaja gdje je ponašanje osobe praćeno duži vremenski period. U tri studije identifikovali smo razloge zašto su self-menadžment studije bile efikasne. U četvrtoj studiji, koristili smo self-menadžment intervenciju s ciljem smanjivanja nepoželjnih ponašanja i povećanju socijalnih interakcija za dijete sa autizmom. Ove studije su razmatrane u kontekstu trenutnih istraživanja i prakse. Dati su prijedlozi za dalji rad.

## **PORODIČNO ORIJENTIRANA RANA INTERVENCIJA ZA DJECU S TEŠKOĆAMA SLUHA – RODITELJSKA PERSPEKTIVA**

Anisa Ibrahimović

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Jedini pravilan sistem brige o djeci s teškoćama sluha je onaj koji je fleksibilan i oblikovan u skladu s potrebama i potencijalima svakog deteta. Kako rehabilitacija mora početi u ranom dobu, prvo i najvažnije uključivanje djeteta se dešava u njegovom društvenom okruženju u svakodnevnom životu, što se može postići samo uz puno uključivanje članova porodice. Stoga su roditelji i članovi porodice prvi i najinspirativniji djetetovi učitelji koji podupiru njegov društveni i jezički razvoj i na sve načine teže njegovom obrazovanju i socijalizaciji.

Međutim, vlastito dijete s teškoćama sluha je najčešće prva osoba s takvim poteškoćama s kojom se roditelji susreću.

Stoga je najvažnija komponenta rane intervencije za djecu s teškoćama sluha upravo porodično orijentirana rana intervencija zasnovana na dobrim praksama.

Naime, u praksi je fokus stavljen je na medicinski, audiološki i tehnološki aspekte rane dijagnostike oštećenja sluha i rane intervencije. Međutim, bez visokokvalitetnih servisa za ranu porodično orijentiranu intervenciju, potencijalni slušno/govorni/psihički razvoj gluhog djeteta možda izostane.

Fokus ove prezentacije će biti na porodično orijentiranoj ranoj intervenciji za djecu s teškoćama sluha, iz perspektive roditelja u Bosni i Hercegovini i kroz međunarodno prihvaćene principe rane intervencije.

## **FAMILY CENTRED EARLY INTERVENTION FOR DEAF CHILDREN – PARENT PERSPECTIVE**

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The only proper care system for children with hearing impairment is one that is flexible and shaped according to the needs and potentials of each child. As rehabilitation must begin at an early age, the very first and most important inclusion of a child occurs in his social environment in everyday life, which can only be achieved with the full involvement of family members. Therefore, parents and family members are the first and the most inspiring teachers of the child, they support the social and linguistic development of it, and in all ways strive for his education and socialization.

But, own child with hearing impairment is usually the first person with such difficulty that parents face with.

Therefore, the most important component of early intervention for hearing impaired children is a family oriented early intervention based on good practices.

A significant emphasis has been placed upon the medical, audiological and technological aspects of the early hearing impairment detection and intervention. However, without high quality family centred early intervention services, which optimize outcomes for deaf children, potential success of hearing / speech / psychological development of deaf child may not be realized.

This presentation will be focused on the family centered early intervention for deaf children – from the perspective of parents in BiH and through internationally accepted principles of early intervention.

## IMENOVANJE PREDMETA KOD GLUVIH I NAGLUVIH UČENIKA

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Značajan segment dečjeg razvoja je usvajanje i produkcija govora i jezika. Gluvo dete ih ne usvaja spontano, već u procesu sistematske obuke. Usled toga savladava samo one reči (pojmove) kojima je naučeno i koji mu se daju. Zastoj u razvoju rečnika odražava se na razvoj logike misli i izražajni govor, a samim tim i na proces razumevanja i usvajanje znanja u celini.

Cilj istraživanja bio je ispitati povezanost između uzrasta, stepena oštećenja sluha, vrste amplifikacije (slušni aparati ili kohlearni implant), ocene iz maternjeg jezika i pola i stepena poznavanja naziva predmeta i određivanja čemu oni služe kod gluvih i nagluvih učenika.

Istraživanje je sprovedeno u školama za gluvu i naglunu decu, a uzorak je činilo 54 učenika uzrasta od četvrtog do osmog razreda.

Korišćen je instrument Jezičko ocenjivanje pojedinih komponenata disfazične sintakse (Blagojević, 1983) – segment Imenovanje predmeta i čemu služe.

Možemo zaključiti da uzrast, stepen oštećenja sluha (vrsta amplifikacije) i pol nemaju uticaja na uspešnost prilikom određivanja naziva predmeta i čemu oni služe, dok ocena iz maternjeg jezika ima delimičan uticaj. Bolji rezultati ostvareni su prilikom imenovanja predmeta nego pri određivanju čemu oni služe ( $t=6.26$ ,  $df=53$ ,  $p=.00$ ). U radu će biti prikazana i kvalitativna analiza dobijenih (pogrešnih) odgovora.

**ključne reči:** imenovanje predmeta i čemu služe, formiranje pojmova, gluvi i nagluvi učenici



## NAMING OBJECTS WITH DEAF AND HARD OF HEARING STUDENTS

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A significant segment of a child's development is speech and language learning and production. A deaf child does not learn them spontaneously, but within the process of systemic training. As a result, deaf children learn only those words (terms) which they were taught and given. A hindrance to the development of vocabulary affects the development of thought logic and expressive speech and hence the process of understanding and knowledge acquirement in its entirety.

The aim of the study was to examine the correlation between the age, the degree of hearing impairment, the type of amplification (hearing aids or cochlear implants), grades in mother tongue, and the sex and the level of knowledge of objects and their purpose in the written expression of deaf and hard of hearing students.

The study was conducted at schools for deaf and hard of hearing students, and the sample comprised 54 students attending from the fourth to the eight grades.

The instrument of Language Grading of Certain Components of Dysphasic Syntax (Blagojević, 1983) – the segment of naming objects and what they are used for was used.

We can conclude that the age, the degree of hearing impairment (the type of amplification) and the sex do not have any effect on the successfulness in determining the names of objects and what they are used for, while the grade in mother tongue has a partial impact. Better results were achieved in naming objects than in determining their purpose ( $t=6.26$ ,  $df=53$ ,  $p=.00$ ). The qualitative analysis of received (wrong) responses will also be presented in the study.

**Key words:** naming objects and their purpose, forming of terms, deaf and hard of hearing students

## SPOSOBNOST UČENIKA PRVOG RAZREDA OSNOVNE ŠKOLE ZA PISANU PRODUKCIJU DESKRIPTIVNIH TEKSTOVA

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### Apstrakt

Uspešno ovladavanje načelima strukturiranja različitih tipova teksta smatra se nužnim preduslovom za sticanje funkcionalne jezičke i komunikativne pismenosti. Samim tim, različite vrste tekstova strukturiraju se i konstruišu na različite načine, sa različitim komunikativnim ciljevima i namenama. Osnovni cilj ovog rada bio je da se opišu i bliže odrede sposobnosti učenika prvog razreda osnovne škole za pisanu produkciju deskriptivnog tipa diskursa.

Korpus za analizu formiran je od 49 deskriptivnih tekstova učenika prvog razreda jedne beogradske osnovne škole. Tekstovi iz korpusa analizirani su kako u odnosu na kvantitativne parametre (prosečna dužina teksta izražena brojem reči, brojem komunikativnih rečenica, brojem klauza, te prosečan broj prostih, proširenih, naporednosloženih, zavisnosloženih i višestruko složenih rečenica u tekstu), tako i u odnosu na kvalitativna obeležja (stepen prisustva odgovarajućih žanrovskih karakteristika). Posebna pažnja je posvećena vrstama produkovanih zavisnih klauza kao pokazateljima stepena sintaksičke zrelosti tekstova.

Dobijeni rezultati omogućavaju bolji uvid u razvoj sposobnosti za produkciju različitih tipova pisanog diskursa i otvaraju različite mogućnosti za primenu u radu sa decom kod koje su uočene teškoće u ovladavanju pisanom produkcijom.

**Ključne reči:** srpski jezik, sintaksički razvoj, usvajanje deskriptivnog žanra, sedmogodišnjaci

## COMPETENCE IN WRITTEN PRODUCTION OF DESCRIPTIVE TEXTS OF SEVEN-YEAR-OLD FIRST GRADERS

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### Abstract

Different types of text are constructed and structured differently, with different writing purposes (communicative goals) and functions. Successful acquisition of basic principles of different text type organization and construction rules is considered to be an essential prerequisite for the development of functional language and communicative literacy. The main goal of this study is to describe and to characterize more closely competencies of seven-year-old-first graders for written production of descriptive type of discourse.

The database for analyses was compiled, encompassing 49 written texts produced by seven-year-old first graders coming from Belgrade. Different quantitative and qualitative characteristics of texts from the database were taken into account and analyzed: mean length of text measured by number of utterances, and number of dependent clauses, as well as presence (or absence) of various descriptive genre characteristics.

The results of the study present us with better insight into development of competencies for different text type organization and production rules, and open a range of possibilities for application in work with children with impairments in written text production.

**Key words:** Serbian language, syntactic development, acquisition of descriptive texts, seven-year-old first graders

## ARTIKULACIONE SPOSOBNOSTI I ASOCIJACIJE REČI KOD DECE PRVOG RAZREDA

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### Apstrakt

Utvrđivanje pravilnog izgovora glasova i stepena odstupanja kod dece zahteva poznavanje opšteg razvojnog proces svakog glasa i uzrast na kom se razvojni proces završava, jer se tek posle tog perioda, odstupanja od tipičnog izgovora mogu okarakterisati kao patološka.

Cilj istraživanja bio je da se utvrde artikulacione sposobnosti i asocijacije reči kod dece prvog razreda osnovne škole. Deca prvog razreda ispitivana su *Globalnim artikulacionim testom* i *Testom asocijacija*.

U istraživanju na uzorku od 64 dece, uzrasta od sedam do osam godina, utvrđeno je 23.43% dece sa nepravilnim izgovorom. Najučestaliji su *distorzovani* glasovi (kod dečaka 7, kod devojčica 9), slede *supstituisani* glasovi (kod dečaka 3, kod devojčica 2), dok *omitovanih* glasova nema. Najprisutnija je *distorzija glasova C i S* (kod 46.66% dece sa nepravilnim izgovorom). Analizom asocijacija reči utvrđeno je da deca mlađeg školskog uzrasta imaju 60.20% *paradigmatskih* odgovora i da postoji 39.80% *infantilnih* odgovora. Najčešći oblici *infantilnih* odgovora su odgovori u vidu *fraze* (30.36%) i *izvedeni odgovori* (28.63%). Za njima slede *kontekstualni* odgovori (15.70%) i *ne-stimulus odgovori* (14.54%). Najmanju učestalost ima *odsustvo odgovora* (7.15%), kao i odgovori u vidu *eholalije* (3.57%). Rezultati pokazuju da nema značajnih razlika u postignuću između dečaka i devojčica u svim kategorijama odgovora.

**Ključne reči:** artikulacija, asocijacije, distorzije, paradigmatički, infantilni.

## ARTICULATION AND ASSOCIATIVE ABILITIES IN YOUNG SCHOOL CHILDREN

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### Summary

In order to determine the quality of the pronunciation of the phonemes and the level of deviation in children, it is necessary to know the general developmental process of each phoneme and the age at which this developmental process finishes, since the deviations from a typical speech may only qualify as pathological after that benchmark. The aim of this research was to determine articulation abilities and abilities of word association in children of young school age. Children of first grade are tested with Global articulation test and Test of associations. In this research, on the sample of 64 children, aged seven to eight, it is determined 23.43% children with incorrect phonemes pronunciation. Most of them are distorted voices (in boys 7, in girls 9), than come substitution voices (in boys 3, in girls 2), while there is no omitted voices. The most frequent is distortion of voices C and S (in 46.66% children with incorrect phonemes pronunciation). The analysis of word association found that children of younger school age have 60.20% of paradigmatic responses and that there are 39.80% of infantile responses. The most common forms of infantile responses are phrase responses (30.36%) and derived responses (28.63%). They are followed by contextual responses (15.70%) and non-stimulus responses (14.54%). The lowest frequency is lack of response (7.15%), as well as echolalia in response (3.57%). The results showed that there are no significant differences in achievement between boys and girls in all categories of responses.

**Keywords:** articulation, association, distortion, paradigmatic, infantile.

## **NOVI MODALITETI SARADNIČKOG ODNOSA SA RODITELJIMA – PRIMJER POZITIVNE PRAKSE**

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Kreiranje novih i različitih modaliteta rada i saradnje sa roditeljima predstavlja jedan od najvažnijih izazova savremene škole. Rezultati brojnih istraživanja pokazuju da standardni oblici saradnje nisu dovoljni i da se nužno moraju tražiti novi, koji će moći zadovoljiti sve veće potrebe roditelja, ali i stručnjaka koji rade sa djecom sa poteškoćama u razvoju. Polazeći od uvjerenja da odnos koji se gradi svakodnevno i brižljivo, na različitim nivoima i na temeljima razumijevanja i uvažavanja svih sudionika, jedino može doprinjeti istinskom partnerstvu, u kojem se svi osjećaju važno, prihvaćeno, ali i spremno za eventualne promjene, u Zavodu za specijalno obrazovanje i odgoj djece „Mjedenica“ pokrenut je još jedan oblik kontinuirane saradnje sa roditeljima djece predškolskog i osnovnoškolskog uzrasta, jedanput sedmično, srijedom, u trajanju od 90 minuta. Od februara 2016. godine do februara 2018. godine ukupno je realizovano 64 susreta, grupnog karaktera, sa edukativnim, savjetodavnim, informativnim i kreativnim sadržajima koje su koordinirali stručni saradnici u saradnji sa nastavnicima i spoljnim saradnicima. Ishodi ovakvog rada su se pokazali višestruko korisnim za sve učesnike.

**Ključne riječi:** saradnja, potrebe, grupni rad, edukacija roditelja

## NEW MODALITIES OF PARTNERSHIP RELATIONSHIPS WITH PARENTS – AN EXAMPLE OF POSITIVE PRACTICE

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Creating new and different modalities of work and cooperation with parents is one of the most important challenges of modern school. The results of numerous studies show that standard forms of cooperation are not sufficient and that a new one, which will be able to meet the increasing needs of parents, as well as professionals working with children with developmental disabilities, will necessarily be required. Starting from the fact that only the relationship which is being built on a daily basis, with special care at different levels and on the basis of understanding and appreciation of all participants, can contribute to a true partnership, in which everyone feels important, accepted, but also ready for change, another form of continuous cooperation with parents of preschool and elementary school children has been launched at the Institute for Special Children Education "Mjedenica". This program is held once a week, on Wednesdays and lasts for 90 minutes. From February 2016 to February 2018, 64 group meetings with educational, advisory, informative and creative content were held and they are coordinated by professional associates in cooperation with school teachers and external associates. The outcomes of this work have proven to be of multiple benefit to all participants.

**Key words:** cooperation, needs, group work, education of parents

## PROFESIONALNA ORIJENTACIJA I SREDNJOŠKOLSKO OBRAZOVANJE UČENIKA OŠTEĆENA VIDA U REPUBLICI HRVATSKOJ

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### Sažetak

Centar za odgoj i obrazovanje „Vinko Bek“ kroz program Završnog tjedna sudjeluje u postupku profesionalne orijentacije za učenike 8. razreda, koji imaju oštećenje vida, a integrirani su u redovne osnovne škole u Republici Hrvatskoj. Učenici se pozivaju na petodnevni program, gdje se provode procjene znanja, vještina i funkcioniranja učenika. Stručni tim Centra u skladu s dobivenim rezultatima, interesima i željama, izdaje Mišljenje stručnog tima u kojem savjetuje odabir srednjih škola i pojedinih programa, koje za učenika nisu obavezujuće. Hrvatski zavod za zapošljavanje, Odsjek za profesionalno usmjeravanje i obrazovanje, uvažava Mišljenje stručnog tima Centra „Vinko Bek“, kao i psihološko testiranje prilikom izdavanja njihovog Mišljenja stručnog tima za profesionalno usmjeravanje radi stjecanja pogodnosti pri upisu učenika sa teškoćama u razvoju u srednju školu. Tijekom srednjoškolskog obrazovanja učenici su u praćenju Odjela integracije. U suradnji sa školom koju učenik polazi i samim učenikom edukacijski rehabilitator dogovara i prilagodbe za polaganje državne mature.

Zbog sve većeg uključivanja učenika oštećena vida u redovne srednje škole povećala se njihova socijalna uključenost u društvenu zajednicu. Dobra osmišljena profesionalna orijentacija, pružanje rehabilitacijskih usluga i praćenje učenika oštećena vida na terenu Odjela integracije Centra „Vinko Bek“ omogućen je lakši nastavak obrazovanja na fakultetima i bolje snalaženje na tržištu rada.

**Ključne riječi:** učenik oštećena vida, srednja škola, profesionalna orijentacija



## PROFESSIONAL ORIENTATION AND HIGH SCHOOL EDUCATION FOR VISUALLY IMPAIRED STUDENTS IN THE REPUBLIC OF CROATIA

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### Summary

Through Final Week programme, Centre for education „Vinko Bek“ provides professional orientation for visually impaired 8<sup>th</sup> grade students who are attending mainstream schools in The Republic of Croatia. Students are invited to participate in a five-day programme that includes assessment of their knowledge, skills and abilities. According to the final results, students' interests and desires, Centre's team of experts gives an unbinding Opinion advising which schools and educational programmes are most suitable for each student. While making their own assessment, Croatian Employment Service and its Department for Professional Orientation and Education accept the Centre's expert opinion that, combined, provide handicapped students with certain advantages when enrolling into high school. During the whole high school period, students are under supervision of Centre's Department for Integration. In collaboration with student and school, educational rehabilitator arranges adaptations of exit exams which are taken at the end of secondary education.

Rising number of integrated visually impaired students allowed even wider social inclusion. Well thought-through and outlined professional orientation, rehabilitation services and supervision are making the education process easier later in the higher education system and better managing on the labour market.

**Key words:** visually impaired student, high school, professional orientation

## RAZUMLJIVOST GOVORA U ODNOSU NA ORALNOFACIJALNA ODSTUPANJA

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### Apstrakt

Govor je razumljiv u onolikoj mjeri u kojoj slijedi standarde jasnog i razumljivog slušatelju, a ovisi o velikom broju čimbenika poput brzine govora, grešaka pri izgovoru glasova, prozodijskih i rezonantskih karakteristika, paralingvističkih odlika, konteksta dijaloga i slično. Cilj ovog istraživanja bio je ispitati uticaj strukturalnih i funkcionalnih oralnofacijalnih odstupanja na govornu razumljivost kod djece niže osnovnoškolske dobi. Uzorak ispitanika činilo je 78 učenika, od prvog do petog razreda, oba spola. Postotak razumljivih iskaza bio je najmanji kod ispitanika kod koji je utvrđen kratak frenulum, dok su kod ispitanika sa dijastemom iskazi bili najrazumljiviji, u odnosu na ostala oralnofacijalna odstupanja. Kod ispitanika kod kojih su utvrđena oralnofacijalna odstupanja uočeno je da je nedostatak sjekutića najviše uticao na razumljivost riječi, te nedostatak sjekutića u kombinaciji sa protruzijom. Razumljivost riječi je bila najbolja kod ispitanika sa dijastemom. Utvrđen je značajni uticaj oralnofacijalnih odstupanja na postotak razumljivih iskaza u govoru ispitanika, ali ne i riječi ako se posmatraju samostalno. Orofacijalno ispitivanje i procjena govorne razumljivosti su važne komponente govorne procjene. Kod djece sa strukturalnim i/ili funkcionalnim odstupanjima koja se pravovremeno otkriju, dijagnosticiraju i uključe u tretman, govorna razumljivost može biti značajno poboljšanja.

**Ključne riječi:** govorna razumljivost, oralnofacijalna odstupanja

## SPEECH INTELLIGIBILITY IN REGARD TO OROFACIAL DEVIATIONS

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### Abstract

Speech is understandable to the rate that follows the standards of clear and understandable to listener, and depends on a large number of factors such as speech speed, voice pronunciation errors, prosodic and resonant characteristics, para linguistic qualities, context of dialogue, etc. The aim of this study was to investigate the influence of structural and functional orofacial deviations on speech intelligibility in primary school children. The sample of respondents was 78 pupils, from the first to the fifth grade, both sexes. Percentage of comprehensible sentences was the lowest in subjects with a short frenulum, while in subjects with diastema the statements were most intelligible compared to other oral or facial deviations. In subjects with oral or facial deviations, it was observed that missing incisor had the most influence on the intelligibility of word, and the missing incisor in combination with the protrusion. The intelligibility of words was the best in subjects with diastema. The significance of the effect of orofacial deviations on the percentage of comprehensible sentences in the respondent's speech was determined, but not of the words when they were examined independently. Orofacial examination and examination of speech intelligibility are very important part of speech estimation. In children with structural and/or functional orofacial deviations that are early discovered, diagnosed and involved in treatment, speech intelligibility can be significantly improved.

**Keywords:** speech intelligibility, orofacial deviation

## DISKRIMINACIJA, SAMOPOUZDANJE I SOCIJALNA UKLJUČENOST GLUVIH I NAGLUVIH ADOLESCENATA

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### Abstrakt

Danas postoji veliki broj koncepata i modela kvaliteta života. Akademci iz različitih disciplina koji se bave kvalitetom života slažu se da postoji dosta dimenzija vezanih za ovu tematiku. Koncept života je jako bitan kako bi se razumela gluva i naglupa deca i mladi. Postavlja se pitanje kako oštećenje koje imaju utiče na komunikaciju koja je jako bitna, ali i na socijalnu participaciju u svakodnevnom životu. **Cilj** istraživanja je bio da se analizira kvalitet života gluvih adolescenata uzrasta od 12-18 godina starosti koji pohađaju školu za gluve. Ispitivane su tri primarne oblasti: samopoštovanje, doživljaj diskriminacije i uključenost u socijalnu sredinu. U istraživanju je učestvovao 31 učenik specijalne škole za gluvu i naglupu decu. **Rezultati** istraživanja pokazuju da je kod ispitanika uočena visoka izraženost na sve tri subskale upitnika, kao i na zbirnom preseku skale PKŽGA u celosti što je potvrdilo opštu hipotezu istraživanja da mladi gluvi adolescenti imaju velikih poteškoća vezanih za diskriminaciju, samopouzdanje i socijalnu uključenost.

**Ključne reči:** gluvi i nagluvi adolescent, diskriminacija, socijalna participacija i samopouzdanje

## DISCRIMINATION, SELF ESTEEM AND SOCIAL INVOLVEMENT HEARING IMPAIRED ADOLESCENTS

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### Abstract

There is a great number of concepts and models of quality of life. Academics, experts in their chosen field, who deal with the topic of quality of life agree that there are different aspects related to the topic. The concept of quality of life is very important for the understanding of kids and young people with hearing loss and how their impairment affects their communication which is very important and their social involvement in everyday life. The aim of research was to analyze the quality of life of hearing impaired adolescents 12/18 years old who attend Special School for the Deaf and Hard of Hearing, based on three primary areas: Self-esteem, discrimination, social involvement. The sample comprised 31 students. The results of this research have shown that there is an increase on all three questionnaire sub scales, and an increase in the mean value of the Scale for the Evaluation of Quality of Life in Hearing Impaired Adolescents which only confirmed the initial hypothesis that Young adolescents have a great number of “problems” regarding discrimination, self-confidence and social involvement.

**Key words:** hearing impaired adolescents, discrimination, social involvement, self-esteem

## UPOTREBA ZNAKOVNOG JEZIKA U OBRAZOVANJU GLUVE I NAGLUVE DECE<sup>1</sup>

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Znakovni jezik je oblik neverbalne komunikacije u kojem se reči – prikazuju značima ili gestovima ruku, koji mogu nositi značenje pojedinih misli, reči, pojma ili čitave rečenice.

Za onu decu sa oštećenjem sluha, koja nemaju kapaciteta za usvajanje jezika i razvoj govora putem slušanja, potreban je drugačiji pristup u vaspitanju i obrazovanju, koji će maksimalno koristiti njihove kapacitete za vizuelnu obradu i koji će im omogućiti usvajanje jezika, znanja i veština primerenih njihovim individualnim sposobnostima i mogućnostima. To se može postići, korišćenjem znakovnog jezika u njihovom vaspitanju i obrazovanju.

Cilj istraživanja bio je ispitati upotrebu znakovnog jezika u nastavi. Anketa je sprovedena u pet škola za gluve i nagluve učenike u Srbiji. Uzorak je činio 71 nastavnik. U istraživanju je korišćen Upitnik za nastavnike (Dimić, Kovačević, 2013).

Nastavnici najčešće komuniciraju kombinacijom verbalnog (govornog) i znakovnog jezika sa gluvom i nagluvom decom. Defektolozi značajno češće koriste znakovni jezik u svim nastavnim predmetima, u odnosu na nastavnike koji nisu po struci defektolozi.

Dobijeni rezultati ukazuju na važnost znakovne komunikacije učenika u nastavi, kao i u svakodnevnim situacijama, sa vršnjacima i roditeljima. Neophodno je postojanje različitih pristupa u školovanju gluve dece, kako bi se uspešno zadovoljile njihove komunikacijske i obrazovne potrebe.

**Ključne reči:** znakovni jezik, nastavnici, gluva i nagluva deca, osnovnoškolski uzrast

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<sup>1</sup> Rad iz projekta Ministarstva prosvete, nauke i tehnološkog razvoja Republike Srbije pod nazivom "Uticaj kohlearne implantacije na edukaciju gluvih i nagluvih osoba", br. 179055

## THE USE OF SIGN LANGUAGE IN THE EDUCATION OF DEAF AND HARD-OF-HEARING CHILDREN<sup>2</sup>

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Sign language is a form of non-verbal communication in which words are represented by hand signs or hand gestures which can carry the meaning of certain thoughts, words, notions or a whole sentence.

For those hearing impaired children who don't have the capacity for language acquisition and speech development through listening, a different approach in education is needed, which will use their visual processing capabilities to the maximum and enable them to adopt the language, knowledge and skills appropriate for their individual abilities and possibilities. This can be achieved by using sign language in their education and training.

The aim of the research was to examine the use of sign language in teaching. The survey was conducted in five schools for deaf and hard-of-hearing pupils in Serbia. The sample group consisted of 71 teachers. The questionnaire for teachers (Dimić, Kovačević, 2013) was used in the research.

Teachers most often communicate with deaf and hard-of-hearing children using a combination of verbal (spoken) and sign language. Special education teachers, use sign language in all teaching subjects significantly more often in comparison to the teachers that are not special education teachers by profession.

The obtained results point to the importance of sign communication of the pupils in the classroom as well as in everyday situations, with peers and parents. It is necessary that there are different approaches to educating deaf children in order to meet their communication and educational needs successfully.

**Key words:** sign language, teachers, deaf and hard-of-hearing children, elementary school age

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<sup>2</sup>The paper is from the Project of the Ministry of Education, Science and Technological Development of the Republic of Serbia entitled "The Effect of Cochlear Implantation on the Education of Deaf and Hard of Hearing Persons", No. 179055

## RODITELJ KAO VAŽAN ČIMBENIK RANE INTERVENCIJE

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### Apstrakt

Rana intervencija označava proces informiranja, savjetovanja, edukacije i podrške djece u ranoj dobi (i njihovim roditeljima) kod koje je utvrđeno stanje mogućeg odstupanja u razvoju te s visokom rizikom za daljnji razvoj (Košiček i sur., 2009.). Rana intervencija može se primjenjivati u rehabilitacijskim centrima, a odnosi se na neposredni rad stručnjaka s djetetom, ili kod kuće, gdje roditelji osiguravaju edukativna iskustva svojoj djeci nakon obuke i uz superviziju stručnjaka te kombinacijom ova dva pristupa (Ramey i Ramey, 1992; prema Cvijetić, 2016). Udruga za ranu intervenciju Varaždinske županije prepoznala je važnost roditelja kao važnog čimbenika rane intervencije te uspješno provodi nekoliko projekata namijenjenih roditeljima. Projekti „Psihoterapija za roditelje“ i „Kava za mamu“ namijenjeni su prvenstveno roditeljima, očuvanju njihovog mentalnog zdravlja te osiguravanju slobodnog vremena za svakodnevne aktivnosti. Podršku roditeljima u sudjelovanju u poticanju razvoja njihove djece osigurana je putem projekta „Senzo-motoričke radionice za djecu niže kronološke dobi i njihove roditelje“ pomoću kojeg roditelji mogu aktivno sudjelovati u poticanju senzo-motornog razvoja svojeg djeteta kod kuće. Ovim izlaganjem želi se naglasiti važnost rane intervencije te pobliže predstaviti projekte u Udruzi za ranu intervenciju Varaždinske županije koji stavljaju naglasak na roditelje kao važne čimbenike rane intervencije.

**Ključne riječi:** rana intervencija, podrška, roditelji



## PARENT AS AN IMPORTANT FACTOR OF EARLY INTERVENTION

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### Abstract

Early intervention marks the process of informing, counseling, education and support of early childhood children (and their parents) in which the state of potential developmental deviation and high risk for further development (Košiček et al., 2009) has been determined. Early interventions can be applied in rehabilitation centers, and is referring to the indirect work of a professional with a child, or at their home where parents provide educational experiences for their children after being trained by and with the supervision of experts and a combination of these two approaches (Ramey and Ramey, 1992; by Cvijetić, 2016). The Early Intervention Association of Varaždinska County has recognized the importance of parents as an early intervention factor and has successfully implemented several projects for parents. "Psychotherapy for Parents" and "Mom's Coffee" projects are primarily intended for parents, their mental health preservation and providing free time for their day to day activities.

Parent support to participate in encouraging their children's development is ensured through the project "Senso-Motoric Workshops for young children and their parents," in which parents can actively participate in stimulating their child's motoric development at home.

In this exposition, we are trying to emphasize the importance of early intervention and to make a better presentation of projects in the Early Intervention Association of Varaždin County which are emphasizing parents as an important early intervention factor.

**Keywords:** Early intervention, support, parents

## SELF KONCEPT OSOBA SA INTELKTUALNOM OMETENOŠĆU

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### Apstrakt

Self koncept je psihološki konstrukt koji igra važnu ulogu u svim segmentima života pojedinca, zbog čega je u poslednje vreme sve češće u fokusu interesovanja istraživača u društveno humanističkim naukama. Cilj ovog rada je da se pregledom dostupne literature bliže upoznamo sa specifičnostima self koncepta kod osoba sa intelektualnom ometenošću. Pri analizi svojstava self koncepta posebna pažnja je poklonjena domenima na koje on utiče, kroz koje znatno usmerava i kreira život osoba sa ometenošću. U radu se navode praktične implikacije istraživačkog bavljenja ovim konceptom, odnosno na koji način pozitivni ili negativni pojam o sebi omogućavaju zadovoljenje ili osujećenje zadovoljenja egzistencijalnih životnih potreba osoba sa intelektualnom ometenošću. Pri analizi ovih problema oslanjali smo se na rezultate domaćih i stranih istraživanja koja su se bavila ovom problematikom, a koja su objavljena u periodu od 2000. do 2017. godine. Sintezom rezultata koje smo koristili u ovom radu možemo zaključiti da je self koncept osoba sa intelektualnom ometenošću uglavnom negativan, osiromašen, skroman što znatno utiče na kvalitet života ovih osoba.

**Ključne reči:** osobe sa intelektualnom ometenošću, self koncept, pojam o sebi

## SELF CONCEPT OF PUPILS WITH INTELLECTUAL DISABILITIES

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### Abstract

Self concept is a psychological construct that plays an important role in all segments of life of an individual, which makes it the latest focus of interest for researchers in the domain of socio-humanistic sciences. The aim of this paper is to analyze specific traits of self concept of individuals with intellectual impairment, through available literature. While analyzing qualities of self concept, emphasis was put on domains that influence, guide, and regulate or create a life of a person with intellectual impairment. In this study we show practical implications of research work done in the area of self concept, i.e. ways in which positive and negative views of one-self influence persons' with intellectual impairment view that their existential needs are being met or not, and the fulfilment and disappointment that these feelings can bring. While analyzing these problems we relied on the results of studies that focused on these particular problem areas. The results of domestic and foreign researches that deal with these self concept traits, published from 2000 to 2017, were used for the analysis. A synthesis of results that were used in this paper have shown that self concept of individuals with intellectual impairment is mostly negative, poor, and inferior, which greatly affects their quality of life.

**Key words:** persons with intellectual impairment, self concept, self-esteem.

## PRIMJER USPJEŠNIH REZULTATA U SPORTSKIM TAKMIČENJIMA OSOBE SA POTESKOĆAMA U RAZVOJU

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### Abstrakt

Psihomotorna i socijalna rehabilitacija predstavlja integralni dio koordiniranog programa cjelokupne rehabilitacije. Krajni cilj rehabilitacijskog procesa jeste integracija osobe sa intelektualnim teškoćama da kroz sport i sportske aktivnosti bude uključena u društvenu zajednicu. To u praksi podrazumijeva, da osoba svojim psihofizičkim sposobnostima može da odgovori svim obavezama i sportskim izazovima koji se pred nju postave. Cilj ovog rada je prikazati pozitivan primjer iz prakse osobe sa intelektualnim teškoćama, koja je bila uključena u programe psihomotorne i socijalne rehabilitacije u Centru „Duga“ Novi Travnik. U radu su prikazani i modeli saradnje između različitih aktera koji sudjeluju u procesu psihomotorne i socijalne rehabilitacije i to Opštinske vlasti, Centra za socijalni rad i Centra „Duga“ Novi Travnik. Razvijeni model saradnje donio je brojne benefite koji su se očitovali ne samo u uključivanju u sport i sportske aktivnosti, nego i integraciji u širu društvenu zajednicu. U zaključku se naglašava značaj i uloga koordiniranog rada defektologa i sportskog trenera u sprovođenju programa profesionalne rehabilitacije, razvijanju međuinstitucionalne saradnje, lokalne zajednice i svih pojedinaca u ostvarivanju osnovnih ljudskih prava osoba s intelektualnim teškoćama i to prava na život, rekreaciju, sport i sportska takmičenja

**Ključne riječi:** rehabilitacija, sport, osobe s posebnim potrebama.

## AN EXAMPLE OF SUCCESSFUL RESULTS IN SPORTS COMPETITIONS FOR PEOPLE WITH DISABILITIES

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### Summary

Psychomotor and social rehabilitation presents an integral part of the coordinated program of the complete rehabilitation. The ultimate goal of the rehabilitation process is the integration of people with intellectual disabilities who would be included in the community through sport activities. In practice, this means that the person with its their mental and physical abilities is able to respond to all the obligations and sports challenges that the person deals with. The aim of this paper is to present a positive example related to the experience of people with intellectual disabilities, who were involved in programs regarding psychomotor and social rehabilitation at the Center “Duga” Novi Travnik. The paper also presents the models of cooperation between different participants involved in the process of the psychomotor and social rehabilitation: The Municipal authorities, the Center for Social Work and the Center “Duga” Novi Travnik. The developed model of cooperation has brought many benefits which are manifested not only in engaging in sports and sport activities, but also the integration into the wider community. The conclusion emphasizes the role and importance of coordinated work of defectologists and sport trainers in the implementation professional rehabilitation programs, development of inter-institutional cooperation, local communities and all individuals standing for: the basic human rights of people with intellectual disabilities, the right to life, recreation, sports and sport competitions.

**Key words:** rehabilitation, sport, people with intellectual disabilities.

## ČAS PO MJERI UČENIKA

Azra Maljanović – Hrustemović

JU Zavod za specijalno obrazovanje i odgoj djece "Mjedenica"

U Zavodu za specijalno obrazovanje i odgoj djece Mjedenica učenici u osnovnoj specijalnoj školi nastavu prate po jednom od dva programa i to osnovnom ili naprednom nivou u skladu sa svojim sposobnostima i mogućnostima.

U jednom od četvrtih razreda nastava se odvija po osnovnom nivou. Razred broji 5 učenika: 1 djevojčicu i 4 dječaka a od toga 1 učenica sa intelektualnim teškoćama a 4 učenika iz spektra autizma. U toku prvog razreda procjenom je utvrđeno da se zbog specifičnosti sastava i potreba učenika treba pristupiti drugačijem organizovanju nastave što je i učinjeno.

Svaki radni dan započinjemo obavljanjem lične higijene. Svakodnevno se radi na stalnom vježbanju i uvježbavanju osnovnih higijenskih navika. Zatim slijede muzičke igre. Nakon rada na poticanju govora kroz muzičke aktivnosti slijedi doručak na kojem učenici uče samostalno postavljanje stola, uvođenje različitih vrsta hrane, samostalnoj ishrani, itd.

Po povratku u učionicu sa učenicima se radi na akademskim znanjima u zavisnosti od planiranog sadržaja. Sam rad se odvija u skladu sa interesima učenika pa se jedna nastavna jedinka prilagođava svakom učeniku pojedinačno. Nakon ovog dijela i načina rada prelazi se na likovne i tjelesne aktivnosti. Sadržaji se prilagođavaju i u ovom dijelu rada. Radni dan završavamo muzikom relaksacije ili plesom.

Osnovni cilj ovog rada jeste prikazati praktični primjer prilagodbe načina i metoda rada funkcionalnim sposobnostima učenika a sve u cilju maksimalnih iskorisćenja njihovih psihofozičkih potencijala.

Ključne riječi: prilagodba, program, učenici s teškoćama u razvoju

## A CLASS TAILORED TO ALL STUDENTS

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Special Education Institution „Mjedenica“

In Special Education Institution „Mjedenica“, students learn by one of two programs, basic or advanced one, according to their capabilities.

In one of the fourth grade classes, teaching is taking place by the basic level. A class consists of 5 students, out of which 1 is a girl and 4 are boys, and one of them has intellectual disability and four have autism spectrum disorder. It was determined by an estimate during the first grade, that due to specificity of the composition and student's needs, we need to approach the different organization of teaching, which has been done.

We begin every day by performing a personal hygiene. We practice basic hygiene habits every day. After that we start with music games. After we finish with work on speech stimulation by musical activities we have a breakfast, where students learn how to set a table on its own, introduction of different types of food, independent nutrition etc.

Upon return in the classroom, we work on the academic knowledge, depending on the planned program. The work itself is carried out in accordance with the interests of the student, so one unit is adjusted to each student individually. After this part and work mode, we move to visual arts and physical activities. The content is also adjusted in this section. Work day ends with music relaxation or dancing.

The main goal of this work is to present a practical example of adapting the methods to the student's functional abilities, in order to maximize their psychophysical potential.

**Key words:** adjustment, program, students with intellectual disability

## **RANOINTERVENTNI PROGRAMI UDRUGE ZA RANU INTER- VENCIJU VARAŽDINSKE ŽUPANIJE**

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### **Apstrakt**

Rano djetinjstvo, posebno prve tri godine djetetovog života, najkritičnije je razdoblje u životu i od iznimne važnosti jer se u tom razdoblju stvaraju temelji za cjelokupan razvoj.

Ranointerventna razvojna podrška djeci s teškoćama u razvoju i djeci kod koje postoji sumnja na razvojno kašnjenje je stoga ključna.

Udruga za ranu intervenciju Varaždinske županije broji 115 članova – roditelja i djece s različitim teškoćama (poremećaj iz spektra autizma, motorička oštećenja, ADHD, govorno –jezične teškoće). Broj članova u stalnom je porastu. Unutar udruge djeluju stručnjaci različitih edukacijsko rehabilitacijskih profila koji provode individualne terapije sukladno potrebama svakog djeteta. Svi postupci usmjereni su na individualne potrebe djeteta, ali i na potrebe samih roditelja. Sukladno potrebama djeteta kreira se individualan program rada te se provode neke od ovih terapija prema potrebi: terapija senzornom integracijom, Primjenjena analiza ponašanja (ABA pristup), Floortime terapija, principi edukacijske kineziologije, Montessori pedagogije, neurosenzomotorna integracija refleksa (MNRI metoda), terapija oralno motoričkog pozicioniranja, Handle pristup, Neurofeedback terapija.

Provodimo i važne projekte u suradnji s Varaždinskom županijom gdje kroz radionice educiramo odgojitelje u vrtićima i učitelje osnovnih škola kako prepoznati dijete s teškoćama te kako mu pristupiti i socijalizirati ih.

**Ključne riječi:** rana intervencija, roditelji, djeca s teškoćama u razvoju, terapijski postupci



## EARLY INTERVENTION PROGRAMS IN EARLY INTERVENTION ASSOCIATION OF VARAŽDINSKA COUNTY

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### **Abstract**

Early childhood, especially first three years of child's life is the most critical period of life and it's of great importance because in that period the foundation for the whole development is made.

Early intervention and developmental support for children with developmental disabilities and for children for which there is certain doubt of developmental delay is therefore essential.

Early intervention association of Varaždinska county has 115 members – parents and children with different disabilities (autism spectrum disorder, motor disabilities, ADHD, speech and language disorders). Number of our members constantly is grows.

Number of special teachers and speech and language pathologists work in our association. They conduct individual therapies according to individual needs of each child. The treatments are aimed for individual needs of the child, but also for the needs of the parents. According to child's needs individual program is developed and it includes some of these following therapies and approaches: sensory integration therapy, Applied Behavior Analysis (ABA approach), Floor time therapy, principles of educational kinesiology and Montessori pedagogy, MNRI method, therapy of oral motor positioning, Handle therapy, Neurofeedback therapy.

We also conduct important projects in cooperation with Varaždinska county in which we through workshops educate preschool and school teachers how to recognize the child with disabilities and how to approach him and how to help him socialize.

**Key words:** early intervention, parents, children with developmental disabilities, therapy approaches

## MULTISISTEMSKA TERAPIJA U RADU SA MALOLETNIM PRESTUPNICIMA: TEORIJSKE OSNOVE I PRAKTIČNE IMPLIKACIJE

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### Apstrakt

Multisistemska terapija predstavlja intenzivnu i sveobuhvatnu formu tretmana namenjenu mladima sa ozbiljnim prestupničkim ponašanjem i njihovim porodicama. Nastojeći da prevaziđe nedostatke parcijalnih, usko fokusiranih i međusobno neusklađenih programa u tretmanu maloletnih prestupnika, multisistemska terapija integriše različite teorijske i methodske pravce. Fokus rada jeste na analizi doprinosa tradicionalnih teorija društvene devijantnosti na koncipiranje postulata multisistemske terapije, poput Saderlendove teorije diferencijalnih asocijacija, Hiršijeve teorije socijalne kontrole, Dirkemove i Mertonove teorije anomije i teorija devijantnih supkultura. Sa druge strane, postulati Bronfenbrennerove socijalno - ekološke teorije, sistemske porodične (strukturalne i strategijske) terapije i kognitivno-bihejvioralnih tehnika čine konceptualnu osnovu multisistemske terapije. Cilj rada jeste da se kroz prizmu tradicionalnih i savremenih teorijskih postavki, empirijskih studija etiologije prestupništva mladih i metodskih pravaca koji se koriste u radu sa ciljnom grupom ukaže na značaj primene multisistemskih intervencija u radu sa mladima sa ozbiljnim prestupničkim ponašanjem. S obzirom na to da postoji bogata empirijska potpora efektivnosti multisistemske terapije, završni deo rada jeste usmeren na pregled ključnih longitudinalnih studija delotvornosti multisistemske terapije (kroz komparaciju sa drugim vidovima tretmana) u smislu redukcije ponovnog hapšenja, redukcije zloupotrebe psihoaktivnih supstanci i redukcije izvršenja nasilnih delikata mladih koji su bili uključeni u multisistemsku terapiju.

**Ključne reči:** multisistemska terapija, maloletni prestupnici, teorijski okvir, praktične implikacije

## MULTI SYSTEMIC THERAPY FOR JUVENILE OFFENDERS: THEORETICAL BASICS AND PRACTICAL IMPLICATIONS

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### Abstract

Multi systemic Therapy represents an intense and comprehensive form of treatment for young people with serious offending behavior and their families. Overcoming the lack of partial, narrowly focused and mutually incompatible programs in the treatment of juvenile offenders, multi systemic therapy integrates different theoretical and methodical directions. The focus of this work lies on analyzing the contribution of traditional social deviance theories to conceptualizing postulate of multisystem therapy, such as Sutherland's theory of differential associations, Hirschi's theory of social control, Durkheim and Merton's theories of anomie, and the theory of deviant subcultures. On the other hand, the postulates of Bronfenbrenner's socio-ecological theories, systemic family (structural and strategic) therapies and cognitive-behavioral techniques constitute the conceptual basis of multi systemic therapy. The aim of this work is to, through the prism of traditional and contemporary theoretical settings, empirical studies of the etiology of juvenile delinquency and the methodical directions used in working with the target group, point out the importance of applying multisystem interventions in working with young people with serious offending behavior. Considering that there is a numerous empirical support for the effectiveness of multisystem therapy, the final part of this work is focused on the review of longitudinal studies that had showed effectiveness (comparing with other with other forms of treatment), in terms of reducing re-arrest, reducing abuse of psychoactive substances and reducing the execution of violent delicts of young people who were involved in multi systemic therapy.

**Key words:** multi systemic therapy, juvenile offenders, theoretical framework, practical implications

## SAVJETODAVNI RAD STRUČNIH SURADNIKA S UČENICIMA S PROBLEMIMA U PONAŠANJU U OSNOVNIM ŠKOLAMA

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### Apstrakt

U ovom radu prikazuje se značajnost i utjecaj savjetodavnog rada kao tehnike koja se pokazala učinkovitom kada je riječ o radu sa djecom sa problemima u ponašanju. U radu sagledavamo problem koji se javlja sve češće u školama, a to je nemogućnost pronalaska pravog rješenja za rad sa djecom sa problemima u ponašanju.

Savjetodavni rad obuhvaća individualnu obradu i dijagnostiku poteškoća kod djece kod koje postoji sumnja na zlostavljanje i/ili zanemarivanje. Također savjetodavnim radom provodi se individualni stručni tretman za svako dijete. Savjetodavni rad u školi odnosi se i na rad s nezlostavljajućim obiteljima te obiteljima kod kojih postoji rizik pojave zlostavljanja. Škola u tu svrhu surađuje s različitim institucijama (CZSS, policija, škole,...) u cilju efikasnije zaštite zlostavljane i zanemarene djece, te djece sa problemima u ponašanju.

Anketnim upitnikom koji je proveden među stručnim suradnicima u par osnovnih škola u ŽZH dobio se uvid u upućenost stručnih suradnika u savjetodavni rad i u dinamiku i frekvenciju provođenja.

Uvidom u najbolje i najprimjenjivije oblike savjetodavnog rada, dane su smjernice za daljnji rad, kao i preporuke za rad ne samo sa učenicima s problemima u ponašanju, nego i sa učenicima s teškoćama učenja i razvojnim teškoćama u osnovnim školama.

**Ključne riječi:** savjetodavni rad, problemi u ponašanju, odgoj i obrazovanje

## COUNSELING WORK WITH STUDENTS WITH BEHAVIORAL DISORDERS IN ELEMENTARY SCHOOLS

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### **Abstract**

This paper presents the significance and impact of counseling as a technique that has proven to be effective when it comes to working with children with behavioral problems. In this paper, we are discussing the problem that occurs more frequently in schools. This problem is the inability to find the right solution for working with children with behavioral problems.

Counseling involves individual treatment and diagnosis of difficulties in children suspected of being abused and / or neglected. Counseling also provides individual professional treatment for each child. Counseling at school also refers to working with abusive families and families where there is a risk of abuse. For this purpose, the school cooperates with various institutions (SSC, police, schools, ...) in order to better protect the abused and neglected children and children with behavioral problems.

A survey questionnaire conducted among professional associates in a few primary schools in the ŽZH gave an insight into the attendance of associates in the counseling work and the dynamics and frequency of implementation of counseling.

By looking into the best and most appropriate forms of counseling, we gave some guidance for further work, as well as recommendations for working not only with students with behavioral problems, but also with students with learning disabilities and developmental disabilities in elementary schools.

**Key words:** counseling work, behavioral problems, education

## SOCIOPEDAGOŠKI ASPEKTI POSTTRETMANSE ZAŠTITE U BOSNI I HERCEGOVINI

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### Sažetak

Posttretmanska zaštita, sa aspekta sociopedagoškog djelovanja, predstavlja veliki izazov u lancu interventnih mjera nakon sprovedenog institucionalnog tretmana. Neadekvatno sprovedene aktivnosti posttretmanske zaštite umanjuju efekat uspješnosti tretmana, povećavaju mogućnosti za recidivizam, odnosno ponovno činj enje kaznenih djela te umanjuju mogućnost uspješne resocijalizacije osoba koje su prošle sve faze institucionalnog tretmana. Cilj ovog rada je da se sa sociopedagoškog aspekta ukaže na specifičnosti realizacije aktivnosti posttretmanske zaštite s obzirom na zakonsku regulativu, podršku zajednice, kadrovske i materijalne kapacitete kao i (ne)postojanje jasnog modela djelovanja usmjerenog ka pružanju pomoći i podrške osobama nakon sprovedenog institucionalnog tretmana a u kontekstu njihove resocijalizacije kao završne faze posttretmanske zaštite. Rad obuhvata definiranje pojma i cilja posttretmanske zaštite, historijski i iskustveni kontekst kao i pretpostavke ali i ograničenja za njenu realizaciju koje se ogledaju prije svega u neadekvatnom percipiranju potrebe za pružanjem usluga iz domena posttretmana u Bosni i Hercegovini. Fokus rada je na afirmaciji djelovanja stručnjaka socijalnih pedagoga shodno misiji i viziji sociopedagoškog poziva imajući u vidu specifičnosti potreba klijenata i mogućnosti zajednice.

**Ključne riječi:** posttretmanska zaštita, socijalna pedagogija, podrška i pomoć, resocijalizacija

## SOCIOPEDAGOGIC ASPECTS OF POSTTREATMENT CARE IN BOSNIA AND HERZEGOVINA

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### Abstract

Post-treatment care, from the aspect of socio-pedagogic activity, represents a major challenge in the chain of intervention measures after the institutional treatment. Inadequately implemented post-treatment care activities reduce the effect of treatment success, increase opportunities for recidivism, or re-committing criminal offenses, and reduce the possibility of successful re-socialization of persons who have undergone all stages of institutional treatment. The aim of this paper is to point out from the socio-pedagogical aspect the specificity of the realization of the activities of post-treatment protection with regard to the legal regulation, support of the community, personnel and material capacities, as well as (not) the existence of a clear model of action aimed at providing assistance and support to persons after the institutional treatment in the context of their resocialization as the final stages of post-treatment care. The paper includes the definition of the concept and goal of post-traumatic protection, the historical and experiential context, as well as the assumptions and limitations for its realization, which are primarily reflected in the inadequate identification of the need for the provision of services in the posttreatment domain in Bosnia and Herzegovina. The focus of work is on affirmation of the work of experts of social pedagogues in accordance with the mission and the vision of the sociopedagogic profession, bearing in mind the specificity of the needs of the clients and the possibilities of the community.

**Key words:** post-traumatic care, social pedagogy, support and help, re-socialization

## ISKUSTVA I STAVOVI NASTAVNIKA O OPSERVACIJI UČENIKA S POTEŠKOĆAMA U UČENJU I UČEŠĆU

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### Apstrakt

Kao jedan od članova stručnog tima, prilikom učešća u izradi IEP-a i smjernica za rad sa učenicima s poteškoćama u učenju i učešću, potvrđena su uvjerenja o važnosti uloge nastavnika u opservaciji kao polaznoj osnovi za individualizirani plan i program, pa je nastala ideja o ispitavanju njihovih iskustava kao i stavova.

Metode koje su korištene u ovom radu su metoda teorijske analize, deskriptivna i statistička metoda.

Anketirani nastavnici su potvrdili prisustvo potrebe za opservacijom i individualizacijom nastave, kao i da su svjesni važnosti svoje uloge i važnosti opserviranja učenika. 75,0% ispitanika ima pozitivno iskustvo provođenja opserviranja učenika ali 82,9% nastavnika se suočava sa preprekama kao što su nedostatak odgovarajućih materijalno tehničkih sredstava, manjak vremena, brojnost učenika u razredu u kontekstu prevelikog broja i slično. Bitno je istaći i da su nastavnici u najvećem broju motivisani za provođenje opservacije i individualizirane nastave iako su to za njih dodatni radni zadaci ali su svjesni da je to od neizmjerne pomoći i za njih kao nastavnike, kao i da će time odgojno obrazovni proces biti uspješniji u cijelom razredu, uz iskazivanje i želje za dodatnim educiranjem kako bi se cijeli proces mogao provesti na što kvalitetniji način.

**Ključne riječi:** opservacija, individualizacija, nastavnik



## EXPERIENCES AND ATTITUDES OF TEACHERS ABOUT OBSERVATION OF PUPILS WITH DIFFICULTIES IN LEARNING AND PARTICIPATION

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### **Abstract**

As one of the members of the expert team, when participating in the development of the IEP and the guidelines for working with pupils with difficulties in learning and participation, beliefs were confirmed about the importance of the role of teachers in observation as the starting point for the individualized plan and program, so created the idea of examining their experiences and attitudes. The methods used in this thesis are methods of theoretical analysis, descriptive and statistical methods.

The surveyed teachers confirmed the presence of the need for observation and individualization of teaching, as well as being aware of the importance of their role and the importance of pupils' observation. 75.0% of respondents have a positive experience in implementation pupils observation, but 82.9% of teachers face barriers such as the deficiency of adequate material and technical resources, a lack of time, the number of students in the classroom in the context of an oversized number, and similar. It is important to headline that teachers are motivated mostly for implementation observation and individualized classes, although they are additional tasks for them, but they are aware that this is of immense help for them as teachers, and that the educational process will be more successful in the whole class, with expressions and wishes for additional education so that the entire process can be implemented in the best way possible.

**Keywords:** observation, individualization, teacher.

## SINDROM SAGORIJEVANJA KOD DEFЕКТОLOGA U KANTONU SARAJEVO

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### Sažetak

“Burnout” sindrom oblik je profesionalnog stresa kojem se posljednjih godina posvećuje sve više i više pažnje. Burnout sindrom je stanje emocionalne, mentalne i fizičke iscrpljenosti uzrokovane prekomjernim i dugotrajnim stresom. To se događa kada se osoba osjeća preplavljeno i nije u stanju ispuniti stalne zahtjeve na poslu.

Cilj rada bio je ispitati ukupnu razinu sagorijevanja na poslu kod defektologa u Kantonu Sarajevo koji su u neposrednom radu s djecom s teškoćama u razvoju te utvrditi postoje li statistički značajne razlike s obzirom na određena sociodemografska obilježja ispitanika. U istraživanju je korištena Skala profesionalnog sagorijevanja (MBI-NL-ES, Schaufeli, Daamen, i Van Mierlo, 1994).

Analizirani rezultati pokazuju da su lične karakteristike defektologa povezane sa sva tri aspekta profesionalnog sagorijevanja: emocionalnom iscrpljenošću, depersonalizacijom i ličnim postignućem. Glavnina sadržaja ovog rada usmjerena je upravo na tu problematiku.

**Ključne riječi:** sindrom izgaranja, defektolozi/specijalni edukatori, emocionalna iscrpljenost, depersonalizacija, lično postignuće

## BURNOUT SYNDROME IN SPECIAL EDUCATORS IN CANTON SARAJEVO

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### **Abstract**

The “burnout” syndrome is a form of professional stress which has been increasingly emphasized in the recent time.

Burnout is a state of emotional, mental, and physical exhaustion caused by excessive and prolonged stress. It occurs when person feels overwhelmed and unable to meet constant demands.

The objective of this study was to examine the total level of burnout syndrome among special educators working directly with children with disabilities and to define if there are some significant differences in terms of statistics considering sociodemographic factors. The Scale of Professional Burnout (MBI-NL-ES, Schaufeli, Daamen and Van Mierlo, 1994) was used in the research.

The results show that the special educators’ personal characteristics are related to all three aspects of professional burnout: emotional exhaustion, depersonalization and personal achievement. The largest part of this paper emphasizes this issue.

**Keywords:** burnout syndrome, special educators, emotional exhaustion, depersonalization, personal achievement

## MULTIDISCIPLINARNI PRISTUPI U RADU U CENTRU ZA ISTRAŽIVANJE, EDUKACIJU, RAZVOJ I IZOBRAZBU – CIERI - SVEUČILIŠTE HERCEGOVINA

Elvira Mujkanović

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### Sažetak

Pri Sveučilištu Hercegovina u Bijakovićima, 2012. godine otvoren je Centar za istraživanje, edukaciju, razvoj i izobrazbu – CIERI. Centar je osnovan s ciljem provođenja naučnih istraživanja, raznih oblika edukacije, realizaciju studentske prakse kao i za re/habilitaciju korisnika i cjeloživotno obrazovanje odraslih osoba. U Centru su angažovani iskusni defektolozi - edukacijski rehabilitatori, logopedi, psiholozi i pedagozi. Multidisciplinarnim pristupima u radu provode se različiti programi: Defektološki i logopedski tretmani (individualni i grupni tretmani za djecu predškolskog i školskog uzrasta s različitim teškoćama u razvoju i govorno-jezičkim teškoćama; Psihološki tretmani i psihološka podrška djeci i odraslima (utvrđivanje i otklanjanje razvojnih problema, psihološka podrška roditeljima djece s teškoćama u razvoju, profesionalna orijentacija za učenike završnih razreda osnovnih i srednjih škola; Program dopunskog pedagoškog obrazovanja – realizuje se zbog pedagoško-psihološkog i didaktičko-metodičkog obrazovanja nastavnika koji rade u školama, a tokom studija nisu stekli pedagoško obrazovanje; Edukacije svih učesnika koji su direktno ili indirektno uključeni u odgoj i obrazovanje djece i mladih (roditelja djece s i bez teškoća, nastavnika, pedagoga, asistenata u nastavi); Teacher project (u okviru rada CIERI-a provodi se Erasmus+ Teacher projekt, na kojem je Sveučilište Hercegovina jedan od partnera. Projekat je usmjeren na inoviranje kurikuluma predškolskog odgoja u BiH); Studentska praksa (U sve programe su uključeni studenti kao aktivni učesnici za stjecanje praktičnog iskustva i osposobljavanje za budući profesionalni rad).

**Ključne riječi:** istraživanje, edukacija, studentska praksa.

## MULTIDISCIPLINARY APPROACHES IN THE CENTER FOR RESEARCH, EDUCATION, DEVELOPMENT AND TRAINING - CIERI - UNIVERSITY OF HERZEGOVINA

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### **Abstract**

At the University of Bijakovići, in 2012, the Center for Research, Education, Development and Training - CIERI was opened. The Center was established with the aim of conducting scientific research, various forms of education, realization of student practices as well as re-habilitation of users and lifelong education of adults. The Center has experienced special educators - educational rehabilitators, speech therapists, psychologists and pedagogues. Multidisciplinary approaches in the work are carried out by different programs. Currently, CIERI is implementing several programs: Special education and speech therapy treatments (individual and group treatments for preschool and school children with different developmental difficulties and speech-language difficulties; Psychological treatments and psychological support for children and adults (identifying and eliminating developmental problems, psychological support for parents of children with developmental difficulties, professional orientation for elementary and high school students; The program of supplementary pedagogical education - is realized because of pedagogical-psychological and didactic-methodical education of teachers working in schools, and during the studies they did not acquire pedagogical education; Education of all participants directly or indirectly involved in the education and training of children and young people (parents of children with and without difficulties, teachers, pedagogues, teaching assistants); Teacher project (within the framework of the CIERI work, the Erasmus + Teacher project is implemented, whereby the University of Herzegovina is one of the partners. The project is aimed at innovating curricula of pre-school education in BiH); Student Practice (All programs involve students as active participants in acquiring practical experience and training for future professional work).

**Key words:** research, education, student practice

## ВАННАСТАВНЕ АКТИВНОСТИ – ОПТЕРЕЋЕЊЕ ИЛИ ПАРАДИГМА КВАЛИТЕТНОГ ОСНАЖИВАЊА МЛАДИХ СА СМЕТЊАМА У РАЗВОЈУ

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Свеукупни функционални развој личности младих са сметњама у развоју примарно перципиран као процес учења садржан у интеракцији са родитељима, наставницима и личностима из културног и јавног живота, треба да обезбеди да млади са сметњама у интелектуалном развоју науче онај тип понашања и међуљудских односа, који су карактеристични за дату културу у микросоцијалном окружењу, уз широку могућност адаптације на нове животне услове.

Млади са сметњама у интелектуалном развоју различито реагују на исте друштвене појаве што је прихватљиво, али питање је узрочности тог различитог реаговања. Да ли је оно условљено општим когнитивним потенцијалима, социокултурном депривираношћу младе особе или изостанком правилних педагошко инструкторних подстицаја?

У реферату се бавимо предностима образовања младих са сметњама у интелектуалном развоју из угла хибридне наставе, али и хетерогености праксе која одражава реална ограничења. С’ друге стране, као окосницу социјално културалног и општег животног оснаживања и осамостаљивања видели смо квалитетније, садржајније и темељно осмишљене ваннаставне активности.

Ваннаставне активности у савременим образовним системима служе и за учење и за дружење, за разоноду али и за овладавање примењивим социјалним вештинама, за антиципацију потреба ученика али истовремено и артикулацију и инкорпорирање информација добијених у процесу обавезне наставе.

У експозеу аутора биће презентована дескриптивна упоредна анализа ваннаставних активности, као и њихових реалних домета и учинковитости код одређених категорија ученика према којима су усмерене.

**Кључне речи:** млади са сметњама у развоју, ваннаставне активности, социјализација, наставни процес, учење кроз забаву

## EXTRACURRICULAR ACTIVITIES – THE LOAD OR PARADIGM OF QUALITY OF EMPOWERMENT OF YOUNG PEOPLE WITH DISABILITIES

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The overall functioning of personality development for youth with disabilities is primarily perceived as a process of learning in interaction with parents, teachers and personalities from the cultural and public life, working to ensure that young people with disabilities in intellectual development learn the type of behavior and interpersonal relationships, which are characteristic of a given culture in society, with a wide possibility of adaptation to new environmental conditions.

Young people with disabilities in intellectual development individually respond to the same social phenomena which is acceptable, but it is a question of causation that different responses. Is that due to general cognitive resources, sociocultural deprivations young people or in absence of the regular instructional staff incentives?

In the paper we deal with the benefits of education of young people with disabilities in intellectual development from the point of view of the hybrid classes, but also the heterogeneity of the practice that reflects real constraints. On the other hand, as the backbone of social and cultural and general life empowerment and independence, we saw higher quality, more content and thoroughly designed extracurricular activities.

Extracurricular activities in modern educational systems also serve to learn and socialize, to entertain, and to master the applicable social skills, to anticipate the needs of students, but at the same time articulate and incorporate information obtained in the compulsory education process.

In the author's exposition, a descriptive comparative analysis of extracurricular activities, as well as their real range and effectiveness in certain categories of learners to whom they are directed, will be presented.

**Key words:** children and young people with disabilities, extracurricular activities, socialization, teaching process, learning through entertainment

## ZAŠTO RI FUNKCIONIŠE JOŠ UVIJEK KAO PROJEKAT

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Centar za odgoj, obrazovanje i rehabilitaciju „Vladimir Nazor“

### Apstrakt

**Opis problema:** Rana intervencija je učinkovita ako započne onda kad znamo da postoji rizik za nastanak poremećaja. U BiH rana intervencija nije još uvijek sistemski uvezana, provodi se uz podršku projekata. S intervencijom se najčešće započinje u trenutku kad se utvrdi da postoji teškoća koja se željela prevenirati.

**Metode:** Uzorak za ovaj rad činilo je 20 djece predškolske dobi od 0-6 g, uključene u Projekat koji je finansiralo FMON. Cilj rada je pokazati da pružanjem podrške u ranoj dobi pružamo podršku djetetu i roditelju. Kroz tranzicijski period usmjeravamo roditelja i dijete u odgovarajuće ustanove koje će raditi na jačanju potencijala djeteta. Za potrebe ovog projekta kreirane su razvojne skale od 0-3 godine, od 4-5 godina i 5-6 godina.

**Rezultati:** Primjenom skala na početku i kraju intervencije pokazala su se poboljšanja u svim područjima razvoja: motorika, spoznaja, komunikacija, briga o sebi.

**Diskusija:** S obzirom na naučne dokaze, ali i rezultate ovog Projekta uviđamo da pravovremena podrška doprinosi poboljšanju sposobnosti u svim područjima rada. Istraživanja ukazuju da pravovremenom detekcijom i intervencijom djelujemo na poboljšanje potencijala djeteta. Prethodno ukazuje da RI ne smije biti projekat, nego sistemski uvezana podrška djetetu i roditelju.

**Ključne riječi:** rana intervencija, djeca predškolske dobi, projekat, sistemska uvezanost



## WHY RI STILL WORKS AS A PROJECT

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Center for education and rehabilitation „Vladimir Nazor“

### Abstract

**Description of the problem:** early intervention is effective only if it starts immediately when we are aware of a risk for the onset of the disorder. In BiH, early intervention is not still integrated in the system and is carried out with the support of the projects. Most commonly, an intervention starts at the moment when it is determined that there is a difficulty wanted to be prevented.

**Methods:** the sample for this work involved 20 children of preschool age of 0-6 g, involved in the project supported by FMON. The aim of this paper is to show that by providing support at an early age, we provide support for a child and parent. Through the transition period, we direct parent and child in appropriate facilities that will work to strengthen the potential of the child. For the purposes of this project the development scales are created, from 0 to 3 years, 4 to 5 years and 5 to 6 years.

**Results:** the application of the scales at the beginning and at the end of the intervention showed improvements in all areas of development: motor control, cognition, communication, self-care.

**Discussion:** Given the scientific evidence and the results of this project, we recognize that timely support contributes to the improvement of skills in all areas of work. The researches prove that timely detection and intervention contribute to the improvement of a child's potential. The above suggests that RI should not be a project, but the system-integrated support to a child and parent.

**Key words:** early intervention, children of preschool age, project, system-integrated

## TIM ZA DODATNU PODRŠKU KAO PRIMER MULTIDISCIPLINARNOG PRISTUPA

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ŠOSO „Milan Petrović“ sa domom učenika, Novi Sad

Oslanjajući se na Zakon o osnovama sistema obrazovanja i vaspitanja (formiranjem Tima za dodatnu podršku), naša ustanova obezbeđuje deci i učenicima sa smetnjama u razvoju otklanjanje fizičkih i komunikacijskih prepreka, prilagođava načine ostvarivanja školskog programa i donosi i ostvaruje individualni obrazovni plan. Osim toga, naša ustanova pruža dodatnu podršku u obrazovanju dece, učenika i odraslih sa smetnjama u razvoju u drugoj školi ili porodici.

U radu ćemo prikazati primere multidisciplinarnog pristupa Tima za dodatnu podršku učenicima, kao i participaciju defektologa naše ustanove u Timu za dodatnu podršku u tipičnoj školi.

Stručnjaci različitih profila (defektolozi, logopedi, učitelji itd.), nakon procene učenikovih znanja i sposobnosti, kreiraju korake, planiraju aktivnosti individualnog i grupnog rada, prate proces nastave i učenja i vrednuju rezultate rada. Na sastancima timova, zajedno sa roditeljima i ličnim pratiocima, kreiraju se aktivnosti, koje za rezultat imaju lakše usvajanje znanja i bolja postignuća učenika.

Kvalitativnom analizom rada Tima za dodatnu podršku dolazimo do zaključka da je multidisciplinarni pristup u radu sa učenicima značajno doprineo lakšem sticanju funkcionalnih znanja i podizanju kvaliteta života učenika.

**Ključne reči:** multidisciplinarni pristup, Tim za dodatnu podršku, postignuća učenika

## TEAM FOR ADDITIONAL SUPPORT AS THE EXAMPLE OF MULTIDISCIPLINARY APPROACH

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Regarding to Law of elementary education system (by forming the team for additional support), our institution provides to children and students with disabilities support in the elimination of physical and communication barriers, adapts the ways of achieving the school curriculum, and create and realizes individual educational plan. In addition, our institution provides additional support in the education of children, students and adults with disabilities in another school or family.

In this paper, we will present examples of the multidisciplinary approach from the Team for additional support to students, as well as the participation of special educators from our institutions in the team for additional support in a regular school.

Experts from different profiles (special educator, speech therapists, teachers, etc.), after assessing students' knowledge and skills, create steps, plan individual and group work, monitor teaching and learning processes and evaluate performance. Team meetings, together with parents and personal assistants, create activities that result in easier learning and better student achievement.

With the qualitative analysis of the team for additional support, we come to the conclusion that the multidisciplinary approach in working with students significantly contributed to easier acquiring functional knowledge and raising the quality of life of student.

**Key words:** multidisciplinary approach, team for additional support, achievements of students

## INKLUZIJA U RAZREDNOJ NASTAVI KNJIŽEVNOSTI (Na primjeru pripovijetke *Bijeli slavuj* Ahmeta Hromadžića)

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### Apstrakt

Inkluzija u razrednoj nastavi kao obavezni model u planiranju, sistematizaciji i izvođenju nastave zahtijeva jasne i razrađene metodičke modele i principe, a pogotovo onda kada je riječ o predmetu Bosanski, hrvatski, srpski jezik i književnost, gdje pitanja inkluzije još uvijek nisu dovoljno istražena. Da bi se ovakva situacija mogla promijeniti, potrebno je pozabaviti se ovim problemom i iznijeti moguće prijedloge za njegovo rješenje. Naime, situacija još uvijek nedovoljno istraženih mogućnosti inkluzije u procesima nastave iz predmeta Bosanski, hrvatski, srpski jezik i književnost, odnosno ovaj slabo definiran i još uvijek nedovoljno istražen aspekt u okvirima metodike, teorije književnosti, ali i u individualnim metodama specijalne nastave, reflektira se svakodnevno na nastavu i općenito realizaciju inkluzije u okviru obrazovnog procesa. Stoga, preko pripovijetke Ahmeta Hromadžića *Bijeli slavuj*, koja govori o važnosti i ulozi socijalizacije u društvu, prijateljstvu, razumijevanju i prihvatanju razlike, ovaj rad nudi moguće metodičke i književnoteoretske modele i prijedloge u okviru kojih bi se nastavni procesi inkluzije u nastavi književnosti mogli bolje odvijati. S ovim u vezi, upravo kroz veća znanja o književnosti, svi učenici i učenice bolje bi usvojili i svijest o prirodi Razlika koje ih okružuju, kao i općenito procese prihvatanja niza Razlika u svijetu kojima svakodnevno svjedočimo.

**Ključne riječi:** inkluzija, književnost, socijalizacija, Razlika, individualnost

## INCLUSION IN PRIMARY SCHOOL EDUCATION AND TEACHING OF LITERATURE

(The Example of the Story *White Nightingale* by Ahmet Hromadžić)

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Inclusion in classroom teaching as a compulsory model in planning, systematizing and performing requires clear and elaborate methodical models and principles, especially when it comes to Bosnian, Croatian, Serbian, language and Literature, where inclusion issues are not yet sufficiently explored. In order for this situation to change, it is necessary to deal with this problem and present possible proposals for its solution. Namely, the situation of the still insufficiently investigated possibilities of inclusion in the teaching processes in the Bosnian, Croatian, Serbian language and literature courses, ie this poorly defined and still insufficiently investigated aspect within the framework of methodology, literary theory, and in individual methods of special education, is reflected in daily teaching and general implementation of inclusion within the educational process. Therefore, through the story of Ahmet Hromadžić *White Nightingale* which tells about the importance and role of socialization in society, friendship, understanding and acceptance of difference, this paper offers possible methodical and literary theoretical models and suggestions which could improve the teaching process of inclusion in the teaching of literature. In this regard, precisely through greater knowledge of literature, all pupils would better adopt the awareness of the nature of the difference that surrounds them, and in general the processes of accepting the series of Differences in the world that we witness daily.

**Key words:** inclusion, literature, socialization, difference, individuality

## MJESTO I ZNAČAJ RESURSNOG CENTRA U PROCESU INKLUZIJE – PRIMJER PRAKSE CRNA GORA

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Inkluziju u Crnoj Gori posmatramo kao permanentan i kontinuran proces u cilju pronalaženja što adekvatnijeg odgovora na različitosti, kao proces otklanjanja barijera, fizičkih i komunikacijskih, proces koji omogućava participaciju svakog djeteta. U tako definisanom procesu, mjesto i značaj resursnog centra je od izuzetne važnosti i sagledava se u više dimenzija.

U procesu inkluzije resursni centri<sup>1</sup> imaju sljedeće funkcije:

- resursni centar daje podršku redovnom sistemu obrazovanja. Rječ je o sveobuhvatnoj podršci djetetu, nastavniku, školi, kao i roditeljima kroz mobilne timove i asistivnu tehnologiju,
- resursni centar implementira Programe rane intervencije za djecu od 0-6 godina sa tjelesnim smetnjama, smetnjama vida i kobinovanim smetnjama,
- resursni centar uspostavlja međusektorsku saradnju kroz implementaciju različitih servisa podrške djeci sa smetnjama u razvoju i njihovim porodicama.

**Ključne riječi:** inkluzija, djeca sa smetnjama u razvoju, djeca sa posebnim obrazovnim potrebama, resursni centar.

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<sup>1</sup> U ovom radu će biti predstavljen rad JU Resursni centar za djecu i mlade „Podgorica“ u Podgorici.

## PLACE AND IMPORTANCE OF THE RESOURCE CENTER IN THE PROCESS OF INCLUSION - EXAMPLE PRACTICE MONTENEGRO

Mirjana Popović

JU Resource Center for Children and Youth „Podgorica“, Podgorica

We see the inclusion in Montenegro as a permanent and continuous process in order to find more adequate response to diversity, as a process of removing barriers, physical and communicational, a process that allows the participation of every child. In such a defined process, the place and importance of the resource center is of great significance and is considered in many dimensions.

In the process of inclusion, the resource centers<sup>2</sup> have the following functions:

- The Resource Center provides support to a regular education system. We are talking about comprehensive support for a child, a teacher, a school, and parents as well, through mobile teams and assistive technology,
- The Resource Center implements the Early Intervention Program for children aged 0-6 with physical disorders, visual impairment and combined disabilities,
- The Resource Center establishes cross-sectional cooperation through the implementation of various support services for children with disabilities and their families.

**Key words:** inclusion, children with disabilities, children with special educational needs, resource center.

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<sup>2</sup> This paper will present the work of JU Resource Center for Children and Youth "Podgorica" in Podgorica.

## POVEZANOST FAKTORA ODLUKE I ZADOVOLJSTVA RODITELJA ISHODIMA REHABILITACIJE NAKON KOHLEARNE IMPLANTACIJE

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### Apstrakt

Kohlearni implant je sofisticiran tehnički uređaj namenjen osobama sa teškim i dubokim oštećenjem sluha. Odnos roditelja prema rehabilitaciji je od suštinskog značaja za negu i podršku kohlearno implantiranog deteta. Njihovo učesće u procesu rehabilitacije utiče na bolje razvojne rezultate deteta.

Ispitali smo povezanost faktora koji utiču na proces donošenja odluke roditelja o implantaciji svog deteta, kao i na njihovo zadovoljstvo ishodima implantacije. Takođe, ispitali smo povezanost ovih konstrukata sa uzrastom deteta u trenutku implantacije i nedeljnom učestalosti rehabilitacije. Ispitivanje je izvršeno na uzorku od 40 roditelja. Sprovedeno je u KBC Zvezdara u Beogradu. Za istraživanje je korišćena skala "Deca sa kohlearnim implantom: perspektive roditelja".

Rezultati istraživanja ukazuju da uzrast deteta u trenutku implantacije i nedeljna učestalost rehabilitacije nisu povezani sa procesom donošenja odluke roditelja, kao ni sa njihovim zadovoljstvom ishodima rehabilitacije. Proces donošenja odluke korelira sa faktorima koji se odnose na samu odluku, očekivanim problemima i prednostima rehabilitacije, i očekivanjima roditelja od implantacije deteta, dok zadovoljstvo ishodima implantacije značajno korelira sa faktorima: blagostanje, obrazovni potencijali, generalno funkcionisanje, efekti implantacije, socijalni odnosi i komunikacija.

Dobijeni nalazi omogućavaju uvid u kompleksnost odluke roditelja o implantaciji sopstvenog deteta, kao i u multidimenzionalnost i međusobnu povezanost faktora koji utiču na zadovoljstvo roditelja ishodima rehabilitacije.

**Ključne reči:** kohlearna implantacija, oštećenje sluha, rehabilitacija, roditelji.



## RELATIONSHIP BETWEEN THE DECISION-MAKING FACTORS AND THE PARENT'S SATISFACTION WITH THE OUTCOMES OF REHABILITATION AFTER COCHLEAR IMPLANTATION

Marina Radić Šestić, Mia Šešum

### Summary

Cochlear implant is sophisticated technical device intended for people with severe and profound hearing loss. Parents attitude toward rehabilitation is essential for the care and support of a cochlear implanted child. Parental involvement in the rehabilitation process affects the child's better development results.

In this study, we examined the correlation of the factors that influence the decision-making process of parents for implantation of their child, as well as their satisfaction with outcomes after implantation. We also examined the connection of these constructs with the age of the child at the moment of implantation and the weekly frequency of rehabilitation. Questioning is done on the sample from the 40 respondents. It was implemented in KBC Zvezdara, in Belgrade. For research purposes, a scale called "Children with cochlear implant: parents' perspectives", was used.

The results of the study indicate that the age of the child at the time of implantation and the weekly frequency of rehabilitation are not related to the decision-making process of parents, nor to their satisfaction with the outcomes of rehabilitation. The decision-making process correlates with the factors related to the decision itself, the expected problems and benefits of rehabilitation, and the expectations of parents from the implantation of the child, while satisfaction with the implantation outcomes significantly correlates with the factors: welfare, educational potentials, general functioning, implantation effects, social relations and communication.

The findings provide an insight into the complexity of parents' decision on the implantation of their own child, as well as in the multidimensionality and interrelation of factors that affect the satisfaction of the parents with the outcomes of rehabilitation.

**Key words:** cochlear implantation, hearing impairment, rehabilitation, parents.

## NOVI SADRŽAJI I OBLICI RADA U NASTAVI PRIRODE I DRUŠTVA „ŠUMSKA TAJNA“

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### Apstrakt

Raznovrsni neformalni konteksti imaju značajnu ulogu u procesu nastave prirode i društva, jer su mesto na kome se nudi neposredno sticanje znanja i iskustava i gde se u direktnom kontaktu s predmetima saznanja uči. Realizacijom raznovrsnih školskih aktivnosti u neformalnim ambijentima, bogati se obrazovna ponuda škole, a školska znanja postaju funkcionalnija i primenljivija u svakodnevnom životnim situacijama. Naročito je poželjno koristiti potencijale netaknute prirode, gde je, uz korišćenje određenih oblika rada, moguće izvoditi ranovrsne istraživačke aktivnosti.

Program „Šumska tajna“ zamišljen je kao aktivnost koja ima za cilj da se deca, dok borave u prirodi, i dok se kreću uz pomoć predhodno napravljene mape terena, u sredini koja je puna podsticaja koji angažuju sva njihova čula i kompletnu pažnju, nalaze u misaono aktivnom položaju. Snalaženje u novim situacijama sa druge strane, podstiče komunikaciju koja je bliska, neformalna i aktivna. Fizičko okruženje donosi osećaj zadovoljstva pri učenju ali pruža priliku za situaciono, iskustveno i kooperativno učenje, jer dodir sa prirodom deluje na kognitivni, afektivni i psihomotorički razvoj učenika. Boravak u prirodnom okruženju otvara perspektivu za nove dimenzije socijalnog učenja. Korišćenje potencijala koje nudi netaknuta priroda, predstavlja prvi korak u procesu transformacije ka kvalitetnoj školi i otvorenoj zajednici učenja.

**Ključne reči:** neformalni kontekst, priroda, učenici, Šumska tajna

## NEW CONTENTS AND TECHNIQUES IN STUDY OF NATURE

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### Abstract

Informal contexts have an important role in the study of nature because of the way this subject is thought. The school curriculum can be enriched using various school activities performed in informal environments. Using this informal way of teaching, school material becomes more functional and applicable in everyday life. It is especially desirable to use the potentials of untouched nature to carry out different kinds of school research activities.

The Forest Secret Program is conceived as an activity that aims to engage children in a thought-provoking process, while they spend time in nature using pre-made terrain maps in a situation where all their senses are stimulated. The ability to orientate oneself evokes a type of communication that is close, informal and active. The physical environment brings a sense of satisfaction while learning. Since nature acts on the cognitive, affective, and psycho motor development of students, it enables situational experimental and cooperative learning. Spending time in a natural environment opens up a new perspective, allowing different types of social learning. The use of the potential of untouched nature offers the first step in the transformable process towards a school with better quality.

**Key words:** Informal contexts, “The Forest Secret Program”, Nature, Students.

## KORIŠĆENJE INTERNETA MEĐU BUDUĆIM PROFESIONALCIMA U OBLASTI EDUKACIJE I REHABILITACIJE GLUVIH I NAGLUVIH

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U uslovima masovne primene Interneta i dugih elektronskih izvora znanja, dolazi do promena u planiranju, realizaciji i organizaciji nastavnog rada. Veliki broj obrazovnih sajtova omogućava studentima da steknu ili da prošire postojeća znanja na osnovu stručno pripremljenih sadržaja.

Cilj ovog rada je bio da se ispita u koje svrhe i u kojoj meri studenti Beogradskog Univerziteta, Fakulteta za specijalnu edukaciju i rehabilitaciju, studijskog modula Smetnje i poremećaji sluha, koriste Internet. Uzorak za istraživanje činilo je 67 studenata treće i četvrte godine, od čega 62 studenta ženskog i 5 studenata muškog pola. U istraživanju je korišćen anketni upitnik, sastavljen u svrhu istraživanja, a koji se sastojao iz dva dela, jednog usmerenog na korišćenje Interneta u opšte, i drugog, usmerenog na korišćenje Interneta u svrhu nastave i obrazovanja. U obradi dobijenih podataka korišćeni su procenti, frekvencije, srednje vrednosti, T test i korelacija. U pogledu korišćenja Interneta u opšte svrhe, dobijeni rezultati pokazuju da najveći broj studenata, 92,5%, koristi Internet u lične svrhe, 56,7% studenata veoma često ili svakodnevno koristi Internet za pretraživanje i pregledanje nekih dokumenata, 16,4% elektronsku poštu, a zanemarljivo mali broj studenata koristi mejling liste i diskusione grupe (samo 1 student). U pogledu korišćenja Interneta u obrazovne svrhe, veoma često se koristi za: izradu seminarskih radova, 83,6%, pripremu časova, 49,2%, elektronsku komunikaciju sa nastavnikom, 26,9%. Nijedan od ispitanika ne koristi programe obuke na Internetu, niti elektronske biblioteke. Rezultati su pokazali nizak nivo korelacije između korišćenja Interneta u lične i u obrazovne svrhe ( $r=0,12$ ;  $p=0,09$ ), kao i da studenti četvrte godine u značajno većem broju koriste Internet u obrazovne svrhe ( $t=3,054$ ;  $p=0,003$ ).

**Ključne reči:** Internet, studenti, edukacija, smetnje i poremećaji sluha

## THE USE OF THE INTERNET AMONG FUTURE PROFESSIONALS IN THE FIELD OF EDUCATION AND REHABILITATION OF THE DEAF AND THE HARD OF HEARING

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In conditions of the mass use of the Internet and other electronic sources of knowledge, changes in the planning, implementation and organization of teaching occur. A large number of educational websites enable students to acquire or extend the existing knowledge on the basis of professionally prepared contents.

The aim of this study was to examine what purposes and to what extent the students of the Hearing Disabilities and Disorders study module at the Faculty for Special Education and Rehabilitation of the University of Belgrade use the Internet for. The sample for the research comprised 67 students in the third and the fourth year of study, 62 of whom were female and 5 of whom were male. A survey questionnaire drafted for the purpose of the research was used in the study and it consisted of two parts, one focusing on the use of the Internet for general purposes and the other focusing on the use of the Internet for the purpose of teaching and education. Percentages, frequencies, mean values, the t-test and correlation were used in the processing of the data obtained. As regards the use of the Internet for general purposes, the obtained results indicate that the majority of students, 92.5%, use the Internet for personal purposes, 56.7% of students use the Internet very often or daily for searching and viewing certain documents, 16.4% of students use it for emails, while a negligible number of students use mailing lists and discussion groups (only one student). As for the use of the Internet for educational purposes, it is very frequently used for: writing seminar papers, 83.6%, lesson preparation, 49.2%, email communication with teachers, 26.9%. None of the examinees uses the online training programmes or e-libraries. The results showed a low level of correlation between the use of the Internet in personal and in educational purposes ( $r=0,12$ ;  $p=0,09$ ) as well as that there is a significantly larger number of students who use the Internet for educational purposes among students in the fourth year ( $t=3,054$ ;  $p=0,003$ ).

**Key words:** the Internet, students, education, hearing disabilities and disorders

## **PRIKAZ RADA CENTRA „VLADIMIR NAZOR“ SARAJEVO**

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### **Apstrakt**

Centar za odgoj, obrazovanje i rehabilitaciju „Vladimir Nazor“ je javna ustanova, osnovana 1968. godine, sa sjedištem na području Općine Novo Sarajevo, a čiji je osnivač Kanton Sarajevo. Ustanovu pohađa veliki broj učenika/polaznika sa različitim razvojnim teškoćama, od najmlađeg uzrasta do odrasle dobi. Prohodnost i dolazak učenika/polaznika iz drugih ustanova i redovnih osnovnih škola je prisutan tokom cijele godine.

U Centru „Vladimir Nazor“ egzistiraju različiti organizacioni oblici ili odjeli rada za pružanje što kvalitetnijih usluga učenicima/polaznicima Centra i to: Odjel za opservaciju i dijagnostiku, Dnevni centar - mlađi uzrast ( od 1 do 6 godina ), razredi (od I do IX razreda), radionice – tkačka, keramičarska, drvarska, svjećarska, Mobilni multidisciplinarni timovi za podršku inkluzivnom obrazovanju i Edukacija i rehabilitacija u kući.

U skladu sa potrebama učenika/polaznika i prema Odjelima rada u Centru „Vladimir Nazor“ se realizuju programi za osnovni nivo, napredni nivo, program rada za učenike/polaznike koji pohađaju radionice (tkačka, keramičarska, drvarska i svjećarska) te individualni programi za djecu najmlađeg uzrasta koja pohađaju Dnevni centar.

U toku pedesetogodišnjeg rada, možemo se pohvaliti brojnim priznanjima i pohvalama u radu, sudjelovanjem u aktivnostima šire društvene zajednice, te entuzijazmom za stvaranje boljih uslova i pružanje sveobuhvatne podrške djeci s teškoćama u razvoju i njihovim roditeljima.

**Ključne riječi:** Centar „Vladimir Nazor“, djeca s teškoćama u razvoju

## DESCRIPTION OF THE CENTER „VLADIMIR NAZOR“

Maida Redžić, Admir Dedić, Sanela Hrustić

### Abstract

The Education and Rehabilitation Center „Vladimir Nazor“ is a public institution, founded in 1968 and based in the area of the municipality Novo Sarajevo, whose founder is Sarajevo Canton. Large number of students/ attendees from the youngest to the adult age with different developmental difficulties are attending the Institution. The attendance and arrival of students/ attendants from other institutions and primary schools is present throughout the year.

In the center „Vladimir Nazor“ exist different organization forms or work departments that provide only the best services to students/ attendees of the Center, i.e. Observation and Diagnosis department, Daily center – younger age (from 1 to 6 years old), grades (from I to IX grade), workshops for – tapestries, ceramics, woodwinds, candlesticks, mobile multidisciplinary teams to support inclusive education and Education and Rehabilitation at home.

In accordance with the needs of the students/ attendees and the work departments of the „Vladimir Nazor“ Center, various programs are realized, such as basic level programs, advanced level, program for students attending workshops (tapestry, ceramic, wood and woolen) and individual programs for the youngest children attending the Day Center.

In fifty years of work, we have received numerous acknowledgments and praise in work, then in participation in wider community activities and in enthusiasm for creating better conditions and providing comprehensive support to children with developmental difficulties.

**Key words:** Center „Vladimir Nazor“, children with developmental difficulties.

## INTERDISCIPLINARNA KOORDINACIJA I RANA INTERVENCIJA: PRELIMINARNI REZULTATI ISTRAŽIVAČKOG PROJEKTA „KAUZALNA INDUKCIJA U KONTEKSTU MAKROPARADIGME RAZVOJNE PSIHPATOLOGIJE I TEŠKOĆA U RAZVOJU“

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### Apstrakt

Longitudinalna istraživanja pokazuju kako je za provođenje programa rane intervencije s povoljnim razvojnim ishodima potrebna suradnja i koordinacija različitih struka. U prvome redu se ona odnosi na suradnju medicine i zdravstva, edukacijske rehabilitacije i psihologije. Rezultati dvogodišnjeg znanstveno-istraživačkog projekta Fakulteta za odgojne i obrazovne znanosti u Osijeku i KB Sveti duh iz Zagreba, pokazuju kako je za učinkovito, plansko i sustavno provođenje rane intervencije potrebno reorganizirati pristup unutar pojedinih struka te razviti primjerene mehanizme koordinacije između navedenih znanosti i pripadajućih disciplina koje se bave problematikom djece s teškoćama u razvoju. Odnosno, za učinkovitu i sustavnu ranu intervenciju potrebno je načiniti sljedeće: razviti ginekološke protokole kojima se mogu identificirati čimbenici rizika za postnatalne nepovoljne razvojne ishode, promijeniti sustav praćenja novorođenčadi i dojenčadi u ambulantama i pedijatrijskim ordinacijama, uključujući mijenjanje softverske podrške koja je trenutačno prisutna u sustavu zdravstva (uz vitalne znakove i biološke markere, uvesti screening testove), uvesti sustav komunikacije i prenošenja informacija o razvoju djeteta te oformiti znanstveno-istraživačke platforme kojima bi znanstvenici s različitih područja mogli longitudinalno pratiti razvoj djece i učinke programa. Pretpostavka kako se na taj način može implementirati rana intervencija kao sustavna podrška razvoju djece tj. rana intervencija kao provođenje znanstveno utemeljenih rehabilitacijskih programa.

**Ključne riječi:** prenatalni čimbenici rizika, razvojni ishodi, rana intervencija, protokoli praćenja, interdisciplinarna koordinacija



**INTERDISCIPLINARY COORDINATION AND EARLY INTERVENTION: PRELIMINARY RESULTS OF RESEARCH PROJECT „CAUSAL INDUCTION IN THE CONTEXT OF MACROPARADIGME OF DEVELOPMENTAL PSYCHOPATHOLOGY AND DISABILITIES“**

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**Abstract**

Longitudinal research shows that coordination and cooperation between different professionals is prerequisite of quality early intervention. This cooperation is especially important between medicine and public health services, and rehabilitation and psychology. First findings of two-years scientific project conducted by Faculty of Education Osijek and Clinical Hospital Sveti Duh Zagreb, reveal that efficient and well-planned early intervention is driven by reorganization within scientific disciplines such as medicine and rehabilitation. To achieve changes within particular discipline, some actions are needed: developing non-invasive protocols for identification of prenatal risk-factors for gynecologists; changing current follow-up practice of newborns and infants in pediatric offices, including changes in current computer software (incorporating screening tests); developing system of communication between different professions, and constructing research platforms where scholars could involve themselves in longitudinal research of development of children with disabilities. In that way early intervention can be implemented, as a system support on child's development based on scientific research.

**Key words:** prenatal risk factors, developmental outcomes, early intervention, protocols, interdisciplinary coordination

## IZAZOVI ZA METODIKU NASTAVE U RAZREDU ZA SVE

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### Apstrakt

Rad u razredu za sve je test provjere spremnosti svih sudionika u odgoju i obrazovanju da obezbijede pretpostavke za napredovanje svakog učenika. Individualitet je opet najveći izazov za nastavnika i za kreativnost u metodici nastave. Od nastavnika se očekuje da didaktičko-metodičkim umijećem i osobinama vlastite ličnosti izbalansiraju sve: učeničko učešće, ulogu roditelja, vršnjaka. To je složen i odgovoran zadatak koji podrazumijeva nekoliko važnih činilaca: višeslojna znanja, visok stupanj pedagoške prilagodljivosti, senzibilitet za razlike i uvažavanje tih razlika, razumijevanje učeničkih posebnosti i potreba. Cilj ovoga rada je potaknuti na promišljanje da osim učenika sa posebnim potrebama, postoje i nastavnici sa posebnim potrebama, oni koji su nadareni, vrsni u svom radu, ali i oni koji posjeduju površno znanje o pedagoško-metodičkim aspektima rada u razredu. I roditelji imaju posebne potrebe, oni koji demonstriraju snagu i autoritet umišljajući da su nadmoćniji i stručniji od učitelja, ali i oni koji posjeduju znanje i svjesnost o potrebi kontinuiranog rada sa vlastitom djecom u dogovoru s nastavnikom. Kreativnim metodičkim radom treba pružiti šansu učeniku, a ostale sudionike maksimalno motivirati da i sami sebe pronađu u ukupnim nastojanjima.

**Ključne riječi:** izazovi, metodika, učenik, nastavnik, roditelj

## CHALLENGES FOR THE TEACHING METHODOLOGY IN THE CLASSROOM FOR ALL

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### Abstract

Work in the classroom for all is a readiness test for all the participants in the upbringing and education process in order to provide the preconditions for the progress of each student. Individuality is again the greatest challenge for teachers and for the creativity in teaching methodology. Teachers are expected to balance all by their theoretical and methodical expertise and personality traits: student participation, the role of parents, and peers. This is a complex and responsible task that implies several important factors: multilevel knowledge, high degree of pedagogic adaptability, sensibility for differences and appreciation of these differences, understanding of student specialities and needs. The aim of this paper is to stimulate reflection about the fact that, in addition to students with special needs, there are teachers with special needs too, those who are gifted, skilled in their work, but also those who possess superficial knowledge of the pedagogical and methodological aspects of the classroom work. Parents also have special needs, those who demonstrate strength and authority by thinking that they are superior and more professional than teachers, but also those who possess the knowledge and the awareness of the need for continuous work with their own children in consultation with the teacher. By using creative methodical work we should provide a chance for the student, and the other participants can become maximally motivated to find themselves too in the overall endeavors.

**Key words:** challenges, methodology, student, teacher, parent.

## KARAKTERISTIKE ČITANJA GLUHE I NAGLUHE DJECE

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Čitanje je složena moždana aktivnost koja proizilazi iz vidnih, auditivnih, govornih, semantičkih i jezičko misaonih procesa. Uspješno čitanje se ostvaruje samo ako svi navedeni procesi funkcionišu na zadovoljavajući načini, ako se u toku procesa učenja čitanja postigne njihova potpuna integrativnost i ukoliko se primjenjuju adekvatne metode učenja čitanja.

Za gluhe i nagluhe djecu savladavanje čitanja je veoma složen i kompleksan proces, s obzirom da oni istovremeno uče i usmeni i pisani govor.

Cilj našeg istraživanja bio je ispitati specifičnosti u čitanju gluhe i nagluhe djece, utvrditi ovladanost tehnikom čitanja i sposobnost razumijevanja sadržajau odnosu na uzrast učenika i ocjenu iz maternjeg jezika.

Uzorak su činili gluhi i nagluhi učenici uzrasta od III do VIII razreda (87 učenika). U III razredu bilo je 17, u IV 14, u V 16, u VI 11, u VII 15 i u VIII 14 učenika. U zavisnosti od uspjeha iz maternjeg jezika bilo je 22 odlična, 25 vrlodobrih, 25 dobrih i 15 dovoljnih učenika.

U istraživanju je primjenjen Trodimenzionalni test čitanja.

Uočene su teškoće u čitanju, neadekvatna brzina čitanja, pojava različitih vrsta grešaka, nerazumijevanje pročitanoog teksta i teškoće prepričavanja sadržaja.

Zaključili smo da uzrast i uspjeh iz maternjeg jezika utiču na proces čitanja gluhe i nagluhe djece.

**Ključne riječi:** čitanje, gluha i nagluha djeca, brzina čitanja, razumijevanje

## CHARACTERISTICS OF READING IN DEAF AND HARD HEARING CHILDREN

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Reading is a complex activity of brain resulting from the sight, auditive, speech, semantic as well as language and contemplative processes. Successful reading could be realized only if all quoted processes are functioning adequately, and if during the process of learning their complete integrality is achieved and if adequate methods of learning of reading are applied.

For the deaf and hard hearing children mastering of reading is a complex process since they are learning both verbal and written speech at one time.

The aim of our study has been testing of specific quality of reading in deaf and hard hearing children and establishing of level of mastering a reading technique and capability of understanding of a content in relation to the pupil's age and his/her mark in mother language.

The sample was composed of the deaf and hard hearing pupils from 3rd up to 8th class (87 pupils). There were 17 pupils in the 3rd class, 14 in the 4th class, 16 in the 5th class, 11 in the 6th class, 15 in the 7th class and 14 pupils in the 8th class. Considering the grading in mother language, the results were the following: 22 pupils got excellent marks, 25 got very good marks, 25 got good marks and 15 pupils got sufficient marks.

There has been applied, in the study, a three-dimensional test of reading.

There were noticed some difficulties in reading, inadequate reading speed, appearance of various mistakes, lack of comprehension of the read text and difficulties in a text retelling.

Our conclusion being that the age and achievement in mother language affect, to a great extent, reading process in deaf and hard hearing children.

**Key words:** reading, deaf and hard hearing children, speed of reading, understanding

## ULOGA EDUKATORA I REHABILITATORA U MULTIDISCIPLINARNOM TIMU TRETMANA DJECE SA ADHD

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### Sažetak

ADHD – Poremećaj pažnje sa hiperaktivnošću, je kognitivno - bihevioralni poremećaj, koji se očituje hiperaktivnošću, smanjenim intezitetom pažnje i koncentracije, što dovodi do poteškoća praćenja i usvajanja nastavnog gradiva.

Prilikom uključivanja djeteta sa dijagnozom ADHD u školski sistem, neophodno je oformiti multidisciplinarni tim, kojeg čine: defektolog/edukator i rehabilitator, pedagog, psiholog, učitelj/nastavnik, roditelj i učenik.

Edukator i rehabilitator je spona između školskog osoblja, roditelja i učenika. Uloga edukatora i rehabilitatora jeste da usmjerava i savjetuje nastavnike i ostalo školsko osoblje, da u radu sa djetetom sa ADHD – om koriste različite nastavne metode, prilagode nastavne procese po trajanju, mogućnostima i potrebama učenika, te da pokažu strpljenje, trud i zalaganje, kako bi olakšali usvajanje nastavnog gradiva. Edukator i rehabilitator savjetuje i roditelje, upućuje ih na različite mogućnosti i metode, kako bi pomogli djetetu, te im pruža moralnu podršku. Kroz različite pristupe i aktivnosti, upoznaje dijete, njegove interese i potrebe, te na osnovu toga, zajedno sa ostatkom tima, piše individualni edukacijski plan i program.

Edukator i rehabilitator prati rad multidisciplinarnog tima, ukazuje na različite pristupe radu, te sa timom vrši evaluaciju individualnog edukacijskog programa. Kao ključna osoba inicira i održava kontakte sa ostalim članovima multidisciplinarnog tima.

**Ključne riječi:** uloga edukatora i rehabilitatora, saradnja, tim

## THE ROLE OF EDUCATOR-REHABILITATOR IN MULTIDISCIPLINARY WORK WITH CHILDREN WITH ADHD

Amela Stovrag, Mirnesa Kavazović

### **Abstract**

ADHD - (Attention Deficit Hyperactivity Disorder) is a cognitive-behavioral disorder, manifested through hyperactivity, reduced attention and concentration, which consequently leads to difficulties in focusing (following and acquiring) the school curriculum.

When involving a ADHD diagnosed child into the school system, it is of vital importance to create a multidisciplinary team, consisting of: a dialectologist / educator and rehabilitator, a pedagogue, a psychologist, a teacher, a parent and a student.

The Educator, or also referred to as a rehabilitator (in this context these two terms are used synonymously, where they might overlap to a certain degree), is the crucial link between the school staff, parents and students. The role of the educators and rehabilitators is to direct, instruct, advise and encourage all teachers and other school staff to use different teaching approaches and methods in their teaching process and collaboration, with ADHD affected students. The educators/ rehabilitators encourage the teachers to adjust their teaching processes accordingly to the duration, opportunities and special needs of their students, and to show patience, effort, investment and commitment, in order to facilitate the learning and acquisition process of the teaching content and materials. The educator/rehabilitator also advises the parents, he instructs them about different possibilities and methods in order to assist the child. Hence, the educator/rehabilitator provides and fosters the affected student's moral, mental and intrinsic motivational support and encouragement.

Through the implementation and usage of different teaching approaches and activities, the educator/rehabilitator gets acquainted with the child on a profoundly significant level, the teacher gets familiar with the student's personal, unique interests, goals, needs, etc.

And eventually based on that acquired knowledge, together, in collaboration with the rest of the team, the rehabilitator writes an individual educational plan and program.

The educator/rehabilitator follows the work of the multidisciplinary team, he points out and indicates to a variety of different teaching approaches, and in collaboration with the rest of the team, he also conducts the evaluation process of the individual educational program.

As a key person, the educator/rehabilitator initiates and maintains contacts and collaboration with other members of the multidisciplinary team.

## OSNOVE RANE INTERVENCIJE

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Rana intervencija je sistem koordiniranih usluga koji potiče djetetov rast i razvoj primjeren dobi i podržava porodicu tokom kritičnih ranih godina djetetovog života.

Servisi rane intervencije se mogu pružati kroz različite vrste usluga koje se protežu od prevencija nasilja i zapostavljanja djeteta, jačanja vještina roditeljstva, do pružanja psihološke podrške do specifičnih oblika tretmana djece sa teškoćama u razvoju.

Načešće se rana intervencija provodi za djecu sa teškoćama u razvoju uzrasta 0-3 ili 0-6 godina života.

Sistem podrške za djecu sa razvojnim teškoćama se u osnovi pruža na područjima fizičkog, kognitivnog, govorno-jezičkog, psihosocijalnog razvoja i vještina samopomoći.

Plan i program podrške ovisi o individualnim potrebama svakog djeteta. Njegovu bazu čine rezultati procjene razvojnih sposobnosti djeteta.

Razvojna procjena je proces koji podrazumijeva opservaciju, analizu i utvrđivanje stepena funkcionalnosti djeteta na svim razvojnim područjima u odnosu na hronološu dob.

Značaj procjene se ogleda u tome što ona predstavlja bazu za određivanje intervencije i osnovu za praćenje učinkovitosti intervencije.

Vodič kroz ovaj proces su normativi tipičnog razvoja djeteta. Instrumenti procjene su razvojne skale. Dijagnosticiranje razvojnih teškoća u ranoj dobi je bitna zato što je razvoj djeteta i mogućnost stimulacije moždanih struktura najbolja na uzrastu od 0-3 godine života.

**Ključne riječi:** Rana intervencija, razvojna procjena



## BASIC OF EARLY INTERVENTION

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Early intervention is a system of coordinated services that encourages child growth and development to an appropriate age and supports a family during the critical early years of a child's life.

Early intervention services can be provided through various types of services ranging from preventing violence and neglecting the child, strengthening parenting skills, providing psychological support to specific forms of treatment for children with developmental difficulties.

Early intervention is implemented for children with developmental difficulties 0-3 or 0-6 years of age.

The support system for children with developmental disabilities is basically provided in areas of physical, cognitive, speech-language, psychosocial development and self-help skills.

The plan and support program depends on the individual needs of each child. Its base is the results of assessing the child's developmental abilities.

Development assessment is a process that involves observing, analyzing and determining the level of child functionality in all developmental areas in relation to age chronology.

The significance of the evaluation is reflected in the fact that it is the basis for determining the intervention and the basis for monitoring the effectiveness of the intervention.

The guide through this process is the normative of the child's typical development. Assessment tools are development scales. Diagnosing early-stage developmental difficulties is important because child development and the ability to stimulate brain structures are best at the age of 0-3 years.

**Key Reasons:** Early Intervention, Development Evaluation

## UTICAJ MULTIDISCIPLINARNOG PRISTUPA NA OSTVARENOST CILJEVA POSTAVLJENIH U INDIVIDUALNIM OBRAZOVNIM PLANOVIMA

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Multidisciplinarni pristup u radu sa decom sa smetnjama u razvoju daje pozitivne efekte kako na samo dete, tako i na njegovu integraciju u širu društvenu zajednicu.

Svesni ove činjenice, stručnjaci koji rade u OŠ „Heroj Pinki“ u Bačkoj Palanci, svoj celokupni vaspitno-obrazovni rad temelje upravo na multidisciplinarnom pristupu i zajedničkom postavljanju i ostvarivanju ciljeva za svako dete.

Cilj ovog rada jeste da kroz analizu polugodišnjih i godišnjih vrednovanja individualnih obrazovnih planova, prikaže kako je multidisciplinarni pristup uticao na ostvarenost postavljenih nastavnih ciljeva u Osnovnoj školi „Heroj Pinki“, u periodu od 2013-2018.godine, kao i kako se ostvarenost ciljeva menjala uvođenjem novih nastavnih predmeta u individualne obrazovne planove.

Rezultati analize vrednovanja daju podatke o visokoj ukupnoj ostvarenosti ciljeva za 2013/2014. godinu (71.2%) i 2014/2015. godinu (70.8%), dok naredne dve školske godine uvođenjem novih nastavnih predmeta fizike i hemije, ukupna ostvarenost ciljeva pada ispod 70%. Analizom polugodišnjih vrednovanja za tekuću školsku 2017/2018. godinu, beležimo ponovni rast ostvarenosti ciljeva od 72,33%.

Ovakvim načinom praćenja ostvarenosti ciljeva, dobijamo jasan uvid kako u rad samih stručnjaka, timova i pojedinaca, tako i konkretne pravce za dalje planiranje i realizovanje školskih aktivnosti.

**Ključne reči:** IOP, multidisciplinarni pristup, ciljevi, deca sa smetnjama u razvoju

## THE EFFECT OF MULTIDISCIPLINARY APPROACH IN ACHIEVING THE GOALS SET IN INDIVIDUALIZED EDUCATIONAL PLANS

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### Abstract

Multidisciplinary approach in work with children with developmental disabilities is producing positive effects on the child and on his integration in the community. Being aware of this fact, experts working in elementary school „Heraj Pinki“ in Bačka Palanka, base their work on multidisciplinary approach and joint implementation of goals for each child.

The goal of this paper is to demonstrate the effectiveness of the multidisciplinary approach in achieving the teaching targets in the period between 2013-2018. The effectiveness varied in relation to the subjects. Thus, for the school years 2013/2014 and 2014/2015., the set goals were achieved in more than 70% of cases, while with the introduction of new subjects, the set goal realization dropped to below 70%. In this school year 2017/2018, the success rate increased to 72.33%. In this way, we get a clear insight into the realization of the teaching goals, as well as information on the effectiveness of experts, teams, and individuals. It further helps us in planning and realizing school activities.

**Key words:** Individualized educational plan, multidisciplinary approach, children with developmental disabilities

## RODITELJ U OBRAZOVNOM TIMU

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### Apstrakt

U ovom radu se razmatra uloga roditelja u multidisciplinarnim obrazovnim timovima koji se bave učenicima sa smetnjama u razvoju i invaliditetom. Roditelji ili članovi porodica dece i mladih sa smetnjama u razvoju i invaliditetom poseduju podatke, saznanja i iskustva koji mogu biti veoma značajni za pravovremeno i dobro prilagođeno postupanje u vaspitno-obrazovnom radu sa njihovom decom. Uloga roditelja se promenila od ranije funkcije saradnika u obrazovanju do sadašnje funkcije partnera svima onima koji su u vaspitno-obrazovni proces uključeni; o ovome svedoči i promena zakonske reglative koja danas naglašava obavezu učešća roditelja u multidisciplinarnim timovima koji se bave njihovom decom. Primer učešća roditelja u obrazovnom timu je njihova ravnopravna uključenost u izradu individualnih obrazovnih planova za njihovu decu sa smetnjama u razvoju i invaliditetom. Roditelji mogu doprineti radu timova saznanjima o učenikovim navikama van škole, interesovanjima, hobijima, životnom ritmu porodice, pretežnom stilu učenja, primeni stečenih znanja i veština, načinima uspešnog podsticanja deteta, i dr. Ova saznanja mogu biti značajna i korisna za određivanje vrste i količine zadatih aktivnosti za učenika, ocenjivanje, načine motivisanja, postavljanje ishoda, određivanje obima očekivanih znanja, izbor odgovarajuće vrste zadataka, izbor odgovarajućih metoda i sredstva za rad sa učenikom, itd. Razmatramo neke od mogućih koristi od učešća roditelja u obrazovnim timovima.

**Ključne reči:** roditelj, tim, učenik sa smetnjama u razvoju i invaliditetom, obrazovanje.

## PARENT IN EDUCATIONAL TEAM

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### Abstract

In this paper, we observe the role of parents in multidisciplinary educational teams which deal with pupils with disabilities. Parents and family members of children and youth with disabilities possess data, knowledge and experiences which could be very important for timely and adjusted treatment of their children in educational and upbringing process. The role of a parent in education is changed from earlier function of a co-worker to today's function of a partner to everyone involved in the educational process; this is also witnessed with changed laws which today highlighted the obligation of parents' participation in multidisciplinary teams which deal with their children. An example of parents' participation in the educational team is their involvement in creating individual educational plans for their children with disabilities. Parents can contribute to teamwork with their knowledge about child's habits out of school, his interests, hobbies, life rhythm of the family, prevalent learning style, ways of application of acquired knowledge and skills, ways of successful encouragement of a child, etc. This knowledge could be important and useful for determining appropriate kind and quantity of activities for the student, grading, ways of motivation, setting goals, determining the scope of knowledge, selection of appropriate kinds of tasks, selection of appropriate methods and means for work with the student, etc. We discuss some possible uses of parents' participation in educational teams.

**Keywords:** parents, team, students with disabilities, education

## STEPEN UHRANJENOSTI DJECE SA INTELEKTUALNIM TEŠKOĆAMA

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Kod djece je veoma bitno pratiti rast i razvoj. Na rast utiču prehrambeni unos, genetika i faktori sredine. Kod djece sa intelektualnim teškoćama utiču i ostali faktori poput medikamenata, zdravstvenog stanja, kongenitalnih abnormalnosti i oštećenih motoričkih sposobnosti. Praćenje i tumačenje rasta je ključno za osmišljavanje medicinskih i prehrambenih intervencija. S obzirom na navedeno, djeca sa intelektualnim teškoćama imaju znatno veći rizik za pojavu gojaznosti ili pothranjenosti od svojih vršnjaka bez teškoća. Poznato je da gojaznost sama po sebi nosi povećan rizik za srčana i druga oboljenja.

Cilj istraživanja je utvrditi stepen uhranjenosti u ovoj populaciji. Korištene metode su mjerenje tjelesne težine i visine u cilju izračunavanja stepena uhranjenosti (BMI) pomoću digitalne vage za mjerenje tjelesne težine i stadiometra za mjerenje tjelesne visine i tanita vage kao kontrolne metode.

U istraživanju je učestvovalo 42 djece, od toga 33 dječaka i 9 djevojčica.

Rezultati pokazuju da je u ovom uzorku djece, najzastupljenija normalna uhranjenost (18 djece), slijedi pothranjenost (16 djece), preuhranjenost (7 djece), a svega jedno dijete je gojazno. Razlike u metodama mjerena nisu signifikantne.

**Ključne riječi:** djeca, intelektualne teškoće, stepen uhranjenosti.

## BODY MASS INDEX OF CHILDREN WITH INTELLECTUAL DISABILITIES

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It is very important to monitor childrens' growth and development. Growth is affected by dietary intake, genetics and environmental factors. Children with intellectual disabilities are also affected by other factors such as medication, health condition, congenital abnormalities and impaired motor skills. Tracking and interpreting growth is key to the design of medical and nutritional interventions. In view of the above, children with intellectual disabilities have a significantly greater risk of obesity or malnutrition than their peers without difficulties. It is known that obesity itself carries an increased risk for heart disease and other illnesses.

The aim of the research is to determine nutritional category of this population. Used methods are weight and height measurements for the purpose of calculating body mass index (BMI). Measurements are conducted with digital scale for body weight and stadiometer for body height and Tanita scale as a control method.

42 children participated in the study, of which 33 boys and 9 girls.

The results show that majority of children are in normal weight (18 children), followed by malnutrition (16 children). There is 7 overweight children and only one child is obese. Differences in measured methods are not significant.

**Key words:** children, intellectual difficulties, body mass index.

## MONITORING ISHRANE DJECE SA INTELEKTUALNIM TEŠKOĆAMA

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Djeca sa intelektualnim teškoćama imaju povećan rizik za pojavu nutritivnih poremećaja usljed brojnih drugih hroničnih bolesti (stanja) u odnosu na populaciju djece bez intelektualnih teškoća. Neke od tih bolesti su epilepsija, psihijatrijski poremećaji, kardio-vaskularne bolesti (posebno povezane sa određenim sindromima), dijabetes, teškoće vida, sluha i gutanja. Pojedini sindromi imaju genetsku predispoziciju za neuhranjenost, a drugi za gojaznost. Stoga je potrebno i praćenje rasta i razvoja. Monitoring ima za cilj: rano otkrivanje poremećaja hranjenja, osmišljavanje intervencije, promociju i usvajanje pravilnih prehrambenih navika.

Navedene akcije treba sprovoditi interdisciplinarni tim stručnjaka koji uključuje: pedijatra, nutricionistu, terapeuta, audiologa, psihologa, logopeda, roditelja/skrbnika, odgajatelja. Veoma je bitan individualan pristup s obzirom na kompleksnost nutritivnih poremećaja i intervencija.

**Ključne riječi:** ishrana, monitoring, intelektualne teškoće, interdisciplinarni tim



## MONITORING OF NUTRITION OF CHILDREN WITH INTELLECTUAL DISABILITIES

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Children with intellectual disabilities have an increased risk of developing nutritional disorders due to numerous other chronic diseases (conditions) in relation to the population of children without intellectual disabilities. Some of these diseases are epilepsy, psychiatric disorders, cardiovascular diseases (especially related to certain syndromes), diabetes, visual impairment, hearing and swallowing. Some of the syndromes have a genetic predisposition for malnutrition and the other for obesity. It is therefore necessary to monitor growth and development. Monitoring aims to: early detection of eating disorders, designing interventions, promoting and adopting proper nutrition habits.

These actions should be carried out by an interdisciplinary team of experts, including pediatricians, nutritionists, therapists, audiologists, psychologists, speech therapists, parents / guardians, educators. An individual approach is very important given the complexity of nutritional disorders and interventions.

**Key words:** nutrition, monitoring, intellectual difficulties, interdisciplinary team.

## HOLISTIČKI PRISTUP U RADU SA DECOM I MLADIMA SA SMETNJAMA U RAZVOJU

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### Apstrakt

Projekat razvoja inovativnih usluga socijalne zaštite namenjenih ranjivim grupama u Staroj Pazovi je deo programa „Podrška socijalne inkluzije najugroženijih grupa uključujući Rome kroz uvođenje raznovrsnih socijalnih usluga u zajednici“. U okviru IPA projekta ŠOSO „Anton Skala“ pružalac inovativne usluge sagradila je Holističko rehabilitacioni centar „Oslonac“.

Usluge Centra namanjen je deci sa smetnjama u razvoju koja već koriste dnevne usluge socijalne zaštite, učenicima ŠOSO „Anton Skala“, kao i učenicima tipičnih škola sa teritorije opštine Stara Pazova sa kojima rade defektolozi a neopodhodna im je senzorna stimulacija u tretmanu.

Vrsta terapija koje su obezbeđene u HRC „Oslonac“ su: senzorna terapija (senzorna soba za stimulaciju čula i bela soba za relaksaciju) i haloterapija (slana soba). Osoblje Centra čini stručni tim: defektolozi, pedijatar, psiholog, pedagog i rukovodilac službe.

Tretmanom u senzornoj sobi osobe sa poremećajem senzorne integracije dobijaju priliku da istraže i razviju svoje senzorne veštine, da se podstakne njihov psihomotorni razvoj, kao i da se oslobode stresa i napetosti.

Bela soba je namenjena za opuštanje čula i relaksaciju. Relaksacija se sprovodi u svrhu povoljnog delovanja na psihičke strukture i funkcije ličnosti. Koristi se u kombinaciji sa senzornom sobom u zavisnosti od individualnih potreba.

Haloterapija je namenjena korisnicima koji imaju hronična respiratorna oboljenja, oboljenja kože, kod nervoze, loše koncentracije i poremećaj spavanja.

Holističkim pristupom na jednom mestu učenicima, korisnicima i njihovim porodicama pružena je mogućnost da svoje obrazovne, medicinske i socijalne potrebe zadovolje na jednom mestu.

**Ključne reči:** holistički pristup, tretman, senzorna integracija, haloterapija

## HOLISTIC APPROACH TO WORK WITH CHILDREN AND YOUNG PEOPLE WITH DISABILITIES IN DEVELOPMENT

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### Abstract

The project of developing innovative social protection services for vulnerable groups in Stara Pazova is part of the program "Supporting social inclusion of the most vulnerable groups including Gipsy people through the introduction of diverse social services in the community". Within the framework of the IPA project "Anton Skala" ŠOSO, the innovative service provider was built by the Holistic Rehabilitation Center "Oslonac".

The Center's services are intended for children with disabilities who already use daily social protection services, students of the Anton Skala school, as well as students of typical schools from the territory of the municipality of Stara Pazova with whom defectologists work and they need sensory stimulation in treatment.

The kind of therapies provided in HRC "Oslonac" are: sensory therapy (sensor room for stimulation of senses and white relaxation room) and halo therapy (salt room). The staff of the Center is an expert team: defectologists, pediatrician, psychologist, pedagogue and head of the service. In the sensory room, people with sensory integration disorders get the opportunity to explore and develop their sensory skills, to stimulate their psychomotor development, and to relieve stress and tension.

The white room is designed for relaxation of the senses and relaxation. Relaxation is carried out for the purpose of beneficial action on psychic structures and personality functions. It is used in combination with the sensory room, depending on individual needs.

Halo therapy is intended for users who have chronic respiratory illnesses, skin diseases, nervousness, poor concentration and sleep disorder.

A holistic approach in one place gave students, users and their families the opportunity to satisfy their educational, medical and social needs in one place.

**Key words:** holistic approach, treatment, sensory integration, halo therapy

## UTICAJ MUZIČKIH AKTIVNOSTI NA RAZVOJ GOVORA KOD DJECE S POTEŠKOĆAMA U RAZVOJU

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Kao umjetnost muzika je moćno sredstvo u odgoju i obrazovanju djece. Činjenica je da muzika kod djece s poteškoćama u razvoju utiče na njihovo tijelo i psihi, pospješuje receptivne i izražajne mogućnosti, potiče stvaralaštvo i utiče na spoznajni aspekt individue. Prije nego što počne govoriti dijete mora usvojiti niz znanja i vještina, a društvo mu mora osigurati poticajnu okolinu. Muzikom možemo izraziti osjećaje bez upotrebe riječi-djetetu s poteškoćama govora, muzika pruža alternativni način izražavanja. Slušanjem pjevanja i samim pjevanjem dijete postiže ljepotu govornog i muzičkog izražavanja. Jedno od najboljih sredstava za razvoj govora su dječije brojalice zbog ritma koji njima dominira. Osim brojalica razvoju govora pogoduju i muzičke igre koje su usko vezane uz pokret. Govor, ritam i pokret čine neodvojivu cjelinu kad govorimo o usvajanju jezika. Ovim radom želimo ukazati koliki značaj ima muzika i muzičke aktivnosti na razvoj govora, na razvoj fine i grube motorike, poticanje samopouzdanja i samopoštovanja, poticanje djeteta na saradnju, te poboljšanje komunikacije i uspješno uključivanje u okruženje.

**Ključne riječi:** muzika, djeca s poteškoćama u razvoju, komunikacija

## EFFECTS OF MUSIC THERAPY IN THE TREATMENT OF CHILDREN WITH DELAYED SPEECH DEVELOPMENT

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Music therapy is an established form of children's education. Music therapy, applied in the treatment of developmentally delayed children, can be beneficial in activating and supporting mental and psycho-physical recovery, enhances receptive and expressive possibilities, encourage creativity, affecting the individual cognitive aspect. Before child begins talking, it has to develop a series of knowledge and skills, and society must provide him a incentive environment. By music, we can express our feelings without using of words – music provides an alternative way of expression to the children with delayed speech development. By listening the singing, and by singing itself, a child achieves the beauty of spoken and musical expression. One of the best means for speech development are the nursery rhymes, due to dominating rhythm. Besides the nursery rhymes, music dance, closely associated to movements, also helps the speech development. The speech, the rhythm, and the movement, are making an inseparable whole in speech development. By this project, we want to indicate a significance of music and musical activities to the speech development, gross and fine motor skills, building self-esteem and self-respect, encouraging cooperation, communication improvement and successful inclusion in the environment.

**Key words:** music, children with developmental difficulties, communication.

## ISPITIVANJE RAZLIKA U NIVOU RAZVIJENOSTI LEKSIKONA KOD DJECE TIPIČNOG JEZIČKOG RAZVOJA I KOD DJECE SA SPECIFIČNIM JEZIČKIM POREMEĆAJEM

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Opis problema: Rječnik, odnosno, mentalni leksikon se definiše kao „skladište“ riječi koje obuhvata sva znanja o svim riječima nekoga jezika u umu govornika tog jezika. Riječ je o kompleksnim strukturama i procesima koji nam omogućavaju nesmetanu komunikaciju, vrlo brzo i lako govorenje, razumijevanje i pamćenje. Takođe, mentalni leksikon nam omogućuje i tvorbu novih riječi te uklapanje jezičkog znanja u opšte znanje o svijetu koji nas okružuje. Upravo su deficiti ovog aspekta razvoja jezika česti kod poremećaja u jezičkom razvoju. Naime, djeca sa poremećajima u govorno jezičkom razvoju često kasne u usvajanju leksikona, u odnosu na vršnjake tipičnog jezičkog razvoja.

Korištene metode: Uzorak se sastojao od 362 djece, oba pola, uzrasta od 5 do 7 godina. Trijažnim artikulacionim testom i testom Strip priča izdvojen je poduzorak od 32 ispitanika sa govorno-jezičkim poremećajem, koji je činio eksperimentalnu grupu. Kontrolnu grupu činilo je 32 djece ujednačenih prema polu i uzrastu sa ispitanicima eksperimentalne grupe. Razvijenost leksikona je procjenjivana Semantičkim testom i Test rječnikom. Istraživanje je obavljeno u predškolskoj ustanovi i školama u Foči, tokom 2016. godine.

Rezultati istraživanja: Visoka statistički značajna razlika ( $t=-12,144$ ;  $p=0,001$ ) između eksperimentalne i kontrolne grupe ispitanika je uočena u pogledu srednjih vrijednosti ukupnog skora Semantičkog testa, gdje je prosjek ukupnog skora u eksperimentalnoj grupi značajno niži ( $AS=13,12$ ;  $SD=2,57$ ), u odnosu na ukupan skor kontrolne grupe ( $AS=22,43$ ;  $SD=3,49$ ) što nam ukazuje da je nivo razvijenosti leksikona kod djece sa jezičkim poremećajima značajno niži od nivoa leksikona njihovih vršnjaka tipičnog jezičkog razvoja. Takođe ispitanici kontrolne grupe pokazali su visoko statistički značajno ( $t=-3,630$ ;  $p=0,001$ ) bolji rezultat na ukupnom skoru Testa – rječnik, pri čemu je srednja vrijednost ukupnog skora kontrolne grupe 79,06 (11,09), dok je ta vrijednost u ispitanika eksperimentalne grupe značajno niža i iznosi 69,28 (10,34).

Diskusija: Dalja ispitivanja prirode razlika razvijenosti leksikona među ovim grupama zahtjevaju metodološki kompleksnija istraživanja

**Ključne riječi:** djeca tipičnog razvoja, djeca sa specifičnim jezičkim poremećajem, razvijenost leksikona

## EXAMINATION OF DIFFERENCES IN THE LEVEL DEVELOPMENT OF LEXICON IN CHILDREN OF TYPICAL LANGUAGE DEVELOPMENT AND IN CHILDREN WITH SPECIFIC LANGUAGE DISORDER

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**Description of the problem:** A vocabulary, that is, a mental lexicon defined as a “storehouse” of a word that includes all the knowledge of all the words of a language in the mind of the speaker of that language. These are complex structures and processes that enable us to communicate smoothly, very quickly and easily speaking, understanding and remembering. Also, the mental lexicon enables us to create new words and integrate linguistic knowledge into the general knowledge of the world that surrounds us. It is precisely the deficiencies of this aspect of language development that are common in language development disorders. Namely, children with disorders in speech- language development often delay in adopting a lexicon, compared to peers of typical language development.

**Methods used:** The sample consisted of 362 children of both sexes, aged 5 to 7 years. Using Articulation Screening Test and the Test strip tale, we isolated sub-sample of 32 children with speech and language disorders, who made the experimental group. According to this, control group comprised 32 children matched by age and sex. Vocabulary development is estimated by Semantic test and Vocabulary test. The research was conducted in kindergarten and schools in Foca in 2016.

**Research results:** A high statistically significant difference ( $t = -12.144$ ;  $p = 0.001$ ) between the experimental and control group of the examinees was observed in terms of the mean values of the total Semantic test score, where the average of the total score in the experimental group was significantly lower ( $AS = 13.12$ ;  $SD = 2.57$ ), compared to the overall score of the control group ( $AS = 22.43$ ;  $SD = 3.49$ ) which indicates that the level development of the lexicon in children with language disorders is significantly lower than the level of the lexicon of their peers of typical language development. Also, the control group examinees showed a high statistical significance ( $t = -3.630$ ;  $p = 0.001$ ) a better score on the overall Vocabulary test score, with the median value of the total control group score of 79.06 (11.09), while this value in examinees of the experimental group significantly lower and amounts to 69.28 (10.34).

**Discussion:** Further research about the nature of the differences in the development of lexicon among these groups requires methodologically more complex research.

**Key words:** children of typical language development, children with specific language impairment, lexicon



## PRILAGOĐENOST HOTELA ZA PRIJEM OSOBA SA INVALIDITETOM

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### Sažetak

Osobe s invaliditetom najveća su manjinska skupina turista u svijetu, a potencijal od **650 milijuna putnika** s pratnjom, nedvojbeno predstavlja velik turistički potencijal za svaku zemlju.

Za osobe sa invaliditetom možemo reći da su korisnici svih vrsta turističkih ponuda: u grupnim putovanjima, individualno, putem sportskih i rekreativnih centara, sportskih susreta, banjskog turizma, i etno kampova. U većini turističkih centara objekti i usluge nisu prilagođene osobama sa invaliditetom. Vrlo često u objektu postoji pristupačan toalet, ali nije pristupačna hotelska soba, trpezarija, pristup bazenu i sl.

Međutim, pristupačni turizam treba da omogućava svakom čovjeku, bez izuzetaka, dostojanstveno korištenje turističkih usluga. Ovde ne govorimo o *izuzecima*, već o populaciji u velikom broju te možemo reći *ako nas ne vodi empatija onda neka nas vodi ekonomija*. Pretpostavljamo da problem pristupačnosti turizma za osobe sa invaliditetom nije nebriga, nego prije svega neinformisanost i neznanje o potrebama promjena kako bi svi turistički kapaciteti počeli da uvažavaju različitost svojih budućih korisnika.

U radu želimo istražiti i analizirati koliko su hoteli u KS spremni za prijem invalidnih osoba te na osnovu pokazatelja dati konkretne prijedloge za poboljšanje uslova

Ključne riječi: turizam, pristupačnost, kretanje, podrška

## HOTELS' ADJUSTMENTS TO RECEIVE DISABLED PERSONS

Memnun Zečić

### Summary

Disabled persons are the biggest minority group of tourists in the world, and its potential of 650 million passengers along with their escort, represent a great potential for each country.

We can say that disabled persons are beneficiaries of all touristic offers: group travels, individual travels, through sport and recreation centers, sport gatherings, spa tourism, and ethno camps. In most of the touristic centers, premises as well as services are not well adjusted to disabled persons. Most of the time, there is no easily accessible toilet, or accessible hotel room, pool access etc.

However, the accessible tourism should enable to each person, without exceptions, a dignified use of touristic services. Here, we do not talk about exceptions, but of population in a great amount and we could say that if we are not lead by empathy, we certainly are by economy. We assume that the problem of non-accessibility of tourism to disabled persons is not lack of care, but lack of information and awareness on the need for changes in order for all touristic capacities to start to respect for diversity of future users.

In this paper, we want to explore and to analyze the extent in which the hotels in the Sarajevo Canton are ready to receive disabled persons, and thereby, on the basis of the indicators, give concrete proposals for improvement of conditions.

**Key words:** tourism, accessibility, movement, support

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