



ZBORNIK SAŽETAKA

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U EDUKACIJI I REHABILITACIJI

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OSMA MEĐUNARODNA KONFERENCIJA
"MULTIDISCIPLINARNI PRISTUPI U EDUKACIJI I REHABILITACIJI"

Tehnička organizacija

Udruženje defektologa, edukatora-rehabilitatora "STOL"

Urednici

Prof.dr.Haris Memišević

Dr.sci.Selmir Hadžić

Za organizatora

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Predsjednik Udruženja defektologa, edukatora-rehabilitatora "STOL"

Izdavač

Udruženje defektologa, edukatora-rehabilitatora "STOL"

Za izdavača

Dr. sc. Selmir Hadžić

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PRAKSA I ZNAČAJ METODA KOJE RODITELJIMA DJECE SA POTEŠKOĆAMA U RAZVOJU POMAŽU U SVAKODNEVNIM AKTIVNOSTIMA

Aganović Enisa

Kada se roditelj/ staratelj djeteta sa poteškoćama u razvoju nađe 20 sati sam (jer je u prosjeku dijete jedan sat na terapiji ili u predškolskoj/školskoj ustanovi) u situaciji je da se sa problemom počne nositi aktivno a ne pasivno ili putem povlačenja i samo "prihvatanja" status quo. Ukoliko se dijete nalazi i u stanju različitih akomodacija a porodica u teškim socijalnim slučajevima a podrška okoline zataji nađe se pred izborom da stvar "preuzme u svoje ruke".

U ovom radu dotacu se tri metode koje su se u praksi kod roditelja članova udruženja kao i saradnika iz regiona također roditelja pridruženih članova udruženja za kreativno učenje "MAK" pokazale kao odlične za izvođenje u kućnim uslovima svakodnevnim aktivnostima. To su naučne metode, neke od njih stare i potvrđene preko 30 godina prakse u svijetu poput Son rise metode, Marte meo komunikacije i Tui Na masaza za autizam.

Roditelje značajno mogu dati podršku svome djetetu. Obrasci koje nude ove metode praksa i konstantnost daju i statistički prikazuju pomake u razvoju u djece. Roditelj se također osjeća korisnijim i sretnijim.

U radu je praćeno 20 slučajeva roditelja koji su posegali za kombinacijom navedenih metoda ili jednom od njih. Praksa se dešavala iz stručnu podršku i analizu "Senzorijuma" Beograd, Centra za dečiju psihologiju "Krugovi" Beograd i Udruženja "MAK" iz Sarajeva.

Ključne riječi: *autizam, Marte Meo, son rise metoda, tui na masaza*

PRACTICE AND IMPORTANCE OF METHODS THAT HELP PARENTS OF CHILDREN WITH DEVELOPMENTAL DISABILITIES IN EVERYDAY ACTIVITIES

Aganovic Enisa

When a parent finds himself alone for 23 hours or only with a child with developmental disabilities, various amenities, social conditions, stigma, psychological blackmail, etc., and the support of the environment fails, he finds himself faced with the choice of taking matters into his own hands. In this paper discussed about, three methods that have proven to be excellent for implementation in home environments and everyday activities. These are scientific methods - the Son Rise method, Marte meo communication, and massage for autism.

Parents can help provide support to their child. The patterns offered by these methods, practice and consistency, give excellent progress in children. The parent feels better and more useful.

The paper presents 10 cases of parents who implemented to a combination of the above methods or one of them. The practice took place with the professional support and analysis of the Sensorium Belgrade, the Center for Children's Psychology Krugovi Belgrade and the MAK Association from Sarajevo.

Keywords: *Autism, Marte Meo, son rise method, tui na massage*

PRIMJENA AI U LOGOPEDIJI: STAVOVI I PERSPEKTIVE

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Umjetna inteligencija (AI) sve intenzivnije oblikuje savremene prakse u obrazovanju i zdravstvu, nudeći alate koji omogućavaju automatizaciju, personalizaciju i poboljšanje efikasnosti usluga, a njena primjena u logopedskoj praksi predstavlja novo i nedovoljno istraženo područje. S obzirom na složenost komunikacijskih poremećaja i potrebu za personaliziranim terapijskim pristupima, integracija AI u logopediju otvara nova pitanja i nosi etičke izazove koji zahtijevaju pažljivo razmatranje. Cilj istraživanja je bio prikupiti podatke o trenutnim stavovima i percepcijama stručnjaka iz oblasti logopedije o korištenju umjetne inteligencije u njihovom radu, te razmotriti potencijalne koristi, izazove i mogućnosti koje AI može donijeti u kontekstu logopedске prakse. Istraživanje je sprovedeno putem online upitnika u kojem je učestvovalo 60 logopeda iz različitih sektora. Prikupljeni podaci su sistematizirani i analizirani kroz šest tematskih kategorija: Opšti podaci, Tehnološke navike u logopedskoj praksi, Stavovi o primjeni umjetne inteligencije u logopediji, Obrazovanje i spremnost za rad sa AI, Budućnost i percepcija potencijala AI, te Potencijale koristi i izazovi implementacije AI. Rezultati ukazuju na potrebu za dodatnom edukacijom i podrškom u implementaciji AI alata u logopediji. Većina ispitanika se ne smatra spremnima za primjenu AI u svom radu, te navodi djelomično razumijevanje iste. Iako nisu educirani za rad sa AI, svjesni su njenog potencijala i vjeruju da će imati značajnu ulogu u logopedskoj praksi u narednih pet godina. Najpogodnijom za primjenom AI prepoznaje se terapija odraslih s govorno-komunikacijskim smetnjama i praćenje napretka u terapiji. AI se uglavnom percipira kao pomoćno sredstvo koje može unaprijediti efikasnost i kvalitet logopedске terapije, ali stručnjaci naglašavaju da će ljudski faktor i dalje ostati ključan. Glavni izazovi za implementaciju izdvajaju se nedostatak potrebnih resursa, tehnički problemi te pitanje povjerenja u tehnologiju. Rezultati jasno pokazuju potrebu za strukturiranim edukativnim programima kako bi se omogućila sigurnija i efikasnija integracija AI u logopedsku praksi.

Ključne riječi: *logopedija, umjetna inteligencija (AI), stavovi, perspektive*

THE USE OF AI IN SPEECH THERAPY: STANCES AND PERSPECTIVES

Aldžić Emina

Center for Hearing and Speech Rehabilitation Sarajevo, Sarajevo

Artificial intelligence (AI) is increasingly shaping contemporary practices in education and healthcare, offering tools that enable automation, personalization, and improved service efficiency, and its application in speech therapy practice represents a new and underexplored area. Given the complexity of communication disorders and the need for personalized therapeutic approaches, the integration of AI in speech therapy raises new questions and carries ethical challenges that require careful consideration. The aim of the research was to collect data on the current attitudes and perceptions of speech therapy professionals regarding the use of artificial intelligence in their work, and to consider the potential benefits, challenges, and opportunities that AI can bring in the context of speech therapy practice. The research was conducted via an online questionnaire in which 60 speech therapists from different sectors participated. The collected data were systematized and analyzed through six thematic categories: General data, Technological habits in speech therapy practice, Attitudes on the application of artificial intelligence in speech therapy, Education and readiness to work with AI, Future and perception of AI potential, and Potential benefits and challenges of AI implementation. The results indicate the need for additional education and support in the implementation of AI tools in speech therapy. The majority of respondents do not consider themselves ready to apply AI in their work, and state a partial understanding of it. Although they are not trained to work with AI, they are aware of its potential and believe that it will play a significant role in speech therapy practice in the next five years. The therapy of adults with speech and communication disorders and the monitoring of progress in therapy are recognized as the most suitable for the application of AI. AI is generally perceived as an aid that can improve the efficiency and quality of speech therapy, but experts emphasize that the human factor will continue to be crucial. The main challenges for implementation are the lack of necessary resources, technical problems and the issue of trust in technology. The results clearly show the need for structured educational programs to enable a safer and more efficient integration of AI in speech therapy practice.

Keywords: *Speech Therapy, Artificial intelligence (AI), Stances, Perspectives*

UTICAJ NAVIKA HRANJENJA NA ORALNO-MOTORNE SPOSOBNOSTI DJECE SA KAŠNJENJEM U GOVORNO JEZIČKOM RAZVOJU

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Rane navike hranjenja značajno utiču na formiranje i razvoj oralno-motornih sposobnosti kod djece. Vrsta i konzistencija hrane, kao i vrijeme njenog uvođenja, obliku obrasce sisanja, žvakanja, gutanja i koordinaciju oralnih pokreta. Produženo zadržavanje na tečnim ili kašastim oblicima ishrane može usporiti usvajanje složenijih oralno-motornih funkcija, dok pravovremeno uvođenje polučvrste i čvrste hrane doprinosi jačanju muskulature usana, jezika i vilice. Neadekvatne navike, poput dugotrajne upotrebe bočice ili odbijanja hrane određene teksture, mogu ograničiti razvoj funkcionalnih oralnih vještina i potencijalno dovesti do poteškoća u govornoj atikulaciji. Stoga su u ovom radu podaci dobijeni na osnovu primjene upitnika za roditelje o navikama hranjenja djeteta, a zatim i primjenom Testa oralne praksije (Radičević i Stevanković, 2006) pokazali da je produžena konzumacija hrane polučvrste i mekano-čvrste konzistencije, a produžavanje uvođenja hrane čvrste konzistencije kod ovih ispitanika bila u korelaciji sa teškoćama ili nesposobnošću izvođenja osnovnih voljnih kao i složenijih i koordiniranih i na kraju specifičnih i kompleksnih oralno-motornih radnji. Razumijevanje povezanosti navika hranjenja i oralno-motornih sposobnosti od posebnog je značaja za logopedski i interdisciplinarni pristup, s ciljem prevencije i podsticanja optimalnog razvoja djece.

Ključne riječi: *navike hranjenja, oralno-motorne sposobnosti, razvoj djece*

THE IMPACT OF FEEDING HABITS ON ORAL-MOTOR SKILLS IN CHILDREN WITH DELAYED SPEECH AND LANGUAGE DEVELOPMENT

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Early feeding habits significantly influence the formation and development of oral-motor skills in children. The type and consistency of food, as well as the timing of its introduction, shape patterns of sucking, chewing, swallowing, and coordination of oral movements. Prolonged reliance on liquid or pureed foods can slow down the acquisition of more complex oral-motor functions, while timely introduction of semi-solid and solid foods contributes to strengthening the muscles of the lips, tongue, and jaw.

Inadequate habits, such as prolonged use of a bottle or refusal of foods with certain textures, can limit the development of functional oral skills and potentially lead to difficulties in speech articulation. In this study, data were obtained through a parent questionnaire on children's feeding habits, followed by the application of the Oral Praxis Test (Radičević and Stevanković, 2006). The results showed that prolonged consumption of semi-solid and soft-solid food, as well as delayed introduction of solid food among these participants, was correlated with difficulties or inability to perform basic voluntary, as well as more complex, coordinated, and ultimately specific and complex oral-motor actions.

Understanding the connection between feeding habits and oral-motor skills is of particular importance for speech-language pathology and an interdisciplinary approach, with the aim of prevention and promoting optimal child development.

Keywords: *feeding habits, oral-motor skills, child development*

OBELEŽAVANJE SVETSKOG DANA SVESTI O AUTIZMU KROZ KREATIVNO-EDUKATIVNU RADIONICU „PRIHVATANJE OSOBA SA AUTIMOM RASTE“

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Srednja zanatska škola, Beograd

Radionički pristup u stručnim školama demonstrira visok potencijal za inkluziju učenika sa poremećajem iz spektra autizma (PSA), posebno kroz strukturisane zadatke, vizuelne rasporede i vršnjačku saradnju u predvidljivom okruženju. Cilj rada su prikaz i evaluacija radionice „Prihvatanje osoba sa autimom raste“ održane povodom obeležavanja Svetskog dana osoba sa autizmom. Radionica je održana 2.4.2025. god. u vidu tematskog dana u Srednjoj zanatskoj školi, sa 22 učenika sa PSA iz četiri odeljenja obrazovnog profila cvečar-vrtlar, kao i 6 učenika bez PSA. Cilj radionice bio je pozitivna percepcija i samopercepcija potreba i podrške učenika sa PSA, podsticanje empatije i saradnje (kroz prihvatanje i aktivno učestvovanje učenika sa autizmom u grupnim aktivnostima) i podsticanje kreativnosti. Aktivnosti su obuhvatile „Priču o Marku“ (u dve složenosti uz pet koraka), izradu i ukrašavanje papir elemenata za „Drvo prihvatanja“ i kolektivno postavljanje „Zida ljubavi“. Porodice su kod kuće pripremile neke od materijala za završnu izložbu. Evaluacija je sprovedena strukturisanim posmatranjem i nastavničkim upitnikom (Likert 1–5; n=4), kao i polustrukturiranim intervjuom uz vizuelnu podršku za učenike sa autimom drugog nivoa potrebe za podrškom (n= 10). Dobijeni rezultati pokazuju rast motivacije, saradnje, kreativnosti, samoinicijative i učešća u grupnom radu. Izazovi uključuju potrebu za kratkim modelovanim instrukcijama, prostorna ograničenja uz manji broj učesnika i koordinaciju uloga nastavnika i ličnih pratilaca. Zaključujemo da vizuelno podržana radionica sa porodičnim učešćem unapređuje pripadnost, toleranciju na promene, samostalnost i pozitivnu školsku klimu. Preporučuju se formalizacija uloga, unapređenje verbalnih i vizuelnih uputstava, optimizacija prostora i grupisanja učenika, vršnjačka podrška i dugoročno praćenje efekata uz mogućnost prenosa na druge stručne profile. Model doprinosi javnom razumevanju autizma i održivom razvoju školskih zajednica u lokalnoj sredini.

Ključne reči: *autizam, stručne škole, kreativna radionica, vizuelna podrška, porodično učešće.*

MARKING OF WORLD AUTISM AWARENESS DAY THROUGH THE CREATIVE-EDUCATIONAL WORKSHOP "ACCEPTANCE OF PERSONS WITH AUTISM IS GROWING"

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A workshop-based approach in vocational schools demonstrates high potential for the inclusion of students with autism spectrum disorder (ASD), particularly through structured tasks, visual schedules and peer collaboration within a predictable environment. The aim of this paper is to present and evaluate the workshop "Acceptance of Persons with Autism Is Growing," organized on the occasion of World Autism Awareness Day. The workshop was held on 2 April 2025 as a thematic day at the Secondary Vocational School in Belgrade, with 22 students with ASD from four classes of the florist-gardener vocational profile, as well as 6 students without ASD. The workshop aimed to foster a positive perception and self-perception of the needs and supports of students with ASD, to encourage empathy and cooperation (through acceptance and active participation of students with autism in group activities), and to stimulate creativity. Activities included "Marko's Story" (delivered at two levels of complexity with five steps), the creation and decoration of puzzle pieces for the "Tree of Acceptance," and the collective installation of the "Wall of Love". Families prepared some of the materials at home for the final exhibition. Evaluation was conducted through structured observation and a teacher questionnaire (Likert scale 1–5; $n = 4$), as well as a semi-structured interview with visual supports for students with autism with second-level support needs ($n = 10$). The results indicate increases in motivation, cooperation, creativity, self-initiative and participation in group work. Challenges include the need for brief, modeled instructions, spatial constraints with a smaller number of participants and coordination of roles between teachers and personal aides. We conclude that a visually supported workshop with family involvement enhances belonging, tolerance of change, independence, and a positive school climate. We recommend formalization of roles, improvement of verbal and visual instructions, optimization of space and grouping of students, peer support and long-term monitoring of effects, with the possibility of transferring the model to other vocational profiles. The model contributes to public understanding of autism and to the sustainable development of school communities at the local level.

Keywords: *autism, vocational schools, creative workshop, visual supports, family involvement*

PREDNOSTI I NEDOSTACI TRANSDISCIPLINARNOG TIMA: PERCEPCIJA STRUČNJAKA

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Transdisciplinarni tim može da se sastoji od velikog broja stručnjaka koji bi trebalo zajedno da donose odluke i dele odgovornost zahvaljujući prevazilaženju tradicionalnih granica između disciplina. Na taj način se omogućava holistički i integrisan pristup u radu sa osobama koje imaju smetnje i poremećaje različite etiologije, kao i članovima njihovih porodica, koji se posmatraju kao centralni i ravnopravni članovi tima.

Cilj ovog istraživanja je bio da se ispita percepcija stručnjaka iz oblasti specijalne edukacije i rehabilitacije o prednostima i nedostacima transdisciplinarnog tima, kao i o iskustvu u radu u ovom timu.

U istraživanju je učestvovalo 48 ispitanika ($N = 48$, 95.8% ženskog pola), među kojima je bilo 72.9% logopeda, 22.9% defektologa i 4.2% psihologa. Primenjen je upitnik Likertovog tipa.

Rezultati istraživanja pokazuju da je 97.9% ispitanika imalo priliku da sarađuje sa stručnjacima iz drugih disciplina u okviru timskog pristupa. Najčešće su bili angažovani u multidisciplinarnom ($N = 24$, 50%), zatim u transdisciplinarnom ($N = 13$, 27.1%), a najmanje njih u interdisciplinarnom timu ($N = 9$, 18.8%). Analiza rezultata je pokazala da su iskustva stručnjaka u radu u transdisciplinarnom timu umereno pozitivna ($M = 3.51$, $SD = 0.41$). Osim toga, vrsta tima u kome su ispitanici bili angažovani uticala je na njihovu percepciju i iskustvo u radu u transdisciplinarnom timu ($F = 2.79$, $p < .05$).

Podaci u literaturi ukazuju na mnogobrojne prednosti transdisciplinarnog tima. Međutim, njegova uspešna implementacija u praksi može da predstavlja izazov, s obzirom na to da članovi tima mogu da dožive osećaj konkurencije ili gubitka profesionalnog identiteta. Iz tog razloga, razumevanje ličnih iskustava stručnjaka i načina na koji doživljavaju svoju ulogu u transdisciplinarnom timu je važno radi razvijanja odgovarajuće podrške i programa edukacije.

Ključne reči: *nedostaci, prednosti, stručnjaci, transdisciplinarni tim*

ADVANTAGES AND DISADVANTAGES OF A TRANSDISCIPLINARY TEAM: PERCEPTION OF PROFESSIONALS

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A transdisciplinary team can consist of a large number of experts who should make decisions together and share responsibility thanks to overcoming traditional boundaries between disciplines. In this way, a holistic and integrated approach is enabled in working with people who have disabilities and disorders of different etiologies, as well as their family members, who are seen as central and equal members of the team.

The aim of this research was to examine the perception of experts in the field of special education and rehabilitation about the advantages and disadvantages of a transdisciplinary team, as well as the experience of working in this team.

48 respondents participated in the research ($N = 48$, 95.8% female), among whom 72.9% were speech and language therapists, 22.9% special education teachers and 4.2% psychologists. A Likert-type questionnaire was used.

The results of the research showed that 97.9% of respondents had the opportunity to collaborate with experts from other disciplines within a team approach. They were most often engaged in multidisciplinary ($N = 24$, 50%), followed by transdisciplinary ($N = 13$, 27.1%), and the fewest in interdisciplinary team ($N = 9$, 18.8%). The analysis of the results showed that the experiences of experts working in a transdisciplinary team were moderately positive ($M = 3.51$, $SD = 0.41$). In addition, the type of team in which the respondents were engaged influenced their perception and experience of working in a transdisciplinary team ($F = 2.79$, $p < .05$).

Data in the literature indicates numerous advantages of a transdisciplinary team. However, its successful implementation in practice can be a challenge, given that team members may experience a sense of competition or loss of professional identity. For this reason, understanding the personal experiences of professionals and how they perceive their role in a transdisciplinary team is important to develop appropriate support and education programs.

Keywords: *advantages, disadvantages, professionals, transdisciplinary team*

POTICANJE I ODRŽAVANJE PAŽNJE

Artuković Mirela, Ramljak Ivna

*Javna ustanova Edukacijsko-rehabilitacijski centar za djecu i mlade s
teškoćama u razvoju „Ivan Pavao II“ Grude*

Ovaj rad obrađuje kompleksan i razvojno značajan aspekt kognitivnog funkcioniranja odnosno pažnju s posebnim naglaskom na njezino poticanje i održavanje u kontekstu edukacijske rehabilitacije. Polazi se od teorijske razrade pojma pažnje, gdje su prikazane osnovne vrste pažnje (selektivna, podijeljena, održana i usmjerena), uz analizu uzroka koji dovode do poteškoća u njezinom održavanju, kao i mogućih posljedica na svakodnevno i obrazovno funkcioniranje djeteta. Središnji dio rada posvećen je važnosti pažnje unutar rehabilitacijskog procesa, pri čemu je naglašena potreba za individualiziranim pristupom koji se temelji na interesima djeteta. Poseban naglasak stavljen je na prikaz praktične primjene metode „tri – četiri – sad“, kojom su putem dvaju studija slučaja prikazani konkretni postupci usmjereni na jačanje sposobnosti usmjeravanja i održavanja pažnje kod djece. Metoda je analizirana u kontekstu njezine učinkovitosti, fleksibilnosti i primjenjivosti u svakodnevnim terapijskim situacijama. Rezultati prikazanih primjera potvrđuju kako primjena ciljanih metoda može značajno doprinijeti razvoju pažnje kod djece s teškoćama. Time se naglašava potreba za kontinuiranim praćenjem, prilagodbom i suradnjom između stručnjaka i obitelji, kako bi se osigurao dugoročan terapijski uspjeh i unaprijedila kvaliteta djetetova svakodnevnog funkcioniranja. Učinkovito poticanje pažnje ne doprinosi samo terapijskom napretku, već i općem razvoju djetetovih sposobnosti, emocionalnoj stabilnosti i uspješnijoj integraciji u obrazovni i društveni kontekst. Sukladno, pažnja se mora sagledavati kao važan dio u rehabilitacijskom radu, koji zahtijeva sustavan, dosljedan i suradnički pristup svih uključenih dionika.

Dodatno, rad ističe važnu ulogu roditelja/skrbnika kao ključnih suradnika u terapijskom procesu. Njihova aktivna uključenost, motiviranost i dosljedna primjena stručnih preporuka kod kuće omogućuju prijenos i stabilizaciju postignutih vještina iz terapijskog okruženja u svakodnevni život, čime se dodatno osnažuje učinkovitost terapijskog rada. Zaključno, rad doprinosi razumijevanju pažnje kao dinamičnog i višedimenzionalnog procesa te naglašava važnost njezina sustavnog poticanja kroz suradnički pristup stručnjaka i obitelji, uz prilagodbu metoda specifičnim potrebama djeteta.

Ključne riječi: *pažnja, interesi, edukacijska rehabilitacija, roditelj/skrbnik*

ENCOURAGING AND MAINTAINING ATTENTION

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This paper addresses a complex and developmentally significant aspect of cognitive functioning—attention—with a particular emphasis on its stimulation and maintenance within the context of educational rehabilitation. The discussion begins with a theoretical overview of the concept of attention, presenting its main types (selective, divided, sustained, and channelled), followed by an analysis of the causes that lead to difficulties in maintaining attention, as well as the potential consequences for a child's daily and educational functioning.

The central part of the paper is dedicated to the importance of attention in the rehabilitation process, emphasizing the need for an individualized approach based on the child's interests. Special attention is given to the practical application of the "three – four – now" method, through which two case studies illustrate specific procedures aimed at strengthening the ability to direct and sustain attention in children. The method is analyzed in terms of its effectiveness, flexibility, and applicability in everyday therapeutic settings. The presented examples confirm that the application of targeted methods can significantly contribute to the development of attention in children with developmental difficulties. This highlights the need for continuous monitoring, adaptation, and collaboration between professionals and families to ensure long-term therapeutic success and improve the child's overall functioning in everyday life. Effectively fostering attention not only supports therapeutic progress but also promotes the child's overall development, emotional stability, and successful integration into educational and social environments. Accordingly, attention must be viewed as a vital component of rehabilitation work, requiring a systematic, consistent, and collaborative approach among all involved stakeholders.

Additionally, the paper emphasizes the important role of parents/caregivers as key partners in the therapeutic process. Their active involvement, motivation, and consistent implementation of professional recommendations at home facilitate the transfer and stabilization of acquired skills from the therapeutic setting into everyday life, thereby further enhancing the effectiveness of the intervention.

In conclusion, the paper contributes to a broader understanding of attention as a dynamic and multidimensional process and underscores the importance of its systematic support through collaborative efforts between professionals and families, with methods tailored to the individual needs of each child.

Keywords: *attention, interests, educational rehabilitation, parent/caregiver*

UKLJUČIVANJE UČENIKA SA POSEBNIM POTREBAMA U PROGRAME SREDNJEG STRUČNOG I OBRAZOVNOG USMERENJA

Bajić Tina

Osnovno pravo u oblasti vaspitanja i obrazovanja jeste pravo na obrazovanje. To je temeljno ljudsko pravo koje obuhvata sve nivoe obrazovanja, pri čemu svaki pojedinac, bez obzira na teškoću, smetnju ili deficit, ima pravo na obrazovanje i osposobljavanje za aktivan život u društvu. Važna je mogućnost da svako slobodno izabere gde će se obrazovati. Inkluzivno obrazovanje predstavlja kvalitetan oblik obrazovanja, ukoliko su za to stvoreni odgovarajući uslovi. Stoga, ako želimo da ostvarimo inkluziju i uključivanje učenika sa posebnim potrebama u redovna školska okruženja, moramo pripremiti i obezbediti sve što takvo uključivanje zahteva.

I u Ekonomsko-poslovnoj školi u Kopru susreli smo se sa situacijama u kojima je bilo neophodno da svi odgovorni za uključivanje dece sa posebnim potrebama zajednički deluju kako bi im se omogućilo što lakše i uspešnije prilagođavanje novom okruženju. Tokom jedne školske godine uključili smo učenicu sa teškim motoričkim oštećenjem i njenu asistentkinju, a u istom odeljenju i učenika koji je takođe bio kategorizovan kao dete sa težim motoričkim oštećenjem i dete sa teškoćama u pojedinim oblastima učenja. U drugo odeljenje uključen je učenik sa umerenim oštećenjem sluha. Iako za njihov dolazak nismo imali posebne pripreme, ipak smo organizovali upoznavanje nastavnog osoblja sa njihovim ključnim podacima, specifičnim osobinama i individualnim prilagođavanjima predviđenim u rešenju o usmeravanju. Vrlo brzo je postalo uočljivo da prisustvo učenika sa posebnim potrebama menja dinamiku u odeljenju, te smo eventualne konflikte rešavali već pri prvim znacima, a preventivno smo realizovali i odeljenske časove na temu vršnjačkih odnosa.

Razvijanje društva otvorenog za sve ne podrazumeva samo premeštanje dece sa posebnim potrebama iz posebnih ustanova u redovna školska okruženja, već i menjanje samog društvenog okvira. Radi se o dinamičnom polju koje se neprestano menja, a te promene ne dešavaju se spontano, već je za njih potrebno svesno i sistematsko angažovanje.

Ključne riječi: *inkluzija, posebne potrebe, integracija, tinejdžeri*

INCLUSION OF STUDENTS WITH SPECIAL EDUCATIONAL NEEDS IN SECONDARY VOCATIONAL AND PROFESSIONAL EDUCATION PROGRAMMES

Bajić Tina

The fundamental right in the field of education is the right to education itself. It is a basic human right that encompasses all levels of education, whereby every individual, regardless of impairment, disability, or deficit, has the right to education and training for active participation in society. Equally important is the possibility for each person to freely choose where to pursue their education. Inclusive education represents a valuable form of education, provided that the necessary conditions are in place. Therefore, if we aim to implement inclusion and integrate students with special educational needs into mainstream school environments, it is essential to prepare and provide everything required to ensure successful inclusion.

At the School of Economics and Business in Koper, we encountered situations in which it was necessary for all those responsible for the inclusion of children with special educational needs to work together to ensure their smooth and effective integration into a new environment. During one school year, we enrolled a student with a severe motor disability along with her assistant, and in the same class, another student identified as a child with a severe motor disability as well as learning difficulties in specific areas. In another class, we included a student with moderate hearing impairment. Although we had not made special preparations for their arrival, we nevertheless informed the teaching staff about their essential data, specific characteristics, and individual adjustments as specified in their placement decisions. The impact on classroom dynamics following the arrival of students with special needs was noticeable rather quickly; therefore, we addressed conflicts at the earliest signs and implemented preventive class sessions on the topic of peer relations.

Developing a society open to all does not merely mean relocating children with special educational needs from special institutions to mainstream school environments, but rather transforming the very social framework. It is a dynamic field, constantly changing, and these changes do not occur spontaneously but require conscious effort and systematic engagement.

Keywords: *inclusion, special needs, integration, teenagers*

KONTAKT SA UČENICIMA S OMETENOŠĆU U ODNOSU NA SOCIO-DEMOGRAFSKE KARAKTERISTIKE ISPITANIKA

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Kontakt sa učenicima s ometenošću je među najčešće ispitivanim varijablama koja može da utiču na promjenu stavova prema osobama s ometenošću, dok pozitivne socijalne interakcije mogu voditi smanjivanju predrasuda i diskriminacije. Cilj ovog rada je bio da ispita učestalost kontakta sa učenicima s ometenošću u odnosu na pol i uzrast ispitanika u inkluzivnim i neinkluzivnim odjeljenjima. Uzorkom je obuhvaćen 331 ispitanik, od trećeg do petog razreda redovnih osnovnih škola. U ukupnom uzorku je bio 161 (48,6%) dječak i 170 (51,4%) djevojčica. Za prikupljanje podatka korišćen je socio-demografski upitnik i Skala za procjenu kontakta sa osobama s ometenošću (The Contact with Disabled Persons Scale – CDP). Rezultati su pokazali da nije uočena statistički značajna razlika u učestalosti kontakta sa učenicima s ometenošću u odnosu na pol ispitanika ($p = 0,178$; $p = 0,280$). S druge strane, dobijena je statistički značajna razlika u pogledu učestalosti kontakta u odnosu na razred koji učenici pohađaju, kod obje grupe ispitanika ($p = 0,000$; $p = 0,007$). Učenici trećih razreda imaju nižu učestalost kontakta u odnosu na učenike petih razreda. Kontakt sa učenicima s ometenošću je važna socijalna dimenzija inkluzivnog obrazovanja te stoga zahtijeva pažnju budućih istraživanja.

Ključne riječi: *kontakt, učenici s ometenošću, inkluzivno obrazovanje*

CONTACT WITH STUDENTS WITH DISABILITIES IN RELATION TO THE SOCIO-DEMOGRAPHIC CHARACTERISTICS OF THE RESPONDENTS

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Contact with students with disabilities is one of the most commonly examined variables that can influence changes in attitudes toward persons with disabilities, while positive social interactions may lead to a reduction in prejudice and discrimination. The aim of this study was to examine the frequency of contact with students with disabilities in relation to the gender and age of the respondents in inclusive and non-inclusive classrooms. The sample included 331 participants from third to fifth grade of regular primary schools. The total sample consisted of 161 (48.6%) boys and 170 (51.4%) girls. Data were collected using a socio-demographic questionnaire and the Contact with Disabled Persons Scale (CDP). The results showed that there was no statistically significant difference in the frequency of contact with students with disabilities in relation to the gender of the respondents ($p = 0.178$; $p = 0.280$). On the other hand, a statistically significant difference was found in the frequency of contact in relation to the grade level of the students in both groups of respondents ($p = 0.000$; $p = 0.007$). Third-grade students reported a lower frequency of contact compared to fifth-grade students. Contact with students with disabilities is an important social dimension of inclusive education and therefore requires attention in future research.

Keywords: *contact, students with disabilities, inclusive education*

PRIMENA TRENINGA FONOLOŠKE SVESNOSTI POSREDOVANIH MUZIKOM KOD DECE SA OŠTEĆENJEM SLUHA

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Deca sa oštećenjem sluha sporije usvajaju fonetsko-fonološke veštine i ostvaruju niža postignuća na zadacima fonološke svesnosti u poređenju sa čujućim vršnjacima. Budući da je fonološka svesnost ključna veština za opismenjavanje i sticanje akademskih veština, podsticanje njenog razvoja u ranom uzrastu je od suštinskog značaja.

Pregled rezultata istraživanja ukazuje da se poslednjih godina razvijaju različiti programi i metode obuke namenjene za unapređenje fonološke svesnosti, tipične i dece u riziku, pri čemu je njihova efikasnost dosledno potvrđena. Integracija muzike u obuke fonološke svesnosti dala je neujednačene rezultate, ali uprkos tome istraživači naglašavaju brojne koristi od primene muzike u tretmanima govora i jezika, kao i u razvoju metajezičkih veština kod dece predškolskog uzrasta.

Iako rezultati istraživanja pokazuju dokazanu efikasnost obuka fonološke svesnosti, slične intervencije u Srbiji nisu sprovedene niti proučavane. Takvi nalazi bi imali značajnu vrednost za osavremenjivanje vaspitno-obrazovne prakse i prevenciju rastućeg broja teškoća u usvajanju akademskih veština. Kreiranje, primena i sprovođenje ovakvih programa nije složeno niti finansijski zahtevno, a uspešno ih mogu realizovati stručnjaci sa praktičnim iskustvom u audiolingvističkom tretmanu. Iako su srodne aktivnosti deo svakodnevne interakcije sa decom, one često nisu eksplicitno strukturisane kao ciljani tretman, te njihov puni obrazovni potencijal ostaje neiskorišćen.

Ispitivanje i sistematsko osmišljavanje obuka fonološke svesnosti posredovanih muzikom, posebno kod dece sa oštećenjem sluha i dece u riziku od govorno-jezičkih teškoća, imalo bi značajne implikacije. Takve intervencije bi podsticale ne samo fonološku svesnost, već bi doprinosile i razvoju pažnje, memorije, auditivno-diskriminativnih sposobnosti i opštih jezičkih kompetencija, čime se stvaraju temelji za uspešno sticanje veština čitanja i pisanja, a smanjuje rizik od teškoća u usvajanju akademskih veština.

Ključne reči: *fonološka svesnost, muzikom posredovani trening, oštećenje sluha*

IMPLEMENTATION OF PHONOLOGICAL AWARENESS TRAINING INTEGRATED WITH MUSIC FOR CHILDREN WITH HEARING IMPAIRMENT

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Children with hearing impairment experience slower phonetic-phonological development and lower performance on phonological awareness tasks compared to their hearing peers. Since phonological awareness is a crucial skill for acquiring academic competencies, fostering its development at an early age is essential.

A review of research findings indicates that, in recent years, various programs and training methods have been developed to enhance phonological awareness in both typically developing children and those at risk, consistently confirming their effectiveness. However, while the integration of music into phonological awareness training has yielded inconsistent results, researchers highlight numerous benefits of using music in speech and language interventions, as well as in the development of metalinguistic skills in preschool-aged children.

Despite the proven effectiveness of phonological awareness training, similar interventions have not been implemented or studied in Serbia. However, such findings would be highly valuable for modernizing educational practices and preventing the increasing number of academic skill acquisition difficulties. Designing, applying, and conducting these training programs is neither complex nor costly, and professionals with practical experience in audiolinguistic treatment can effectively implement them. While similar activities are part of daily interactions with children, they are often not explicitly structured as targeted interventions; thus, their full educational potential remains underutilized.

Examining and systematically documenting phonological awareness training integrated with music, especially for children with hearing impairment and those at risk of speech and language difficulties, would have significant implications. Such interventions not only foster phonological awareness but also serve as a preventive strategy for mitigating academic skill acquisition challenges.

Keywords: *phonological awareness, music-integrated training, hearing impairment*

IZAZOVI INTEGRIRANOG MODELA IDENTIFIKACIJE I RANE RAZVOJNE PODRŠKE DJECI S TEŠKOĆAMA

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Socijalna inkluzija ideal je svakog društva jer podrazumijeva slobodu, ravnopravnost i socijalnu pravdu, pristupačne i dostupne integrirane usluge podrške svim pojedincima i skupinama koje se ostvaruju u neposrednom okruženju i zajednicama u kojima žive. Sustav odgoja i obrazovanja iznimno je značajan, ali ipak samo jedan segment usluga i infrastrukture za djecu i mlade s teškoćama socijalnog uključivanja i sudjelovanja koji im je na raspolaganju tijekom razvoja. Odgojno-obrazovni sustav najčešće djeluje odvojeno od sustava zdravstva i socijalne skrbi bez postojanja integriranog modela podrške pojedincima i skupinama. Ovaj rad usmjeren je prikazu percepcije i vrednovanja stručnjaka o mogućnostima suradnje u području rane identifikacije djece s teškoćama. Dosadašnji rezultati ukazuju na nedostatak potrebnih ljudskih resursa i usmjerenost na primarnu razinu zdravstvene zaštite kao polazišta za rano prepoznavanje razvojnih odstupanja i teškoća. Unatoč značajnim i brojnim promjenama koje su uvrštene i zaživjele u sustavu odgoja i obrazovanja, zdravstvene i socijalne zaštite, još uvijek ima prostora za unapređivanje postojećih politika i praksi na globalnoj i lokalnoj razini. One moraju biti usmjerene prema djeci nižeg socioekonomskog statusa, djeci koja žive u ruralnim, udaljenim i izoliranim područjima, djeci prognanicima i tražitelji azila, djeci u područjima pogođenim prirodnim nepogodama, otežanim obiteljskim karakteristikama, pripadnicima manjinskih skupina i djeci s teškoćama u razvoju.

Ključne riječi: *rana razvojna podrška, identifikacija, ranjive skupine, timska suradnja*

INTEGRATED MODEL CHALLENGES IN IDENTIFICATION AND EARLY DEVELOPMENTAL SUPPORT FOR CHILDREN WITH DISABILITIES

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Social inclusion is the ideal of every society because it implies freedom, equality and social justice, accessible and available integrated support services for all individuals and groups. That services should be implemented in the immediate environment and communities in which they live. The education system is extremely important, but still only one segment of services and existing infrastructure for children and young people with difficulties in participation that is available to them during their development. The education system operates most often separately from the health and social welfare system without the existence of an integrated model for supporting individuals and groups. This paper aims to present the perception and evaluation of experts on the possibilities of cooperation in the field of early identification of children with disabilities. The results so far indicate a lack of necessary human resources and a focus on the primary health care as a starting point for early recognition of developmental deviations and difficulties. Despite the significant and numerous changes that have been included and implemented in the education, health and social care system, further improving of existing policies and practices at the global and local levels are needed. They must be focused at children of lower socioeconomic status, children living in rural, remote and isolated areas, refugees and asylum seekers, children in areas affected by natural disasters, those with difficult family characteristics, members of minority groups and children with developmental disabilities.

Keywords: *early development support, identification, vulnerable groups, team work and cooperation*

MULTIDISCIPLINARNI PRISTUP NASTAVI I SARADNJA NASTAVNIKA PRAKTIČNE NASTAVE I RODITELJA - PRIMER DOBRE PRAKSE

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U Srednjoj zanatskoj školi gde se školuju učenici sa poteškoćama u razvoju i učenju organizovan je multidisciplinarni pristup nastave u vidu dve radionice povodom Novogodišnjih praznika na temu „Izrada Novogodišnjih čestitki“ i 8.mart Međunarodni Dan žena na temu „Izrada ramova od lepenke“. Učestvovali su učenici knigovezačkog zanata od prve do treće godine, kao i nastavnice stručnih predmeta, nastavnice Praktične nastave i roditelji. Kroz prezentaciju ćemo predstaviti praktičan primer integrativne nastave. Ovakav vid nastave zahteva veliko angažovanje svih nastavnica i jasno definisane međupredmetne kompetencije (Odgovorani odnos prema okolini, Saradnja i estetička kompetencija). Sa jasnim ishodima za sve učenike korišćenjem vizuelnih, auditivnih kao i taktilnih podražaja, a u saradnji sa kolegicama koje su na svojim predmetima obradile teme neophodne za izradu čestitki i ramova od lepenke. Postignuti su izuzetno dobri rezultati učenici su bili veoma zadovoljni izvođenjem takve nastave. Na drugoj radionici pozvani su i roditelji da učestvuju u sprovođenju celodnevne integrativne i multidisciplinarnе nastave. Roditelji imaju nezamenjivu ulogu u svakodnevnom životu dece sa poteškoćama u razvoju i učenju. Njihovo uključivanje u obrazovni proces pružaju kvalitetniju podršku svojoj deci. Cilj ovakvog vida nastavnog dana je savremeni pristup integrativnoj nastavi i prikaz roditeljima kako ovaj vid nastave utiče na same učenike kao i bolje upoznavanje i saradnja roditelja i nastavnika. I na ovoj radionici su postignuti dobri rezultati. Učenici kao i njihovi roditelji bili su izuzetno zadovoljni. Kako bismo bili uspešniji u edukaciji aktivno uključivanje roditelja u ovakav vid nastave omogućava učenicima da postignu bolje rezultate.

Ključne reči: *integrativna nastava, multidisciplinarni pristup, radioničarski metod, roditelji.*

MULTIDISCIPLINARY APPROACH TO TEACHING AND COOPERATION BETWEEN VOCATIONAL TRAINING TEACHERS AND PARENTS – AN EXAMPLE OF GOOD PRACTICE

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At the Secondary Vocational School, which educates students with developmental and learning difficulties, a multidisciplinary approach to teaching was organized in the form of two workshops: one on the occasion of the New Year holidays with the theme *"Making New Year's Greeting Cards"*, and another on March 8th, International Women's Day, with the theme *"Making Cardboard Frames"*. The participants included students of the bookbinding craft from the first to the third grade, subject teachers, vocational training teachers, and parents. Through this presentation, we will showcase a practical example of integrative teaching. This type of teaching requires significant engagement of all teachers and clearly defined cross-curricular competences (Responsible Attitude towards the Environment, Cooperation, and Aesthetic Competence). With clearly established learning outcomes for all students, and by using visual, auditory, as well as tactile stimuli, in cooperation with colleagues who had previously covered in their classes the topics necessary for the creation of cards and cardboard frames, exceptionally good results were achieved and students expressed great satisfaction with this form of instruction. At the second workshop, parents were invited to participate in the implementation of the full-day integrative and multidisciplinary teaching. Parents play an irreplaceable role in the daily lives of children with developmental and learning difficulties. Their inclusion in the educational process provides higher quality support to their children. The objective of such a teaching day is to apply a contemporary approach to integrative instruction and to present to parents how this type of teaching impacts students, while also fostering better understanding and cooperation between parents and teachers. This workshop, too, yielded positive results. Both students and their parents were extremely satisfied. In order to be more successful in education, the active involvement of parents in this form of teaching enables students to achieve better outcomes.

Keywords: *integrative teaching, multidisciplinary approach, workshop method, parents.*

IZLOŽENOST EKRANIMA I RANI POKAZATELJI PONAŠANJA KOD POREMEĆAJA IZ AUTISTIČNOG SPECTRA

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Poremećaj iz autističnog spektra je složeno neurološko razvojno stanje koje se javlja u ranom djetinjstvu, manifestirajući se kroz oštećenja u socijalnoj interakciji, komunikaciji i ponašanju. Posljednjih godina sve je više dokaza koji ukazuju na to da pretjerana rana izloženost digitalnim ekranima može utjecati na kognitivni i socijalni razvoj. Cilj ove studije bio je ispitati odnos između izloženosti ekranima i ranih pokazatelja ponašanja kod djece s poremećaj iz autističnog spektra. Uzorak je obuhvatio 50 djece do 60 mjeseci starosti, kod kojih je klinički dijagnosticiran poremećaj iz autističnog spektra. Korišteni su upitnici za roditelje (ASQ-3, GARS-3), strukturirani intervjui i klinička posmatranja. Rezultati su pokazali da je 60% djece bilo izloženo ekranima više od 4 sata dnevno. U ovoj grupi, razvojna regresija (65% naspram 42%), odgođeno izgovaranje prve izgovorene riječi (40% naspram 20%), te pojačani stereotipi i ponavljajući pokreti (100% naspram 90%) bili su češći. Zabrinutost roditelja se također pojavila ranije (12 mjeseci naspram 18 mjeseci). Ovi nalazi ističu potrebu za smanjenjem prekomjerne izloženosti ekranima i edukacijom roditelja o potencijalnim rizicima tokom ranog djetinjstva.

Ključne riječi: *autizam, rani indikatori, izloženost ekranima, rano djetinjstvo*

SCREEN EXPOSURE AND EARLY BEHAVIORAL INDICATORS IN AUTISM SPECTRUM DISORDER

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Autism Spectrum Disorder (ASD) is a complex neurodevelopmental condition that emerges in early childhood, manifesting through impairments in social interaction, communication, and behavior. In recent years, growing evidence has suggested that excessive early exposure to digital screens may influence cognitive and social development. The aim of this study was to examine the relationship between screen exposure and early behavioral indicators in children with ASD. The sample included 50 children up to 60 months of age, all clinically diagnosed with ASD. Parent questionnaires (ASQ-3, GARS-3), structured interviews, and clinical observations were used. Results showed that 60% of children were exposed to screens for more than 4 hours daily. In this group, developmental regression (65% vs. 42%), delayed first spoken word (40% vs. 20%), and intensified stereotypies and repetitive movements (100% vs. 90%) were more common. Parental concerns also appeared earlier (12 months vs. 18 months). These findings highlight the need to reduce excessive screen exposure and to educate parents about its potential risks during early childhood.

Keywords: *autism, early indicators, screen exposure, early childhood*

INKLUZIJA DJETETA SA DIJABETESOM TIP 1 U VRTIĆU: ISKUSTVA IZ PRAKSE

Delić-Dizdar Ekrema, Begagić – Omerašević Melisa, Doglod Amina

Uključivanje djevojčice od dvije godine, oboljele od dijabetesa tipa 1, u redovan vrtićki program predstavljalo je izazov i odgovornost za upravu, odgajatelje, roditelje i osoblje ustanove, ali i priliku da se otvori prostor za socijalizaciju i inkluziju. Dijete je zahtijevalo kontinuiranu zdravstvenu brigu: praćenje nivoa glukoze u krvi, prilagođavanje ishrane, doziranje aktivnosti i pravovremenu reakciju u slučaju hipoglikemije ili hiperglikemije, a sve to padalo je na teret grupnih odgajateljica.

Bilo je potrebno dodatno educirati odgajateljice i razvijati vještine cijelog osoblja u prepoznavanju specifičnih potreba i potencijalnih rizika. Iako su se izazovi javljali svakodnevno, saradnja sa roditeljima, kontinuirano učenje i međusobna podrška omogućili su prevazilaženje prepreka. Ovakav pristup stvorio je pozitivno i sigurno okruženje za dijete, a vrtiću donio vrijedno iskustvo inkluzivne prakse.

Na osnovu ovog slučaja želimo ukazati da u Bosni i Hercegovini nedostaju podaci i jasni pokazatelji o prisustvu djece s dijabetesom tipa 1 u predškolskim ustanovama. Dijeljenjem praktičnih primjera ističemo da je inkluzija djece s ovim oboljenjem moguća, ali zahtijeva sistemsku podršku i jasnije zakonske regulative. Bilo bi idealno kada bi se aktivno razmatrala potreba ličnih asistenata za ovu djecu, kako u predškolskom dobu tako i u nižim razredima osnovne škole.

Primjeri i iskustva iz prakse mogu pomoći boljem razumijevanju problema ali i olakšati odluku o uključivanju djeteta sa dijabetesom tipa 1 u redovan vrtićki program, kako upravi tako i odgajateljskim timovima unutar ustanova.

Cilj rada je potaknuti svijest stručne i šire javnosti o potrebi uključivanja djece s dijabetesom tipa 1 u redovan odgojno-obrazovni proces od najranije dobi, te naglasiti značaj svih aktera u stvaranju sigurnog i podsticajnog okruženja.

Ključne riječi: *dijabetes tipa 1, vrtić, inkluzija, saradnja*

INCLUSION OF CHILDREN WITH TYPE 1 DIABETES IN KINDERGARTEN: EXPERIENCES FROM PRACTICE

Delić-Dizdar Ekrema, Begagić – Omerašević Melisa, Doglod Amina

The inclusion of a two-year-old girl with type 1 diabetes in a regular preschool program represented both a challenge and a responsibility for the administration, teachers, parents, and staff of the institution, but also an opportunity to create space for socialization and inclusion. The child required continuous medical care: monitoring blood glucose levels, adjusting diet, determining physical activities, and timely response in case of hypoglycemia or hyperglycemia - all of which became the responsibility of the group teachers.

It was necessary to additionally educate the teachers and develop the skills of the entire staff to recognize specific needs and potential risks. Although challenges arose daily, cooperation with parents, continuous learning, and mutual support made it possible to overcome obstacles. This approach created a positive and safe environment for the child and provided the preschool with valuable experience in inclusive practices.

Based on this case, we wish to point out that in Bosnia and Herzegovina there is a lack of data and clear indicators of the presence of children with type 1 diabetes in preschool institutions. Through this practical example, we emphasize that the inclusion of this condition is possible but requires systemic support and clearer legal regulations. Ideally, the need for personal assistants for children of this age - as well as in the lower grades of primary school - should be actively considered.

Examples and experiences from practice can help in better understanding the problems and facilitate decision-making regarding the inclusion of children with diabetes in regular preschool programs, both for administration and for teaching teams within institutions.

The aim of this paper is to raise awareness among professionals and the general public about the need to include children with type 1 diabetes in the regular educational process from the earliest age, and to highlight the importance of all stakeholders in creating a safe stimulating environment.

Keywords: *type 1 diabetes, preschool, inclusion, cooperation*

REHABILITACIJA OSOBA S OŠTEĆENJEM VIDA STARIJE ŽIVOTNE DOBI

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Prosječna očekivana duljina života se tijekom 20. stoljeća produljila, a samim time se povećao i aktivni životni vijek osoba starijih od 65 godina. U Centru za odgoj i obrazovanje „Vinko Bek“ pratimo trend povećanja broja osoba s oštećenjem vida starijih od 65 godina koji se uključuju u rehabilitaciju. Od 2016. godine pa do danas u Centru „Vinko Bek“ je od ukupnog broja odraslih korisnika s oštećenjem vida u rehabilitaciju bilo uključeno 18,8% starijih od 65 godina s time da se trend povećanja broja takvih korisnika nastavlja. Kod osoba starijih od 65 godina prisutne su brojne tjelesne promjene: slabljenje vida, sluha i dodirne osjetljivosti, manje učinkovit imunosni sustav čime su podložni raznim oboljenjima, smanjena pokretljivost, promjene spavanja. S druge strane, osobe starije životne dobi imaju veliko praktično znanje odnosno mudrost, sposobnost promišljanja i primjene tog znanja te emocionalnu zrelost. Iako je gubitak vida trauma u svakoj dobi, osobe starije životne dobi često imaju iskustvo u nošenju s teškim i izazovnim situacijama što može olakšati prihvaćanje novonastalih okolnosti. Također, o stilu života i okolinskim čimbenicima starenja, ovisi u kakvom je općem stanju pojedinac stariji odrasli, koliko je motiviran raditi na sebi i koliko će se dobro rehabilitirati. Jedan od vrlo bitnih čimbenika u starijoj dobi je i kvaliteta socijalnih odnosa, odnosno podrška obitelji, prijatelja te plaćenih pomagača. Navedene i brojne druge tjelesne karakteristike te psihološki i socijalni čimbenici, uvelike utječu na tijek rehabilitacije kao i na specifičan pristup edukacijskih rehabilitatora, radnih terapeuta, socijalnih radnika, psihologa i ostalih stručnih radnika koji se moraju prilagoditi potrebama korisnika kako bi rehabilitacija bila uspješna.

Ključne riječi: *rehabilitacija, oštećenje vida, starije osobe, multidisciplinarni pristup*

REHABILITATION OF ELDERLY PEOPLE WITH VISUAL IMPERMENT

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The average life expectancy increased throughout the 20th century, which also resulted in a longer active lifespan for people over the age of 65. At the "Vinko Bek" Education and Rehabilitation Centre, we are witnessing a trend of a growing number of people aged 65 and older with visual impairments participating in rehabilitation programs. Since 2016, 18.8% of all adult users with visual impairments at the "Vinko Bek" Centre have been over 65, and this trend continues to rise. For people over the age of 65, many physical changes occur: weakening of vision, hearing, and tactile sensitivity, a less efficient immune system that makes them more susceptible to various illnesses, reduced mobility, and changes in sleep patterns. On the other hand, older adults often possess significant practical knowledge, wisdom, the ability to reflect on and apply this knowledge, and emotional maturity. While losing vision is traumatic at any age, older adults tend to have more experience dealing with difficult and challenging situations, which can make it easier for them to accept new circumstances. Furthermore, the overall condition of each elderly individual, their motivation to work on themselves, and how well they will rehabilitate are influenced by their lifestyle and environmental factors related to aging. One very important factor in old age is the quality of social relationships, particularly support from family, friends, and paid caregivers. These and many other physical characteristics, along with psychological and social factors, significantly affect the course of rehabilitation and the specific approach of educational rehabilitators, occupational therapists, social workers, psychologists, and other professionals who must adapt to the user's needs for the rehabilitation process to be successful.

Keywords: *rehabilitation, visual impairment, elderly people, multidisciplinary approach*

INOVACIJE KOJE MIJENJAJU SVAKODNEVNICU: ASISTIVNA TEHNOLOGIJA I POREMEĆAJ AUTISTIČNOG SPEKTRA

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Poremećaj iz spektra autizma (PAS) karakterišu izazovi u socijalnoj komunikaciji, ponavljajuća ponašanja i često prisutne senzorne teškoće. Asistivna tehnologija (AT) postaje sve važniji alat u osnaživanju osoba s PAS-om, omogućavajući im bolju komunikaciju, obrazovanje, emocionalnu regulaciju i samostalnost u svakodnevnom životu. Ovaj rad predstavlja pregled istraživanja objavljenih u posljednjih deset godina, s ciljem identifikovanja inovativnih pristupa u primjeni AT u radu s osobama s autizmom. Analizirano je sedam relevantnih studija koje obuhvataju različite oblike tehnologije; od mobilnih aplikacija, robota, augmentativnih komunikacijskih sistema, do nosivih uređaja za praćenje pažnje i emocija. Rezultati ukazuju na pozitivne efekte AT na funkcionalne sposobnosti osoba s PAS-om, ali i na potrebu za individualiziranim pristupom, stručnom podrškom i etički odgovornom primjenom tehnologije. Poseban izazov ostaje zastupljenost odraslih osoba s PAS-om u istraživanjima, kao i dostupnost tehnologije u zemljama s ograničenim resursima. Zaključuje se da AT, kada je pravilno odabrana i podržana, može značajno unaprijediti kvalitet života osoba iz spektra autizma i doprinijeti njihovoj inkluziji u sve aspekte društva.

Ključne riječi: *asistivna tehnologija, poremećaj iz spektra autizma, augmentativna komunikacija*

INNOVATIONS THAT CHANGE EVERYDAY LIFE: ASSISTIVE TECHNOLOGY AND AUTISTIC SPECTRUM DISORDER

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Autism spectrum disorder (ASD) is characterized by challenges in social communication, repetitive behaviors, and often the presence of sensory difficulties. **Assistive technology (AT)** is becoming an increasingly important tool in empowering individuals with ASD, enabling better communication, education, emotional regulation, and independence in daily life. This paper presents a review of research published in the past ten years, aiming to identify innovative approaches to the application of AT in working with individuals with autism. Seven relevant studies were analyzed, covering various forms of technology — from mobile applications, robots, and augmentative communication systems to wearable devices for monitoring attention and emotions. The results indicate positive effects of AT on the functional abilities of individuals with ASD, as well as the need for an individualized approach, professional support, and ethically responsible use of technology. A particular challenge remains the representation of adults with ASD in research, as well as the availability of technology in countries with limited resources. It is concluded that AT, when properly selected and supported, can significantly improve the quality of life of individuals on the autism spectrum and contribute to their inclusion in all aspects of society.

Keywords: *assistive technology, autism spectrum disorder, augmentative communication*

MIKROKREDENCIJALI KAO POTENCIJALNA PREDNOST STUDENATA S INVALIDITETOM U PRISTUPU TRŽIŠTU RADA

Gušić Neđmina

Savremeni trendovi u visokom obrazovanju sve više apostrofiraju potrebu za fleksibilnim i specifičnim oblicima učenja koji odgovaraju dinamičnim zahtjevima tržišta rada, kao i konceptu cjeloživotnog obrazovanja. Mikrokredencijali u savremenom svijetu odnosa potreba tržišta rada i opšteg obrazovanja jesu ključni alat legitimacije pojedinca u masi, jer pored znanja koje se stiče aktivnim učešćem u datom programu, oni predstavljaju digitalno priznate kvalifikacije koje potvrđuju uspješno apsolvirane specifične vještine kroz kratke i ciljno orjentisane edukacijske programe. U ovom radu istražuju se potencijali uvođenja mikrokredencijala na Univerzitetu u Sarajevu s naglaskom na njihovu ulogu na unapređenje postojećih edukacijskih programa, povećanju osposobljenosti studenata- s posebnim fokusom na studente s invaliditetom i jačanje međunarodne prepoznatljivosti Univerziteta u Sarajevu. Pored navedenog cilj je kroz prikaz ovog savremenog oblika edukacije olakšati samu prilagodbu visokog obrazovanja tržištu rada što je i obaveza preuzeta kandidaturom za pristup EU, a da se pri tome ne izgubi esencijalni značaj nauke. Analizom dostupne literature, primjera dobre prakse evropskih visokoškolskih ustanova, preliminarnim anketiranjem studenata i nastavnog osoblja nastoji se ukazati na potrebu za istim te prednosti i izazove implementacije u bosanskohercegovački kontekst. Rezultati ovog istraživanja ukazuju na mogućnost doprinosa većoj povezanosti univerziteta sa privredom, boljoj prilagođenosti studenata tržištu rada i razvoju inovativnih oblika nastave, uz potrebu za jasnim strateškim institucionalim okvirom kako se ne bi ugrozila akademska autonomija. Stoga važnost ovog rada ogleda se u tome što on otvara diskusiju o mjestu mikrokredencijala u obrazovanju u BiH te njihovom potencijalnom uticaju na transformaciju nastave i nastavne prakse na Univerzitetu u Sarajevu.

Ključne riječi: *mikrokredencijali, tržište rada, formalno obrazovanje, edukacijski programi*

MICRO-CREDENTIALS AS A POTENTIAL ADVANTAGE FOR STUDENTS WITH DISABILITIES IN ACCESSING THE LABOR MARKET

Gušić Neđmina

Contemporary trends in higher education emphasize the need for flexible and specialized forms of learning that align with the dynamic demands of the labor market and the concept of lifelong learning. In this context, micro-credentials represent a key instrument for the formal recognition of competencies, as they provide digitally verified qualifications confirming the successful acquisition of specific skills through short, targeted, and competency-oriented educational programs, in addition to knowledge gained through active participation. This study examines the potential implementation of micro-credentials at the University of Sarajevo, with particular focus on enhancing student employability—especially for students with disabilities—and improving the university's international visibility. The methodological framework includes a review of relevant literature, analysis of best practices from European higher education institutions, and a preliminary survey of student and faculty perceptions regarding micro-credentials. The study aims to open a discussion on the role of micro-credentials in connecting education with the labor market, transforming teaching practices, and developing innovative educational programs, while emphasizing the need for a clear institutional and strategic framework that preserves academic autonomy.

Keywords: *micro-credentials, labor market, formal education, educational programs*

RAZUMNA PRILAGODBA U INKLUZIVNOJ PRAKSI

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Inkluzivno obrazovanje podrazumijeva osiguravanje prilagođenog učenja za sve učenike u okviru redovnog školovanja. Učenje je specifičan proces koji treba biti prilagođen učeniku i njegovim sposobnostima. Učenici pohađaju školu sa svojim razlikovitostima te se razlikuju po vlastitim osobinama i sposobnostima za učenje.

Osnovna škola „Aleksa Šantić“ je jedna od škola u Kantonu Sarajevo koju pohađa preko hiljadu učenika. Odgoj i obrazovanje učenika u inkluzivnom okruženju moguće je sagledati kao proces promjene koji može započeti u svaki učesnik u ovom procesu ako je dovoljno otvoren i spreman na promjene ali treba istaći da je školska odgovornost i odgovornost svakog pojedinca u odgojno-obrazovnom procesu u pružanje pomoći i podrške koje će učenicima s teškoćama omogućiti obrazovanje koje zadovoljava njihove jedinstvene individualne odgojno-obrazovne potrebe. Kako bi se zadovoljile jedinstvene odgojno-obrazovne potrebe svakog učenika u navednoj školi, velika pažnja se poklanja adekvatnoj didaktičko-metodičkoj podršci, učinkovitim metodama podučavanja koje, kada se organizovano i multidisciplinarno provode, osiguravaju da od samog početka gotovo svi učenici imaju pristupačne sadržaje. U školi Aleksa Šantić se realizira 38 Individualno prilagođenih programa za učenike sa različitim teškoćama u razvoju što zahtijeva didaktičko-metodičku podršku koja podrazumijeva planiranje i implementaciju primjerenih metoda, sredstava, oblika i situacija u aktivnostima podučavanja i školskog učenja u svim etapama nastavnog procesa (priprema, obrada, vježbanje, ponavljanje, provjeravanje). Dakle, naglasak je na drugačijem načinu predstavljanja gradiva kako bi učenici s teškoćama u razvoju uspješnije i u skladu sa svojim sposobnostima ostvarili odgojno-obrazovne ishode. Cilj ovog rada je prikazati nekoliko primjera korištenja razumne prilagodbe koju sprovode nastavnici i mobilni stručni tim u radu sa učenicima naše škole a što može biti primjer za dodatnu nadogradnju i ideje, primjenu u drugim uslovima ili nekim drugim obrazovnim okruženjima.

Ključne riječi: *učenici s teškoćama u razvoju, razumna prilagodba, inkluzivno obrazovanje*

REASONABLE ACCOMMODATION IN INCLUSIVE PRACTICE

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Inclusive education entails ensuring adapted learning for all students within mainstream schooling. Learning is a specific process that must be tailored to the student and their abilities. Students attend school with their own differences and vary in their individual characteristics and learning capabilities.

"Aleksa Šantić" Primary School is one of the schools in Sarajevo Canton, attended by over a thousand students. The upbringing and education of students in an inclusive environment can be seen as a process of change—one that can begin with each participant, provided they are open and willing to change. However, it is important to emphasize that the school and each individual involved in the educational process have a responsibility to provide help and support that enables students with difficulties to receive an education that meets their unique, individual educational needs.

To meet the unique educational needs of each student at this school, great attention is given to appropriate didactic and methodological support, as well as effective teaching methods which, when implemented in an organized and multidisciplinary manner, ensure that almost all students have access to content from the very beginning. At "Aleksa Šantić" school, 38 Individualized Education Programs are implemented for students with various developmental difficulties. This requires didactic and methodological support, which includes the planning and implementation of suitable methods, tools, forms, and situations in teaching and school learning activities throughout all stages of the teaching process (preparation, instruction, practice, revision, assessment).

The emphasis, therefore, is on alternative ways of presenting educational content to help students with developmental difficulties achieve educational outcomes more successfully and in line with their abilities. The aim of this paper is to present several examples of the use of reasonable accommodation implemented by teachers and the mobile expert team in working with the students of our school. These examples can serve as models for further development or adaptation in other contexts or educational settings.

Keywords: *students with developmental difficulties, reasonable accommodation, inclusive education*

NAŠ PUT SA HUSEJNOM – SNAGA LJUBAVI, UPORNOSTI I RAZUMIJEVANJA

Hrustić-Šabanović Amra

Ovaj rad prikazuje lično iskustvo majke dječaka sa Down sindromom, obuhvatajući period od prenatalne sumnje i potvrde dijagnoze do savremenih životnih etapa, uključujući školovanje, sportske aktivnosti, glumu i izazove adolescencije. Poseban naglasak stavljen je na ključnu ulogu rane intervencije, aktivnog roditeljskog angažmana, kontinuiteta u radu i partnerskog odnosa između porodice i stručnjaka.

Autorica ukazuje na nedostatak sistemске podrške i prepreke koje proizlaze iz neinformisanosti i nesigurnosti institucionalnog okruženja prema djeci s razvojnim teškoćama. Kroz hronološki prikaz Husejinovog razvoja – od uključivanja u vrtić do pohađanja redovne osnovne škole – ističe se značaj individualiziranog pristupa, strpljenja i poštovanja tempa djeteta.

Prikazani su konkretni primjeri napretka u savladavanju socijalnih, akademskih i motoričkih vještina, kao i integracije u sportske i umjetničke programe. Husejinov razvoj potvrđuje da, uz stručnu podršku i porodičnu posvećenost, djeca sa Down sindromom mogu dostići visoke nivoe funkcionalne i društvene uključenosti.

Cilj izlaganja je osnažiti buduće defektologe i druge stručnjake da zadrže vjeru u potencijal svakog djeteta, bez obzira na tempo napretka, te da budu spremni na fleksibilne i kreativne metode rada. Autorica naglašava važnost pružanja podrške roditeljima, jer jedino kroz sinergiju stručnog znanja i roditeljske motivacije moguće je ostvariti rezultate koji često prevazilaze početna očekivanja.

Ključne riječi: *Down sindrom, roditeljsko iskustvo, inkluzija*

OUR JOURNEY WITH HUSEJN – THE STRENGTH OF LOVE, PERSEVERANCE, AND UNDERSTANDING

Hrustić-Šabanović Amra

This paper presents a first-hand account of a mother raising a boy with Down syndrome, covering the period from prenatal suspicion and confirmed diagnosis to his current life stages, including schooling, sports, acting, and the challenges of adolescence. The emphasis is placed on the critical role of early intervention, active parental engagement, continuity in therapeutic work, and a trust-based partnership between families and professionals.

The author highlights the lack of systemic support and the barriers stemming from institutional unawareness and hesitation in working with children with developmental difficulties. Through a chronological overview of Husejn's development – from integration into kindergarten to attendance at mainstream elementary school – the importance of individualized approaches, patience, and respect for the child's developmental pace is underscored.

Concrete examples illustrate progress in mastering social, academic, and motor skills, as well as successful integration into sports and artistic programs. Husejn's journey demonstrates that, with professional guidance and dedicated family support, children with Down syndrome can achieve a high level of functional and social inclusion.

The aim of the presentation is to encourage future special education professionals and other experts to maintain belief in every child's potential, regardless of the pace of progress, and to remain open to flexible and creative methods. The author stresses the necessity of providing consistent support to parents, as only through the synergy of professional expertise and parental motivation can outcomes be achieved that often exceed initial expectations.

Keywords: *Down syndrome, parental engagement, inclusion*

INOVATIVNA I RUČNO IZRAĐENA NISKOTEHNOLOŠKA ASISTIVNA TEHNOLOGIJA: ISKUSTVA ODGAJATELJA U VRTIČIMA I NJIHOVA ULOGA U RAZVOJU U RANOM DJETINJSTVU

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Ova studija ima za cilj istražiti kako odgajatelji u vrtićima ručno razvijaju i koriste niskotehnošku asistivnu tehnologiju (AT). Niskotehnoški AT odnosi se na jednostavne, jeftine uređaje dizajnirane da pomognu djeci s određenim razvojnim teškoćama. Istraživanje koristi kombinovani pristup kvantitativnih i kvalitativnih istraživačkih tehnika. Kroz anketu među odgajateljima prikupljeni su kvantitativni podaci o ručno izrađenim asistivnim alatima, dok su intervjui pružili kvalitativni uvid u motivaciju, izazove i iskustva nastavnika u korištenju ovih alata. Takođe je analiziran i sadržaj ručno izrađenih niskotehnoških AT alata pomoću kontrolne liste.

Rezultati pokazuju da ručno izrađeni niskotehnoški AT značajno utiče na angažman, razvoj i napredak djece, posebno u komunikaciji i motoričkim vještinama. Odgajatelji su takođe istakli važnost primjene ovih alata u procesu rane intervencije, uz primjetna poboljšanja u više aspekata dječijeg razvoja. Diskusija naglašava potrebu za dodatnim resursima i obukom kako bi se pomoglo odgajateljima da kreiraju i implementiraju efikasne AT alate, kao i ulogu kreativnosti u odgovaranju na individualne potrebe djece.

Ključne riječi: *niskotehnoška asistivna tehnologija, rana intervencija, djeca s teškoćama u razvoju, inkluzivno obrazovanje, ručno izrađeni alati, vrtić.*

INNOVATIVE AND HANDCRAFTED LOW-TECH ASSISTIVE TOOLS: THE EXPERIENCES OF KINDERGARTEN EDUCATORS AND THEIR ROLE IN EARLY CHILDHOOD DEVELOPMENT

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This study aims to explore how kindergarten educators manually develop and use low-tech assistive technology (AT). Low-tech AT refers to simple, inexpensive devices designed to help children who have certain developmental disabilities. The research uses a combined approach of quantitative and qualitative research techniques. Through surveys of educators we collected quantitative data related to hand-designed ATs, while interviews provided qualitative insights into the motivations, challenges and experiences of teachers with these tools, we also analyzed the content of hand-created low-tech ATs through a checklist.

The results show that handmade low-tech ATs significantly impact and benefit children's engagement, development and progress, especially in communication and motor skills. Educators also emphasized the importance of applying these tools in the early intervention process, noting improvements in more developmental aspects of children. The discussion highlights the need for additional resources and training to help educators create and implement effective AT devices, as well as the role of creativity in emphasizing the individual needs of students.

Keywords: *low-tech assistive technology, early intervention, children with disabilities, inclusive education, handmade items, kindergarten.*

KOMUNIKACIJA SIMBOLIMA PUTEM INCLUDE U RADU SA DJECOM

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U cilju podizanja kvalitete rada sa djecom kojoj je potreban dodatni podsticaj za savladavanje vještina za polazak u školu, kao i djeci osnovnoškolskog uzrasta sa teškoćama u razvoju u školskoj 2024/2025. godini u defektološki tretman u se uvodi INclude® radna ploče sa simbolima. INclude® set sadrži šest zidnih strunjača i dvije knjige s komunikacijskim simbolima, koji su razvrstani u deset kategorija sa uputstvom za aktivnosti koje se mogu realizirati posebno ili kombinovati. Tokom rada evidentira se da upotreba INclude® seta posebno pozitivno utiče na motivaciju i korekciju ponašanja, na razvoj receptivnog i ekspresivnog govora, orijentacije u prostoru, fine motorike i pažnje. Tokom tretmana evidentirali su i nedostaci i tražila rješenja za prevazilaženje nedostataka. Upotreba INclude® seta kao pomažućeg sredstva u stručnom tretmanu rezultira brojnim benefitima za maksimalni razvoj djece predškolskog i osnovnoškolskog uzrasta.

Ključne riječi: *INclude® set, razvoj vještina, motivacija*

COMMUNICATION WITH SYMBOLS THROUGH INCLUDE IN WORKING WITH CHILDREN

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In order to improve the quality of work with children who need additional support to master skills for starting school, as well as children of primary school age with developmental disabilities, INclude® work boards with symbols are being introduced into defectology treatment in the 2024/2025 school year. The INclude® set contains six wall mats and two books with communication symbols, which are classified into ten categories with instructions for activities that can be implemented separately or combined. During the work, it was recorded that the use of the INclude® set has a particularly positive effect on motivation and behavior correction, on the development of receptive and expressive speech, spatial orientation, fine motor skills and attention. During the treatment, deficits were also identified and solutions were sought to overcome them. The use of the INclude® set as an aid in specialized treatment results in numerous benefits for the maximum development of preschool and primary school children.

Keywords: *INclude® set, skill development, motivation*

PUT KA SAMOSTALNOSTI UČENIKA - ERASMUS+ AKREDITACIJA U ČEŠKOJ

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Program Erasmus+ akreditacije u oblasti opšteg obrazovanja omogućava nastavnicima, stručnim saradnicima, direktorima i drugom školskom osoblju stručno usavršavanje kroz projekte mobilnosti (job shadowing) i obuke usmerene na strateško planiranje i ostvarivanje razvojnih ciljeva ustanove. Na ovaj način unapređuju se profesionalne kompetencije zaposlenih, što direktno doprinosi kvalitetu obrazovno-vaspitnog procesa. Poseban značaj imaju upoznavanje i primena inovativnih praktičnih rešenja, razmena iskustava na evropskom nivou i deljenje rezultata kroz primere dobre prakse, čime se širi mreža evropskih škola i jača međunarodna saradnja među obrazovnim institucijama.

U tom kontekstu, projektni tim OŠ „Anton Skala” iz Beograda realizovao je mobilnost u Autističkoj školi u Brnu (Češka). Tokom stručne posete ostvarena je neposredna razmena iskustava sa kolegama i detaljan uvid u organizaciju rada škole, koja svojim metodama i pristupima potvrđuje prioritet primene strukturiranog učenja u obrazovanju i vaspitanju učenika iz spektra autizma. Da bi se deci iz spektra autizma omogućilo da maksimalno razviju svoje sposobnosti i veštine, izuzetno je važna primena struktuirane metodologije zasnovane na principima programa TEACCH. Ovaj pristup se temelji na tri ključna principa: strukturaciji, vizuelizaciji i individualizaciji, koji obezbeđuju jasno, predvidivo i podsticajno okruženje za učenje. Poseta Autističkoj školi u Brnu nam je pokazala značaj prilagođenih školskih programa za decu iz spektra autizma koji se u skladu sa individualnim potrebama deteta po potrebi dalje korigujete iz njega proizilaze edukativni planovi.

Prezentacijom će biti prikazan rad posvećen značaju primene strukturiranog učenja, njegovim benefitima u razvoju komunikacionih i socijalnih veština, unapređivanju samostalnosti učenika i stvaranju uslova za njihovu bolju integraciju u društvo.

Ključne reči: *Erasmus+, mobilnost, struktuirano učenje, autizam, primeri dobre prakse*

THE PATH TO STUDENT INDEPENDENCE – ERASMUS+ IN THE CZECH REPUBLIC

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The Erasmus+ accreditation program enables teachers and other school staff to engage in professional development through mobility projects and training focused on strategic planning and the achievement of institutional development goals. In this way, the professional competencies of staff are strengthened, directly contributing to the quality of the educational process. Of particular importance are the introduction and application of innovative practices, the exchange of experiences at the European level, and the dissemination of results through examples of good practice, which expand the network of European schools and foster stronger international co-operation among educational institutions.

Within this framework, the project team of Anton *Skala* from Belgrade carried out a mobility project at the School for Autism in Brno. During the study visit, participants engaged in direct exchange with colleagues and gained in-depth insights into the school's organization, which, through its methods and approaches, confirms the importance of structured teaching in the education and upbringing of students with autism. To enable children with autism to fully develop their abilities and skills, the application of a structured methodology based on the principles of the TEACCH program is essential. This approach relies on three key principles structuring, visualization, and individualization which together create a clear, predictable, and stimulating learning environment. The visit to the Autism School in Brno showed us the importance of adapted school programs for children on the autism spectrum, which are further adjusted as needed according to the individual needs of the child, and from them educational plans are derived.

The presentation will focus on the significance of structured teaching, its benefits in fostering communication and social skills, enhancing student independence, and creating conditions for better integration into society.

Keywords: *Erasmus+, structured teaching, autism, good practice examples*

VRŠNJAČKO UČENJE UČENIKA SA SMETNJAMA U RAZVOJU U INOSTRANSTVU, ERASMUS+ PROJEKAT

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ŠOSO „Vukašin Marković“, Kragujevac, R. Srbija

Škola za obrazovanje učenika sa smetnjama u razvoju dobila je svoju prvu Erasmus + akreditaciju školske 2024/25. godine. Akreditacijom se dobija višegodišnja mogućnost realizacije Erasmus + projekata, te odlazak u posetu školama i pohađanje različitih kurseva u inostranstvu radi postizanja određenih ciljeva, kao što su učenje posmatranjem kolega na radnom mestu, sticanja znanja o novim i drugačijim metodama rada, učenje novih digitalnih vještina, sticanje znanja o asistivnim tehnologijama...Ove ciljeve moguće je realizovati i pohađanjem različitih vrsta kurseva.

Poeben iskorak napravljen je i vođenjem na mobilnost učenika sa smetnjama u razvoju i invaliditetom. Na mobilnost su išla dva učenika. Jedan učenik je iz prvog ciklusa obrazovanja. Drugi učenik je iz srednje škole. Oba učenika imaju višestruke smetnje u razvoju i intelektualnu ometenost. Kao pratioci učenika, u projekat su uključene i mame.

U školi koja je bila naš domaćin, učenici su zajedno sa učenicima škole domaćina imali niz zajedničkih aktivnosti. Aktivnosti su realizovane prema predviđenim danima. Shodno svojim mogućnostima učenici su realizovali unapred definisane korake učenja prema individualnom obrazovnom planu učenja 2 (IOP sa izmenjenim sadržajem), što im je u inostranstvu potvrđeno izdavanjem sertifikata o učenju a tokom boravka u inostranoj školi, a kod nas je učenicima priznato kroz pozitivnu evaluaciju istih koraka u IOPu2. Kako učenici pripadaju različitim ciklusima obrazovanja, aktivnosti su realizovane kroz različite radionice.

Iskustvo koje su učenici stekli tokom boravka, preneli su vršnjacima, zaposlenima u školi i svojim porodicama. Mame su prenele svoja iskustva u neformalnim razgovorima sa drugim roditeljima, na Savetu roditelja, prenoseći pozitivne utiske i afirmacijom drugim roditeljima da iskoriste narednu priliku, kao i da bi se ponovo uključile u ovakav projekat.

Ključne reči: učenje, iskustvo, inostrana škola, projekat

PEER LEARNING OF STUDENTS WITH DISABILITIES ABROAD, ERASMUS+ PROJECT

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The School for the Education of Students with Disabilities has received its first Erasmus+ accreditation for the academic year 2024/25. Accreditation provides a multi-year opportunity to implement Erasmus + projects, as well as visiting schools and attending various courses abroad in order to achieve certain goals, such as learning by observing colleagues at work, gaining knowledge about new and different work methods, learning new digital skills, acquiring knowledge about assistive technologies... These goals can also be realized by attending different types of courses.

In the school that was our host, the students together with the students of the host school had a series of joint activities. The activities were carried out according to the scheduled days. According to their abilities, the students realized the pre-defined learning steps according to the individual educational learning plan 2 (IEP with modified content), which was confirmed abroad by the issuance of a learning certificate during their stay in a foreign school, and in our country it was recognized by the students through a positive evaluation of the same steps in the IEP 2. As the students belong to different cycles of education, the activities are realized through different workshops.

The experience that the students gained during their stay, they passed on to their peers, school employees and their families. Moms shared their experiences in informal conversations with other parents, at the Parents' Council, conveying positive impressions and affirming to other parents to take advantage of the next opportunity, as well as to get involved in this kind of project again.

Keywords: *Learning, experience, foreign school, project*

UČESTALOST ARTIKULACIJSKIH POREMEĆAJA DJECE POLAZNIKA PROGRAMA OBAVEZNOG PREDŠKOLSKOG ODGOJA I OBRAZOVANJA

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Najčešće prisutni govorni poremećaji kod djece predškolske dobi su artikulacijski poremećaji. Pod pojmom poremećaj izgovora podrazumjeva se djetetova nemogućnost pravilnog izgovora određenog glasa ili više glasova bilo da ih izostavlja (omituje), mijenja sa nekim drugim glasom (supstituiše) ili ga izgovara nepravilno (distorzuje). Cilj ovog istraživanja bio je utvrditi učestalost artikulacijskih poremećaja kod djece polaznika Programa obaveznog predškolskog odgoja i obrazovanja. Za ispitivanje artikulacijskog statusa korišten je „Test artikulacije“ (Salihović, Junuzović- Žunić, 2009). Uzorak je činilo 68 djece oba spola. Rezultati su pokazali da je 29 ispitanika (42,6%) imalo artikulacijske teškoće, dok 39 ispitanika (57,4%) imalo je uredan govorno- jezički razvoj. Analizirajući zastupljenost pojedinih artikulacijskih poremećaja 8 ispitanika (27,6%) imalo je poremećaj izgovora glasova iz skupine sigmatizma, 7 ispitanika (24,1%) imalo je rotacizam, dok 14 ispitanika (48,3%) imalo je kombinaciju nepravilnog izgovora glasova iz skupine sigmatizma, lambdacizma i rotacizma. Analizirajući postoji li razlika između muških i ženskih ispitanika u odnosu na artikulacijske poremećaje, rezultati su pokazali statistički značajnu razliku (χ^2 test= 0,02). Logopedskim tretmanom artikulacijskih poremećaja preveniramo negativne uticaje koji se mogu odraziti na djetetove govorne sposobnosti, razumijevanje govora za širu socijalnu sredinu, emocionalni razvoj djeteta, a u školskom periodu na usvajanje vještina pisanja i čitanja.

Ključne riječi: artikulacijski poremećaji, logopedski tretman, predškolska dob

FREQUENCY OF ARTICULATION DISORDERS IN CHILDREN ATTENDING THE ORGANIZED FORMS OF PRESCHOOL EDUCATION

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The most common speech disorders in preschool children are articulation disorders. The term pronunciation disorder refers to a child's inability to correctly pronounce a certain sound or several sounds, either by omitting them (omitting), replacing them with another sound (substituting) or pronouncing them incorrectly (distorting). The aim of this study was to determine the frequency of articulation disorders in children attending the Organized forms of preschool education. The "Articulation Test" (Salihović, Junuzović- Žunić, 2009) was used to examine articulation status. The sample consisted of 68 children of both sexes. The results showed that 29 respondents (42.6%) had articulation difficulties, while 39 respondents (57.4%) had normal speech and language development. Analyzing the prevalence of individual articulation disorders, 8 respondents (27.6%) had a pronunciation disorder of sounds from the sigmatism group, 7 respondents (24.1%) had rhotacism, while 14 respondents (48.3%) had a combination of incorrect pronunciation of sounds from the sigmatism, lambdacism and rhotacism groups. Analyzing whether there is a difference between male and female respondents in relation to articulation disorders, the results showed a statistically significant difference (χ^2 test = 0.02). Speech therapy treatment of articulation disorders prevents negative impacts that can be reflected in the child's speech abilities, understanding of speech for the wider social environment, the child's emotional development, and in the school period on the acquisition of writing and reading skills.

Keywords: *articulation disorders, speech therapy treatment, preschool age*

OPIS DJELATNOSTI MOBILNOG STRUČNOG TIMA CRIP-A CAZIN

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Centar za razvoj inkluzivnih praksi Cazin

Centar za razvoj inkluzivnih praksi Cazin radi kao produžena djelatnost OŠ „Lejla Harlahović-Hušić“ od 2016. godine kroz kabinete: logopedski, radni, kabinet za somatoterapiju, senzorni, psiho-socijalni kabinet, centar znanja i mobilni stručni tim. CRIP Cazin podršku pruža djeci/učenicima, odgajateljima, učiteljima/nastavnicima, stručnim saradnicima, asistentima i roditeljima na području grada Cazin, te općina Velika Kladuša i Bužim.

Osnovna zadaća je osnažiti sistem za pružanje inkluzivnih usluga djeci/učenicima sa poteškoćama u razvoju kako bi mogli biti stvarno uključeni u redovni sistem zajedno sa svojim vršnjacima bez poteškoća u razvoju. Mobilni stručni timovi odgovorni su Ministarstvu obrazovanja, nauke, kulture i sporta USK-a te Pedagoškom zavodu USK-a.

Mobilni stručni tim pruža savjetodavnu podršku odgojno-obrazovnim ustanovama, savjetuje odgajatelje, učitelje/nastavnike, stručne saradnike i asistente u vrtiću/nastavi, te radi individualizaciju/prilagodbu metoda i okruženja sposobnostima, potrebama i interesima djeteta/učenika sa poteškoćama u razvoju.

MST sudjeluje u procjeni sposobnosti, interesa i potreba djeteta/učenika sa poteškoćama u razvoju, radi na razvoju prilagođenog plana i programa za svakog učenika, savjetuje i intervjuira roditelje o sposobnostima i interesima djeteta, asistira na uključivanju djeteta/učenika sa poteškoćama u razvoju u redovne odgojno-obrazovne ustanove, doprinosi u saradnji sa zajednicom i nevladinim udruženjima za djecu/učenike sa poteškoćama u razvoju.

Članovi mobilnih stručnih timova ne rade individualno sa djetetom/učenicom sa poteškoćama u razvoju, uz prethodno potpisanu suglasnost od strane roditelja provode opservacije u grupi/razredu u skladu sa potrebama i teškoćom kod djeteta/učenika /jednom sedmično u trajanju od dva školska časa, najmanje tri puta/ nakon čega se piše mišljenje o djetetu/učeniku po socijalnom modelu ističući jake strane djeteta, a koje uključuje dalje preporuke za rad sa djetetom/učenicom. U rad MST-a se po potrebi uključuju terapeuti iz kabineta.

Ključne riječi: *mobilni stručni tim, podrška, opservacija, mišljenje sa preporukama*

DESCRIPTION OF THE ACTIVITIES OF THE MOBILE EXPERT TEAM OF CRIP CAZIN

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Center for the Development of Inclusive Practices Cazin

The Center for the Development of Inclusive Practices Cazin has been operating as an extended activity of the Primary School "Lejla Hairlahović-Hušić" since 2016 through the following cabinets: speech therapy, work, somatotherapy cabinet, sensory, psychosocial cabinet, knowledge center and mobile expert team. CRIP Cazin provides support to children/students, educators, teachers, professional associates, assistants and parents in the area of the city of Cazin, and the municipalities of Velika Kladuša and Bužim.

The main task is to strengthen the system for providing inclusive services to children/students with developmental disabilities so that they can be really included in the regular system together with their peers without developmental disabilities. Mobile expert teams are responsible to the Ministry of Education, Science, Culture and Sports of USK and the Pedagogical Institute of USK.

The mobile expert team provides advisory support to educational institutions, advises educators, teachers, professional associates and assistants in kindergarten/teaching, and works on individualization/adjustment of methods and environment to the abilities, needs and interests of children/students with developmental disabilities.

MST participates in the assessment of the abilities, interests and needs of a child/student with developmental disabilities, works on the development of an adapted plan and program for each student, advises and interviews parents about the child's abilities and interests, assists in the inclusion of a child/student with developmental disabilities in regular educational institutions, contributes to cooperation with the community and non-governmental associations for children/students with developmental disabilities.

The members of the mobile professional teams do not work individually with the child/student with developmental difficulties, with the prior signed consent of the parents, they conduct observations in a group/class in accordance with the needs and difficulty of the child/student /once a week for two school hours, at least three times/ after which an opinion is written about the child/student according to the social model highlighting the strengths of the child, which includes further recommendations for working with the child/student. If necessary, therapists from the cabinet are involved in the work of the MST.

Keywords: *mobile expert team, support, observation, opinion with recommendations*

ВАННАСТАВНЕ АКТИВНОСТИ КАО ПОДСТИЦАЈ ПСИХОФИЗИЧКОМ РАЗВОЈУ И СОЦИЈАЛНОЈ ИНКЛУЗИЈИ УЧЕНИКА

Кирковска Драгана, Станоевска Сузана, Лазароска Марија, Карајанова Ивана

Основно училиште со ресурсен центар „Кочо Рацин“ – Битола, Република Македонија

Ваннаставне активности у школској 2024/2025. години реализују се кроз дванаест ученичких секција, слободно организоване активности према посебним годишњим програмима рада, као и активности по слободном избору ученика. Оне обухватају екскурзије, излете, посете културним и образовним институцијама, посматрања у природи, учествовање у радионицама, као и бројне спортске манифестације, у складу са потребама, интересовањима и способностима ученика. Наставници планирају садржаје који се могу реализовати и ван школског простора, у сарадњи са родитељима/старатељима и уз њихову сагласност.

Ваннаставне активности имају вишеструко позитиван утицај на психофизички развој ученика. Оне доприносе развоју моторичких способности, унапређењу физичког здравља, јачању социјалних вештина и подстицању емоционалне стабилности. Посебан значај има њихова улога у адаптацији и социјализацији ученика, посебно оних са сметњама у развоју, јер кроз дружење и заједничке активности са вршњацима из редовних школа долази до превазилажења предрасуда и рушења социјалних баријера.

На овим активностима сви ученици су равноправни, што потврђује и чињеница да наши ученици редовно освајају награде, признања и дипломе на општинском, републичком и међународном нивоу, учествујући у различитим такмичењима, конкурсима и јавним догађајима. Активно учествујемо у државним и међународним манифестацијама, као и у радионицама на локалном нивоу, са нагласком на социјалну инклузију и интеграцију.

Резултати досадашње праксе показују да овакав приступ доприноси јачању самопоуздања, развијању тимског духа и осећаја припадности код ученика. Ваннаставне активности потврђују важност сарадње школе, родитеља и локалне заједнице у стварању подстицајног и инклузивног образовног окружења, које омогућава сваком ученику да развија своје потенцијале.

Кључне речи: ваннаставне активности, инклузија, социјализација, психофизички развој, ученици

EXTRACURRICULAR ACTIVITIES AS A STIMULUS FOR PSYCHOPHYSICAL DEVELOPMENT AND SOCIAL INCLUSION OF STUDENTS

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Extracurricular activities in the 2024/2025 school year are implemented through twelve student sections, freely organized activities according to special annual work programs, as well as activities of the student's free choice. They include excursions, trips, visits to cultural and educational institutions, nature observations, participation in workshops, as well as numerous sports events, in accordance with the needs, interests and abilities of students. Teachers plan content that can be implemented outside the school premises, in cooperation with parents/guardians and with their consent.

Extracurricular activities have a multiple positive impact on the psychophysical development of students. They contribute to the development of motor skills, the improvement of physical health, the strengthening of social skills and the encouragement of emotional stability. Their role in the adaptation and socialization of students, especially those with developmental disabilities, is of particular importance, because through socializing and joint activities with peers from regular schools, prejudices are overcome and social barriers are broken down.

All students are equal in these activities, which is confirmed by the fact that our students regularly win awards, recognitions and diplomas at the municipal, republican and international levels, participating in various competitions, contests and public events. We actively participate in national and international events, as well as in workshops at the local level, with an emphasis on social inclusion and integration.

The results of previous practice show that this approach contributes to strengthening self-confidence, developing team spirit and a sense of belonging among students. Extracurricular activities confirm the importance of cooperation between school, parents and the local community in creating a stimulating and inclusive educational environment, which allows each student to develop their potential.

Keywords: *extracurricular activities, inclusion, socialization, psychophysical development, students*

SAMOPERCEPCIJA, SOCIJALNO ISKUSTVO, DRUŠTVENA INTEGRACIJA I IZAZOVI ŽENA S OŠTEĆENJEM VIDA ILI SLJEPOĆOM U DRUŠTVU

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Državna škola za rehabilitaciju djece i omladine sa oštećenjem vida "Dimitar Vlahov" – Skoplje

Samopercepcija i socijalno iskustvo žena s oštećenjem vida ili sljepoćom rezultat su višeslojnih individualnih i strukturnih faktora koji utiču kako na njihov lični identitet, tako i na njihovu društvenu uključenost. Istraživanja ukazuju da se ove žene suočavaju s „dvostrukom diskriminacijom“ – s jedne strane zbog invaliditeta, a s druge zbog rodne nejednakosti, što rezultira ograničenim mogućnostima za obrazovanje, zaposlenje i socijalnu integraciju. Brojni izveštaji za Balkan i Evropu pokazuju da su stope zaposlenosti žena s invaliditetom znatno niže od opšte populacije, a pristup inkluzivnom obrazovanju je ograničen zbog infrastrukturnih i programskih nedostataka.

Formiranje samopercepcije kod žena s oštećenjem vida ili sljepoćom determinisano je uticajem porodične sredine, obrazovnog sistema, medijskih sadržaja i svakodnevnih društvenih interakcija. Lična iskustva, odnos bližnjih i svakodnevna socijalna interakcija često određuju samopouzdanje i sposobnost za autonomno odlučivanje kod ovih žena. Najuspešnije strategije samozastupanja kod žena s oštećenjem vida povezane su sa pristupom kvalitetnom formalnom i neformalnom obrazovanju, jačanjem finansijske nezavisnosti, mentorski podržanim socijalnim grupama i pristupom adaptiranoj tehnologiji. Istovremeno, društveni stereotipi o invaliditetu kao simbolu nemoći doprinose socijalnoj izolaciji i smanjenoj vidljivosti u javnom životu.

Proces izgradnje pozitivne samopercepcije kod ovih žena je konstantan i zavisi od dostupnosti podrške, omogućavanja lične inicijative i priznavanja njihove individualne vrednosti. Istraživanja pokazuju da one žene koje imaju pristup podržavajućim obrazovnim i profesionalnim zajednicama uspešnije razvijaju samopouzdanje, otpornost i aktivno se uključuju u građanske i društvene procese. Za pravu promenu potrebne su strukturne reforme koje će obezbediti neometan pristup obrazovanju, adaptiranoj infrastrukturi, ekonomskim mogućnostima i javnom diskursu koji afirmiše ulogu žene s oštećenjem vida kao jednake i aktivne članice društva.

Zaključno, jačanje kapaciteta i društvena integracija žena s oštećenjem vida ili sljepoćom predstavljaju osnovni preduslov za izgradnju održivog, pravičnog i inkluzivnog društva, pri čemu kontinuirana podrška i priznavanje uloge ovih žena od strane šire zajednice imaju ključnu važnost.

Ključne reči: *samopercepcija, socijalna inkluzija, autonomija, osnaživanje*

SELF-PERCEPTION, SOCIAL EXPERIENCE, AND SOCIETAL INTEGRATION OF WOMEN WITH VISUAL IMPAIRMENT OR BLINDNESS IN SOCIETY

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Self-perception and social experience of women with visual impairment or blindness are the result of multilayered individual and structural factors that influence both their personal identity and their societal inclusion. Research indicates that these women face "double discrimination" – on one hand due to disability, and on the other due to gender inequality, which results in limited opportunities for education, employment, and social integration. Numerous reports from the Balkans and Europe show that employment rates for women with disabilities are significantly lower than the general population, and access to inclusive education remains limited due to infrastructural and programmatic deficiencies.

The development of self-perception among women with visual impairment or blindness is determined by the influence of family environment, educational system, media content, and day-to-day social interactions. These multidimensional factors jointly shape confidence, autonomy, and resilience in the face of social challenges. Personal experiences, relationships with close ones, and daily social interactions often determine these women's self-confidence and capacity for autonomous decision-making. The most successful self-advocacy strategies among women with visual impairments are linked to access to quality formal and informal education, strengthening financial independence, mentor-supported social groups, and access to adaptive technology. At the same time, societal stereotypes equating disability with helplessness contribute to social isolation and reduced visibility in public life.

The process of building positive self-perception among these women is ongoing and depends on the availability of support, enabling personal initiative, and recognition of their individual value. Research shows that women with access to supportive educational and professional communities more effectively develop confidence, resilience, and actively engage in civic and social processes. Genuine change requires structural reforms that ensure unhindered access to education, adaptive infrastructure, economic opportunities, and a public discourse that affirms the role of women with visual impairments as equal and active members of society.

In conclusion, the empowerment and social integration of women with visual impairment or blindness constitute fundamental prerequisites for the development of a sustainable, equitable, and inclusive society, where continuous support and recognition by the broader community play a crucial role.

Keywords: *Self-perception, social inclusion, autonomy, empowerment*

NUMICON METODA: INOVATIVNI PRISTUPI INKLUZIVNOJ MATEMATIČKOJ EDUKACIJI DJECE

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Matematika je temeljna kompetencija za svakodnevni život i uspješno uključivanje u obrazovni sustav, osobito za djecu s teškoćama u razvoju i učenju. Numicon metoda, razvijena od strane Oxford University Pressa i nagrađena kao najbolja svjetska metoda za poučavanje matematike, oslanja se na multisenzorni pristup, vizualne obrasce i praktične manipulative. Hrvatska udruga za ranu edukaciju – Hureka, ovlaštena od Oxford University Pressa, provodi edukacije i radionice u Hrvatskoj, Srbiji, Bosni i Hercegovini i Sloveniji s ciljem podizanja kompetencija odgojno-obrazovnih djelatnika te unaprjeđenja matematičkih vještina djece.

U ovom radu prikazujemo rezultate višegodišnje primjene Numicon metode u radu s djecom urednog razvoja, djecom s teškoćama u učenju i djecom s intelektualnim teškoćama. Fokus istraživanja bio je na usvajanju osnovnih matematičkih pojmova (brojevi, količina, odnosi, zbrajanje, oduzimanje, množenje i diljenje), te na vještinama funkcionalne matematike (raspolaganje novcem, orijentacija u vremenu i prostoru, mjerenje duljine i mase).

Korištene metode uključivale su kvalitativnu analizu studija slučaja i kvantitativno praćenje napretka kroz standardizirane zadatke.

Rezultati pokazuju da djeca koja su učila matematičke pojmove uz pomoć Numicona postižu značajno bolje rezultate u razumijevanju odnosa među brojevima, razvijaju veću motivaciju za učenje matematike te ostvaruju bolju inkluziju u redovnim obrazovnim razredima. Posebno se ističe napredak djece s intelektualnim teškoćama, kod kojih su uočeni pomaci u samostalnosti i primjeni matematičkih vještina u svakodnevnim aktivnostima.

Iskustva iz prakse također potvrđuju da edukacija odgojno-obrazovnih djelatnika u primjeni Numicon metode doprinosi njihovoj sigurnosti u poučavanju matematike i pruža im alate za diferencirani rad u heterogenim skupinama. Time se unapređuje kvaliteta nastave te stvaraju preduvjeti za inkluzivnije obrazovno okruženje u kojem sva djeca mogu napredovati prema svojim mogućnostima.

Numicon metoda dokazuje da inovativni, strukturirani i vizualno podržani pristupi imaju ključnu ulogu u inkluzivnom obrazovanju i dugoročnom osnaživanju djece.

Ključne riječi: *Numicon; matematika; inkluzija; intelektualne teškoće; rana edukacija*

NUMICON METHOD: INNOVATIVE APPROACHES TO INCLUSIVE MATHEMATICS EDUCATION FOR CHILDREN

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Mathematics is a fundamental competence for everyday life and successful inclusion in the educational system, especially for children with developmental and learning difficulties. The Numicon method, developed by Oxford University Press and recognized as the world's leading approach to teaching mathematics, relies on a multisensory strategy, visual patterns, and practical manipulatives. The Croatian Association for Early Education – Hureka, accredited by Oxford University Press, provides professional development and workshops in Croatia, Serbia, Bosnia and Herzegovina, and Slovenia with the aim of strengthening educators' competences and improving children's mathematical skills.

This paper presents the results of several years of implementing the Numicon method with typically developing children, children with learning difficulties, and children with intellectual disabilities. The research focused on the acquisition of fundamental mathematical concepts (numbers, quantity, relations, addition, subtraction, multiplication, and division), as well as functional mathematics skills (managing money, orientation in time and space, measuring length and mass). The applied methodology included qualitative case study analysis and quantitative monitoring of progress through standardized tasks.

The results demonstrate that children who learned mathematical concepts through Numicon achieved significantly better outcomes in understanding numerical relationships, developed greater motivation for learning mathematics, and experienced more successful inclusion in mainstream education. Notably, children with intellectual disabilities showed improvements in independence and in applying mathematical skills to everyday activities.

Practical experience also confirms that training educational professionals in the implementation of the Numicon method enhances their confidence in teaching mathematics and equips them with tools for differentiated instruction in heterogeneous groups. This contributes to improving the quality of teaching and creates the foundations for a more inclusive educational environment in which all children can progress according to their abilities.

The Numicon method confirms that innovative, structured, and visually supported approaches play a crucial role in inclusive education and in empowering children for long-term success.

Keywords: *Numicon; mathematics; inclusion; intellectual disabilities; early education*

EFIKASNOST SAVREMENIH METODA LIJEČENJA AMBLIOPIJE KOD DJECE UZRASTA 4–8 GODINA: UPOREDNA ANALIZA KLASIČNE I DIGITALNE TERAPIJE

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Ambliopija je najčešći uzrok smanjene vidne oštrote kod djece, a pravovremena intervencija u kritičnom periodu vizualne plastičnosti do 7–8 godina ključna je za uspjeh terapije. Tradicionalno liječenje uključuje zatvaranje zdravog oka (occlusion therapy), dok savremeni pristupi koriste digitalne binokularne metode, poput dihop-tičkih video-igara i virtualne stvarnosti (VR).

Ovaj rad prikazuje i upoređuje efikasnost klasičnih i digitalnih metoda liječenja kod djece uzrasta 4–8 godina, uz osvrt na prednosti i ograničenja svake terapije.

Analizirali smo efikasnost okluzione terapije u odnosu na digitalnu terapiju kod 50 ambliopne (slabovidne) djece uzrasta 4-8 godina i to 20 ispitanika muškog spola i 30 ispitanika ženskog spola. Terapija se provodila svakodnevno u trajanju od 1-5 sati u zavisnosti od težine slabovidnosti. Period praćenja je bio 6 mjeseci.

Kod 60% ispitanika došlo je do poboljšanja vidne oštrote za 2-3 reda, dok je značajno poboljšanje stereo vida od 70% bilo dok ispitanika koji su koristili digitalnu terapiju. Motivacija je bila često slabija sa otežanom koncentracijom kod 20% ispitanika sa okluzionom terapijom dok je kod 80% njih bila prisutna veća motivacija zbog igre.

Iako je zatvaranje i dalje najučinkovitiji oblik terapije, digitalne metode pokazuju značajan potencijal, posebno kod djece koja se teško pridržavaju klasičnog režima. Binokularni pristup digitalne terapije može istovremeno poboljšati vidnu oštrinu i binokularnu funkciju, što je klinički značajno. Međutim, ograničenja uključuju potrebu za specifičnom opremom, edukacijom roditelja i visoku motivaciju djeteta.

Za djecu uzrasta 4–8 godina, i klasična i digitalna terapija mogu značajno poboljšati vidnu oštrinu. Odabir terapije treba biti individualiziran, ovisno o dostupnosti, saradnji djeteta i ciljevima liječenja. Kombinacija metoda mogla bi biti optimalna strategija, uz daljnja istraživanja koja bi potvrdila dugoročne učinke digitalnih pristupa.

Ključne riječi: *ambliopije, okluzija, digitalna terapija*

EFFECTIVENESS OF MODERN METHODS OF TREATING AMBLYOPIA IN CHILDREN AGED 4–8 YEARS: COMPARATIVE ANALYSIS OF CLASSICAL AND DIGITAL THERAPY

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Amblyopia is the most common cause of reduced visual acuity in children, and timely intervention in the critical period of visual plasticity up to the age of 7-8 is essential for the success of the therapy. Traditional treatment involves closing the healthy eye (occlusion therapy), while modern approaches use digital binocular methods, such as dichoptic video games and virtual reality (VR).

Objective. This paper presents and compares the effectiveness of classical and digital treatment methods in children aged 4–8 years, with a review of the advantages and limitations of each therapy.

We analyzed the effectiveness of occlusion therapy in relation to digital therapy in 50 amblyopic (low vision) children aged 4-8 years, 20 male subjects and 30 female subjects. Therapy was carried out daily for 1-5 hours, depending on the severity of low vision. The follow-up period was 6 months.

In 60% of the subjects, there was an improvement in visual acuity by 2-3 lines, while a significant improvement in the stereo vision of 70% of the subjects who used digital therapy. Motivation was often weaker with difficulty concentrating in 20% of subjects with occlusion therapy, while 80% of them had greater motivation due to the game.

Although occlusion remains the most effective form of therapy, digital methods show significant potential, especially in children who have difficulty adhering to the classical regimen. The binocular approach of digital therapy can simultaneously improve visual acuity and binocular function, which is clinically significant. However, limitations include the need for specific equipment, parental education, and high child motivation.

For children aged 4–8 years, both classical and digital therapies can significantly improve visual acuity. The choice of therapy should be individualized, depending on availability, child compliance, and treatment goals. A combination of methods may be the optimal strategy, with further research confirming the long-term effects of digital approaches.

Keywords: *amblyopia, occlusion, digital therapy*

DISTINKCIJA SINONIMNIH ZNAKOVA U SRPSKOM ZNAKOVNOM JEZIKU

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Znaci (gestovi) se karakterišu specifičnim jezičkim sinkretizmom (jednakost oblika za različita značenja). Često se istim gestom prikazuju različiti pojmovi. U Srpskom znakovnom jeziku, nema opštih pojmova (već se oni prikazuju pojedinačnim pojmovima) a apstrakcija se svodi na konkretnost.

Za gluve osobe, nemanuelni markeri imaju poseban status i ulogu kada je u pitanju distinkcija sinonimnih znakova. Pokreti lica i glave se koriste u znakovnim jezicima na svim nivoima jezičke strukture i mogu potpuno da izmene značenje pojedinačnih znakova. U komunikativnim situacijama u percepciji informacije facijalna ekspresija zamenjuje različite modalitete glasa (u usmenom govoru) ili znakove interpunkcije (u pisanom).

Nemanuelni markeri se koriste u nekoliko domena gramatike znakovnog jezika, a nemanuelno označavanje nije koherentna kategorija. Mnogi nemanuelni markeri su deo prozodije znakovnih jezika. Konfiguracije gornjeg lica se često koriste kao komponente intonacije za prenošenje važnih informacija o pragmatici rečenice i interpretaciji. Izvorni znakovni jezik gluvih koristi veliki kapacitet vizuelnog modaliteta za obradu simultano prezentovanih podataka, pa gluva osoba istovremeno prima jezičke informacije s ruku i gornjeg dela tela, kao i sa lica. Istraživanja američkog znakovnog jezika, ukazuju da posebno, signali očiju, obrva, čela, pokreti i oblik usana, kao i pokreti glave, čine sistem tzv. facijalne gramatike, pružaju informacije o tome kako je rečenica organizovana.

Teškoće u razumevanju znakovnog jezika nastaju usled velikog broja sinonimnih znakova. Veliki broj pojmova označava se istim znakom u Srpskom znakovnom jeziku, tako da dolazi do otežanog razumevanja, koje se u velikoj meri mora oslanjati na kontekst znakovanja i razgovora. Sinonimni znaci se međusobno diferenciraju putem izgovora, ali i upotrebom dodatnih znakova.

Distinkcija sinonimnih znakova se ostvaruje putem upotrebe facijalne ekspresije (upotrebom nemanuelnih markera), znakovnog prostora, upotrebom dodatnih znakova (gestova), daktilologije, čitanja govora sa usana, govora i pisanja.

Ključne reči: *znak, sinonim, distinkcija, znakovni jezik*

DISTINCTION BETWEEN SYNONYMOUS SIGNS IN SERBIAN SIGN LANGUAGE

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Signs (gestures) are characterised by the specific language syncretism (identical forms for different meanings). Different terms are often presented by the same gesture. In Serbian Sign Language, there are no general terms (but they are presented by individual terms), while the abstraction is reduced to concreteness.

For deaf persons, non-manual markers have a special status and role when distinction between synonymous signs is concerned. The movements of the face and the head are used in sign languages at all levels of the linguistic structure and they can change the meaning of individual signs entirely. In communication situations facial expression replaces different modalities of voice (in oral communication) and punctuation marks (in written communication) in the perception of a piece of information.

Non-manual markers are used in several domains of the sign language grammar, while non-manual marking is not a coherent category. Many non-manual markers are part of sign language prosody. Configurations of the upper face are often used as the intonation components for conveying important information on the sentence pragmatics and interpretation. Natural sign language of the deaf utilises the large capacity of the visual modality for processing simultaneously presented data, and thus a deaf person receives linguistic information from the hands and the upper part of the body at the same time as well as from the face. The research into American Sign Language indicates that the signals of the eyes, the eyebrows, the forehead, the movements and the shape of the lips in particular as well as the head movements make up the system of the so-called facial grammar, and offer information on how a sentence is organised.

Difficulties in understanding sign language arise due to a large number of synonymous signs. A great number of terms is designated by the same sign in Serbian Sign Language, which causes difficulties in understanding, which must rely on the context of sign language and conversation to a great extent. Synonymous signs are differentiated from one another through pronunciation, but also through the use of additional signs.

The distinction between synonymous signs is achieved through the use of facial expression (the use of non-manual markers), sign space, the use of additional signs (gestures), dactylography, lip-reading, speech and writing.

Keywords: *sign, synonym, distinction, sign language*

INSTRUMENTI ZA SKRINING I PRAĆENJE POREMEĆAJA IZ SPEKTRA AUTIZMA (PSA) NA RANOM UZRASTU- MAUT I PSA-D

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Međunarodna klasifikacija bolesti-11. revizija (MKB-11) definiše poremećaj iz spektra autizma (PSA) kao stanje koje čine trajni deficiti u iniciranju i održavanju socijalne komunikacije i recipročnih interakcija, kao i ograničeni i ponavljajući obrasci ponašanja, interesovanja i aktivnosti. Cilj ovog rada je da se prikažu dva nova instrumenta namenjena za skrining i procenu PSA kod dece ranog uzrasta, a koji integrišu najtipičnija ponašanja na kontinuumu sa MKB-11 simptomima. Oba instrumenta razvijena su kroz sistemski pregled literature, sadržajnu analizu postojećih instrumenata i psihometrijsko testiranje. U psihometrijskoj studiji za razvoj instrumenata korišćeni su podaci 312 dece (209 (67%) muškog pola; starosti $45,2 \pm 14,1$ meseci). Za svu decu upitnike su popunili roditelji, a za 145 dece i stručnjaci različitih profila. Dve verzije instrumenta za skrining nazvanog „Minut za autizam“-MAUT razvijene su analizom ključnih preporuka za ranu detekciju PSA, sa ciljem da identifikuju najpouzdanije rane markere poremećaja. Pitanja su fokusirana na socijalnu komunikaciju i zajedničku pažnju, odnosno na socijalnu angažovanost deteta (obraćanje drugima, gledanje u druge kad mu se obraća, ili se igra, donošenje predmeta/igračaka, govor). Instrument za procenu PSA-D sadrži 31 pitanje koja operacionalizuju ključne razvojne pokazatelje PSA. MAUT upitnik pokazuje dobru dijagnostičku validnost. Kraća verzija (MAUT-4) je pogodna za brzi skrining, a proširena (MAUT-11) za detaljniju procenu. Senzitivnost iznosi 73% prema roditeljima i 85–92% prema proceniteljima, dok je specifičnost visoka u odnosu na tipičan razvoj (91–100%), ali niža pri razlikovanju od složenih neurorazvojnih poremećaja (46–71%). Analiza dijagnostičke validnosti PSA-D ukazuje na zadovoljavajuću senzitivnost i specifičnost; skor socijalna komunikacija i interakcija imao je senzitivnost od 92% i specifičnost 50-70%, a skor ograničenih i ponavljajućih ponašanja, senzitivnost 70-90% i specifičnost 55%. Nakon primene na reprezentativnom uzorku i provere psihometrijskih karakteristika, verzije oba instrumenta trebalo bi da budu dostupne širem krugu stručnjaka i doprinesu efikasnijem ranom prepoznavanju i dijagnostikovanju PSA.

Ključne reči: autizam, dijagnostika, skrining, instrumenti.

INSTRUMENTS FOR SCREENING AND MONITORING AUTISM SPECTRUM DISORDERS (ASD) AT AN EARLY AGE - MAUT AND PSA-D

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International Classification of Diseases-11th revision (ICD-11) defines autism spectrum disorder (ASD) as a condition characterized by permanent deficits in initiating and maintaining social communication and reciprocal interactions, as well as limited and repetitive patterns of behavior, interests and activities. The aim of this paper is to present two new instruments intended for screening and assessment of ASD in early-aged children, which integrate the most typical behaviors on the continuum with ICD-11 symptoms. Both instruments were developed through a systematic literature review, content analysis of existing instruments and psychometric testing. In the psychometric study for the development of instruments, the data of 312 children (209 (67%) male; age 45.2 ± 14.1 months) were used. Questionnaires were filled out by parents for all children, and by experts of various profiles for 145 children. Two versions of the screening instrument called "Minute for Autism"-MAUT were developed by analyzing the key recommendations for the early detection of ASD, with the aim of identifying the most reliable early markers of the disorder. The questions are focused on social communication and joint attention, that is, on the child's social engagement (addressing others, looking at others when addressed, or playing, bringing objects/toys, speech). The PSA-D assessment instrument contains 31 questions that operationalize key developmental indicators of the ASD. The MAUT questionnaire shows good diagnostic validity. The shorter version (MAUT-4) is suitable for quick screening, and the extended version (MAUT-11) for a more detailed assessment. Sensitivity is 73% according to parents and 85–92% according to evaluators, while specificity is high in relation to typical development (91–100%), but lower in distinguishing from complex neurodevelopmental disorders (46–71%). Analysis of the diagnostic validity of PSA-D indicates satisfactory sensitivity and specificity; the social communication and interaction score had a sensitivity of 92% and a specificity of 50-70% and limited and repetitive behaviors score had sensitivity 70-90% and specificity 55%. After application on a representative sample and verification of psychometric characteristics, versions of both instruments should be available to a wider circle of experts and contribute to more efficient early recognition and diagnosis of ASD.

Keywords: *autism, diagnosis, screening, instruments.*

INTERDISCIPLINARNA SURADNJA STRUČNJAKA - INKLUZIJA DJECE S TEŠKOĆAMA U RAZVOJU U DV CVIT MEDITERANA

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U Dječjem vrtiću Cvit Mediterana primjenjuje se model interdisciplinarnе suradnje stručnjaka u svrhu stvaranja uvjeta za kvalitetnu inkluziju djece s teškoćama u razvoju. Stručni tim čine psiholog, logoped, pedagog, edukacijski rehabilitator, zdravstveni voditelj i odgojitelji. Tim kroz redovite sastanke i refleksije zajednički utvrđuje razvojni status djeteta, izrađuje individualizirani odgojno-obrazovni plan (IOOP) u suradnji s roditeljima, planira intervencije i razumne prilagodbe unutar prostorno-materijalnog, vremenskog i socio-pedagoškog konteksta vrtića te evaluira planirane ishode. Osim u papirnatom obliku, odgojno-obrazovni proces se dokumentira i korištenjem dostupnih digitalnih alata, kako bi se ubrzao tijek informacija te omogućila dostupnost istih svim članovima tima.

Ovaj pristup omogućuje roditeljima dobivanje koordiniranih i usklađenih mišljenja i informacija unutar jednog sustava. Takva interdisciplinarna suradnja omogućuje koordiniranu i cjelovitu podršku te povećava kvalitetu inkluzivnih procesa.

Istovremeno, Dječji vrtić Cvit Mediterana aktivno teži razvoju transdisciplinarnog modela, u kojem bi se znanja i metode stručnjaka ne samo nadopunjavala, nego i integrirala u jedinstveni, kontekstualizirani pristup usmjeren na cjelovit razvoj djeteta i podršku njegovoj obitelji. Povezivanje s vanjskim sustavima zdravstva i socijale skrbi važan je aspekt tog procesa, kroz koji se nastoji ostvariti kontinuirana i sveobuhvatna mreža podrške te ujednačavanje pristupa i ciljeva.

Ovaj rad prikazuje izazove i potencijale primjene interdisciplinarnosti u predškolskom odgoju i obrazovanju te naglašava važnost strateškog pomaka prema transdisciplinarnom pristupu za unapređivanje inkluzije djece s teškoćama u razvoju.

Ključne riječi: *inkluzija, interdisciplinarna suradnja, djeca s teškoćama u razvoju, predškolski odgoj i obrazovanje*

INTERDISCIPLINARY COLLABORATION OF EXPERTS – INCLUSION OF CHILDREN WITH DEVELOPMENTAL DIFFICULTIES IN THE CVIT MEDITERANA PRESCHOOL

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Cvit Mediterana Preschool, Split

At Cvit Mediterana Preschool, a model of interdisciplinary collaboration among experts is implemented to create conditions for the quality inclusion of children with developmental difficulties. The expert team consists of a psychologist, speech therapist, pedagogue, educational rehabilitator, health coordinator, and educators. Through regular meetings and reflections, the team jointly determines the developmental status of the child, creates an individualized educational plan (IEP) in cooperation with the parents, plans interventions and reasonable accommodations within the spatial-material, temporal, and socio-pedagogical context of the preschool, and evaluates the planned outcomes. Besides paper documentation, the educational process is also recorded using available digital tools to accelerate information flow and ensure accessibility to all team members.

This approach enables parents to receive coordinated and aligned opinions and information within one system. Such interdisciplinary collaboration allows for coordinated and comprehensive support and increases the quality of inclusive processes.

At the same time, Cvit Mediterana Preschool actively strives to develop a transdisciplinary model, in which the knowledge and methods of experts would not only complement each other but also integrate into a unified, contextualized approach focused on the holistic development of the child and support for their family. Connecting with external health and social care systems is an important aspect of this process, aiming to establish a continuous and comprehensive support network and to harmonize approaches and goals.

This paper presents the challenges and potentials of applying interdisciplinarity in preschool education and emphasizes the importance of a strategic shift toward a transdisciplinary approach to improve the inclusion of children with developmental difficulties.

Keywords: *inclusion, interdisciplinary collaboration, children with developmental difficulties, preschool education*

PODRŠKA I INTEGRACIJA: FUNKCIONISANJE DNEVNOG CENTRA ZA DJECU I MLADE SA SMETNJAMA U RAZVOJU U TIVTU

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Ovaj rad ima za cilj da predstavi Javnu ustanovu "Dnevni centar za djecu i mlade sa smetnjama i teškoćama u razvoju – Tivat", njen značaj za lokalnu zajednicu, kao i pravce budućeg razvoja. Kroz sistematsko izlaganje, biće predstavljene osnovne informacije o ustanovi, njenoj misiji i viziji, te širokom spektru usluga koje pruža korisnicima. Javna ustanova "Dnevni centar za djecu i mlade sa smetnjama i teškoćama u razvoju -Tivat" funkcionise kao podrška osobama sa smetnjama u razvoju i invaliditetom, obezbjeđujući im sigurno, podsticajno i funkcionalno okruženje u kojem se podstiče razvoj njihovih potencijala, samostalnosti i društvene integracije.

Posebna pažnja posvećena je opisu ciljne grupe, stručnog kadra i interdisciplinarnog tima koji stoji iza svakodnevnog rada centra, uključujući psihologe, defektologe, terapeute i druge stručnjake. U radu će biti detaljno razrađeni programi i usluge koje centar nudi: dnevni boravak koji uključuje brigu, ishranu i higijenu, edukativne i rehabilitacione aktivnosti, psihosocijalnu podršku, radionice i aktivnosti slobodnog vremena, saradnju sa porodicom i zajednicom, kao i organizaciju ekskurzija, partnerstava i projekata.

Ove aktivnosti usmjerene su na unapređenje kvaliteta života korisnika i njihovu aktivnu integraciju u društvo. Pored postignuća, biće razmotreni izazovi i potrebe sa kojima se centar suočava. Posebno će biti naglašena vizija za budućnost, koja uključuje planove razvoja i dugoročnu ulogu centra u lokalnoj zajednici, sa ciljem da se unaprijede postojeće metode rada i poveća dostupnost usluga što većem broju korisnika.

Rad nudi sveobuhvatan uvid u djelovanje Javne ustanove "Dnevni centar za djecu i mlade sa smetnjama i teškoćama u razvoju -Tivat", sa posebnim fokusom na njene funkcionalnosti, izazove i strateške pravce razvoja u kontekstu lokalne zajednice, te na važnost kontinuirane podrške i razvoja u sektoru socijalne zaštite.

Ključne riječi: *Dnevni centar, djeca i mladi sa smetnjama, socijalna inkluzija, interdisciplinarni tim, razvoj usluga*

SUPPORT AND INTEGRATION: FUNCTIONING OF A DAYCENTER FOR CHILDREN AND YOUTH WITH DEVELOPMENTAL DISABILITIES IN TIVTA

Krunić Srđan, Gomilanović Saška

This paper aims to present the Public Institution Daily Center for Children and Youth with Developmental Disabilities and Difficulties in Tivat, its significance for the local community, as well as directions for future development. Through a systematic presentation, basic information about the institution, its mission and vision, and the wide range of services it provides to users will be introduced. The Public Institution Daily Center for Children and Youth with Developmental Disabilities and Difficulties in Tivat functions as support for persons with developmental disabilities and impairments, providing them with a safe, stimulating, and functional environment where their potential, independence, and social integration are encouraged.

Special attention is given to the description of the target group, professional staff, and the interdisciplinary team behind the center's daily work, including psychologists, special educators, therapists, and other experts. The paper will provide a detailed elaboration of the programs and services the center offers: daily care including assistance with nutrition and hygiene, educational and rehabilitative activities, psychosocial support, workshops and leisure activities, cooperation with families and the community, as well as the organization of excursions, partnerships, and projects.

These activities are aimed at improving the quality of life for users and their active integration into society. Besides achievements, the challenges and needs faced by the center will be discussed. Particular emphasis will be placed on the vision for the future, which includes development plans and the center's long-term role within the local community, with the goal of improving existing working methods and increasing the availability of services to a larger number of users.

The paper offers a comprehensive insight into the operations of the Public Institution Daily Center for Children and Youth with Developmental Disabilities and Difficulties in Tivat, with a special focus on its functions, challenges, and strategic development directions within the context of the local community, as well as the importance of continuous support and development in the social welfare sector.

Keywords: *Daily Center, children and youth with disabilities, social Inclusion, interdisciplinary team, service development*

UTICAJ VRSTE DIGITALNOG SADRŽAJA NA KOMUNIKACIJU DJECE PREDŠKOLSKOG UZRASTA

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Digitalni mediji kojima je dijete izloženo mogu imati i pozitivan i negativan uticaj na proces usvajanja jezika i razvoj komunikativnih sposobnosti, a u zavisnosti od vrste sadržaja koji dijete konzumira. Stoga je cilj našeg istraživanja bio ispitivanje uticaja vrste digitalnog sadržaja na komunikaciju djece predškolskog uzrasta, pri čemu smo pomenute saržaje podijelili na sadržaje edukativnog i zabavnog karaktera.

Uzorak je činilo 200 djece predškolskog uzrasta, od 48, 54 i 60 mjeseci starosti, oba pola. U istraživanju je korišćen standardizovani instrument Ages & Stages Questionnaires (ASQ-3), koji se koristi za procjenu različitih razvojnih domena djece na uzrastu od jednog mjeseca do 66 mjeseci starosti. Istraživanje je sprovedeno u predškolskim ustanovama na području Bosne i Hercegovine, tokom februara i marta 2024. godine.

Kod svih ispitivanih starosnih grupa ispitanika crtani filmovi su bili najzastupljenija vrsta digitalnog sadržaja kojem su izloženi, dok su edukativni sadržaji bili na drugom mjestu. Naši rezultati su pokazali značajnu razliku između dvije grupe djece podijeljene u odnosu na vrstu sadržaja kojem su izložena digitalnim putem, pri čemu su djeca koja su bila izložena sadržajima edukativnog karaktera imala i bolja postignuća na skali komunikacije u odnosu na djecu koja su gledala zabavne sadržaje.

Djeca koja konzumiraju edukativne sadržaje imaju bolja postignuća u razvojnom domenu komunikacije u odnosu na djecu koja gledaju zabavne sadržaje, što ukazuje na važnost vrste digitalnog sadržaja kojem su djeca izložena. Ova saznanja predstavljaju važnu osnovu za roditelje, vaspitače i različite stručnjake u oblasti ranog dječijeg razvoja, naglašavajući potrebu za svjesnim i odgovornim pristupom u korištenju digitalnih medija kako bi se podržao adekvatan razvoj komunikacije.

Ključne riječi: digitalni sadržaji, komunikacija, djeca predškolskog uzrasta

THE IMPACT OF THE TYPE OF DIGITAL CONTENT ON THE COMMUNICATION OF PRESCHOOL CHILDREN

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Digital media to which a child is exposed can have both positive and negative effects on the process of language acquisition and the development of communication skills, depending on the type of content the child consumes. Therefore, the aim of our research was to examine the impact of the type of digital content on the communication of preschool children, whereby we divided the mentioned content into educational and entertaining categories.

The sample consisted of 200 preschool children aged 48, 54, and 60 months, of both genders. The research used the standardized instrument Ages & Stages Questionnaires (ASQ-3), which is applied to assess different developmental domains in children aged from one month to 66 months. The study was conducted in preschool institutions in Bosnia and Herzegovina during February and March 2024.

In all examined age groups, cartoons were the most prevalent type of digital content the children were exposed to, while educational content ranked second. Our results showed a significant difference between the two groups of children divided according to the type of content they consumed digitally. Children exposed to educational content achieved higher scores on the communication scale compared to those who watched entertaining content.

Children who consume educational content achieve better results in the developmental domain of communication compared to children who watch entertaining content, highlighting the importance of the type of digital content children are exposed to. These findings provide an important basis for parents, educators, and various professionals in the field of early childhood development, emphasizing the need for a conscious and responsible approach to the use of digital media to support adequate communication development.

Keywords: *digital content, communication, preschool children*

RAZVOJ INKLUZIJE U KANTONU SARAJEVO S OSVRTOM NA ULOGU ŠKOLA ZA SPECIJALNI ODGOJ I OBRAZOVANJE: IZAZOVI I PERSPEKTIVE

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Ovaj pregledni rad analizira razvoj obrazovnih politika i praksi u Kantonu Sarajevo u kontekstu prelaska s tradicionalnog modela obrazovanja učenika s teškoćama ka inkluzivnom obrazovanju. Kroz analizu zakonskih, strateških i implementacijskih dokumenata rad istražuje koliko su obrazovne institucije uspjele osigurati ravnopravan pristup obrazovanju učenika s teškoćama u razvoju. Poseban fokus stavljen je na stvarne izazove u primjeni inkluzivnih principa u praksi, uključujući nedostatak stručnog kadra, resursa i sistemske podrške. U radu se također razmatra uloga specijalnih škola u savremenom obrazovnom sistemu i njihova transformacija ili integracija u inkluzivni okvir. Zaključci upućuju na to da iako su napravljeni određeni pomaci ka inkluziji, praksa još uvijek eksperimentiše između dva modela obrazovanja ili balansira između formalne inkluzije i realnih ograničenja. Za istinsko ostvarenje inkluzije, naglašava se potreba za jasnom, dosljednom i prilagođenom strategijom koja će uzeti u obzir socioekonomske, moralne i materijalne okvire našeg društva, te omogućiti svakom učeniku ispunjenje punog potencijala u sredini u kojoj se školuje.

Ključne riječi: *inkluzivno obrazovanje, inkluzija u praksi, izazovi, transformacija, specijalne škole, sistemsko rješenje*

DEVELOPMENT OF INCLUSION IN SARAJEVO CANTON WITH REFERENCE TO THE ROLE OF SPECIAL EDUCATION SCHOOLS: CHALLENGES AND PERSPECTIVES

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This review paper analyzes the development of educational policies and practices in Sarajevo Canton in the context of the transition from the traditional model of educating students with disabilities to inclusive education. Through the analysis of legal, strategic, and implementation documents, the paper explores the extent to which educational institutions have succeeded in ensuring equal access to education for students with developmental disabilities. Special attention is given to the real challenges in applying inclusive principles in practice, including the lack of professional staff, resources, and systemic support. The paper also discusses the role of special schools in the modern educational system and their transformation or integration into the inclusive framework. The findings indicate that, although certain progress toward inclusion has been made, practice still oscillates between the two models of education or balances between formal inclusion and real limitations. For the genuine realization of inclusion, the paper emphasizes the need for a clear, consistent, and adapted strategy that will take into account the socioeconomic, moral, and material frameworks of our society and enable every student to reach their full potential in the environment in which they are educated.

Keywords: *inclusive education, inclusion in practice, challenges, transformation, special schools, systemic solution*

DODATNA PORDŠKA TIPIČNIM ŠKOLAMA U INKLUZIVNOM OBRAZOVANJU KROZ RAD SAVETNIKA SPOLJNIH SARADNIKA ZA INKLUZIVNO OBRAZOVANJE

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U novembru 2016. godine raspisan je prvi konkurs za savetnike spoljne saradnike u Republici Srbiji. Savetnici spoljni saradnici su bili predviđeni strategijom učenja do 2020. godine, kao i na dalje, predviđeni su strategijom obrazovanja od 2020. godine do 2030. godine. Primarna zamisao je bila da savetnik spoljni saradnik i njihov izbor budu u skladu sa uslovima raspisanog konkursa a u zavisnosti od potreba školskih uprava. Savetnike su birale komisije na regionalnim nivou sastavljene od prosvetnih savetnika i predstavnika škola radi transparentnosti u odabiru. Izabrani savetnici su bili u obavezi da savladaju predviđenu obuku. Rad savetnika se prati svake godine i evaluiira. Savetnik pruža stručnu pomoć nastavniku, vaspitaču, stručnom saradniku, stručnim većima, aktivima i timovima: demonstriranjem postupaka i metoda, održavanjem oglednog časa ili aktivnosti, pružanjem povratne informacije o aktivnostima i preduzetim merama nastavnika, vaspitača i stručnog saradnika, davanjem stručnih preporuka za poboljšanje rada i sarađuje sa prosvetnim savetnikom i prosvetnim inspektorom. O izvršenom zadatku savetnik podnosi izveštaj ministru.

U prvoj godini rada, 2017. savetnika spoljnih saradnika je bilo 200, od čega svega 4 defektologa. Taj broj se vremenom menjao. Vizija odabira defektologa za poslove savetnika spoljnih saradnika bila je inkluzivno obrazovanje. U skladu sa optim ciljem i savetnik za inkluzivno obrazovaje sarađuje sa tipičnim školama i pruža dodatnu podršku.

Ključne reči: *inkluzivno obrazovanje, dodatna podrška, savetnici*

ADDITIONAL SUPPORT FOR TYPICAL SCHOOLS IN INCLUSIVE EDUCATION THROUGH THE WORK OF EXTERNAL ADVISORS FOR INCLUSIVE EDUCATION

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In November 2016, the first competition for consultants and external associates in the Republic of Serbia was announced. External associate advisors were foreseen by the learning strategy until 2020, as well as further, they are foreseen by the education strategy from 2020 to 2030. The primary idea was that the external advisor and their selection should be in accordance with the conditions of the announced competition and depending on the needs of the school administrations. The advisers were chosen by commissions at the regional level made up of educational advisers and school representatives for the sake of transparency in the selection. The chosen advisers were obliged to master the planned training. The advisor's work is monitored and evaluated every year.

The advisor provides professional assistance to the teacher, educator, professional associate, expert councils, assets and teams: by demonstrating procedures and methods, holding a trial lesson or activity, providing feedback on the activities and measures taken by the teacher, educator and professional associate, giving expert recommendations for improving work and collaborating with the educational advisor and educational inspector. The advisor submits a report to the minister on the completed task.

In the first year of work, in 2017, there were 200 external advisors, of which only 4 were special education teachers. That number has changed over time. The vision of selecting special education teachers for the jobs of counselors of sexual partners was inclusive education. In accordance with the optimal goal, the adviser for inclusive education cooperates with typical schools and provides additional support.

Keywords: *inclusive education, additional support, counselors*

PRIMENA ABA INTERVENCIJA U UNAPREĐENJU SOCIJALNO PRIHVATLJIVOG PONAŠANJA UČENIKA SA INTELEKTUALNIM TEŠKOĆAMA U OKVIRU PRAKTIČNE NASTAVE AUTOLIMARSTVA

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U okviru trogodišnjeg srednjoškolskog obrazovnog profila autolimar u Srednjoj zanatskoj školi u Beogradu, kod šest učenika uzrasta 15–19 godina sa graničnom i lakom intelektualnom ometenošću i izraženom socijalnom deprivacijom identifikovana su visoko disruptivna ponašanja: psovanje i vikanje, bacanje alata i napuštanje radionice bez povratka. Cilj istraživanja bio je da se utvrdi efikasnost ABA intervencije u unapređenju socijalno prihvatljivog ponašanja učenika sa intelektualnim teškoćama u okviru praktične nastave autolimarstva. Intervencija je podrazumevala primenu strategija iz primenjene analize ponašanja (ABA) s ciljem smanjenja učestalosti problematičnih ponašanja i povećanja angažovanosti i prisustva učenika tokom praktične nastave. Nakon sprovedene funkcionalne procene ponašanja i prikupljanja podataka u liniji baze (tri radna dana), individualno su implementirane sledeće intervencije: diferencijalno potkrepljenje nespojivog ponašanja, potkrepljenje nezavisno od ponašanja u fiksnim intervalima, funkcionalni komunikacioni trening, strukturisani sistem prijave/odjave sa dnevnim formularima i zavisna grupna kontingencija na praktičnoj nastavi. Podaci su beleženi svakodnevno tokom 15 školskih dana, analizirani deskriptivnom statistikom i grafički prikazani. U proseku, verbalni ispadi su redukovani sa 5,3 na 1,2 dnevno po učeniku, napuštanja radionice sa 4,0 na 0,6, a prisustvo povećano sa 68% na 92%. Evaluacija socijalne validnosti putem anonimnih upitnika za učenike potvrdila je visoku prihvatljivost i percipiranu korisnost intervencije. Rezultati potvrđuju da sistematska, funkcionalno utemeljena ABA intervencija, kombinovanjem individualnih i grupnih procedura, može značajno unaprediti socijalno prihvatljivo ponašanje kod učenika sa intelektualnim teškoćama u stručnom obrazovanju.

Ključne reči: *primenjena analiza ponašanja, funkcionalna procena ponašanja, diferencijalno potkrepljenje, stručno obrazovanje*

APPLICATION OF ABA INTERVENTIONS TO IMPROVE SOCIALLY ACCEPTABLE BEHAVIOR IN STUDENTS WITH INTELLECTUAL DISABILITIES WITHIN AUTO BODY REPAIR PRACTICAL INSTRUCTION

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Within the three-year upper-secondary vocational program of auto body repair at the Secondary Vocational School in Belgrade, six students aged 15–19 years with borderline to mild intellectual disability and marked social deprivation were identified as exhibiting highly disruptive behaviors: swearing and shouting, throwing tools and leaving the workshop without returning. The aim of the study was to determine the effectiveness of an ABA intervention in improving socially acceptable behavior among students with intellectual disabilities during practical instruction in auto body repair. The intervention entailed the application of strategies from applied behavior analysis (ABA) with the goal of reducing the frequency of problem behaviors and increasing students' engagement and attendance during practical sessions. Following a functional behavior assessment and the collection of baseline data (three school days), the following individually tailored interventions were implemented: differential reinforcement of incompatible behavior, noncontingent reinforcement on fixed intervals, functional communication training, a structured check-in/check-out system with daily forms, and a dependent group contingency during practical instruction. Data were recorded daily over 15 school days, analyzed using descriptive statistics, and presented graphically. On average, verbal outbursts were reduced from 5.3 to 1.2 per day per student, workshop elopement from 4.0 to 0.6, while attendance increased from 68% to 92%. Social validity, assessed via anonymous student questionnaires, confirmed high acceptability and perceived usefulness of the intervention. The results indicate that a systematic, function-based ABA intervention, combining individual and group procedures, can substantially enhance socially acceptable behavior among students with intellectual disabilities in vocational education settings.

Keywords: *applied behavior analysis, functional behavior assessment, differential reinforcement, vocational education*

ASISTIVNA TEHNOLOGIJE I IZAZOVI U ONLINE RADU

Memić Nermin, Rizvić Nermin

Cilj ovog prikaza slučaja jeste da pokaže rezultate u radu sa korisnikom sa oštećenjem vida (dob: 18 mjeseci) koristeći se asistivnom tehnologijom i radom na daljinu (online).

Korisniku je dijagnosticiran nerazvijen optički živac, do 5% prijem svjetlosti. Nerazvijen govor, prisutne stereotipije, kasno prohodao, prisutni asocijalni oblici ponašanja, odbija i vrišti kada mu se obrati. Dvojezična sredina. Roditelji govore kod kuće bosanski jezik u vrtiću i sredini njemački. Podršku koju dobija od rođenja isključivo je na njemačkom jeziku. Mama navodi da dolazi „teta“ koja je stručnjak za djecu sa oštećenjem vida u kućnu posjetu 3 sedmično po 2 sata. Dijete dok je terapeut prisutan cijelo vrijeme plače.

U radu sa korisnikom na zahtjev roditelja krenuli smo sa online radom, što je predstavljalo veliki izazov. Prije online programa zahtijevali smo da roditelji dođu u Bosnu kako bi prošli program obuke roditelja i kako bismo ih upoznali sa metodama rada. Dalje, zahtijevali smo od roditelja da periodično dolaze u Bosnu kako bismo sa korisnikom radili direktno i kako bi roditelji prolazili kroz nove ciljeve u prisustvu terapeuta.

Rad se temeljio u početku da dok roditelji rade cijelo vrijeme terapeut prati rad putem Zoom aplikacije. Kasnije kroz jednostavnije ciljeve roditelji su snimali i slali video materija gdje su dobijali sugestije.

Prilikom prvog susreta i inicijalnog razgovora sa roditeljima napravili smo plan kako i na koji način da kroz multidisciplinirani pristup (edukator i rehabilitator i logoped) timski riješimo izazove s obzirom da ranije nismo imali takvo iskustvo. Važno je naglasiti da često za vrijeme dogovorenog termina za online seansu korisnik nije bio raspoložen za rad te smo morali raditi na motivaciji i roditelja i djeteta kako ne bi odustali.

Naglasak na asistivnu tehnologiju u radu sa korisnikom sa oštećenjem vida s obzirom da nismo mogli koristiti slikoviti odnosno vizuelni materijal. Upoznavanje sa životinjama, prevoznim sredstvima kroz razne softvere, auditivne igračke te dostupnu asistivnu tehnologiju.

Ključne riječi: *asistivna tehnologija, oštećenje vida, online podrška*

ASSISTIVE TECHNOLOGIES AND CHALLENGES IN ONLINE WORK

Memić Nermin, Rizvić Nermin

The aim of this case report is to show the results of working with a visually impaired user (age: 18 months) using assistive technology and remote work (online).

The user is diagnosed with underdeveloped optic nerve, up to 5% light reception. Underdeveloped speech, stereotypes present, late walking, antisocial forms of behavior, refuses and screams when spoken to. Bilingual environment. Parents speak Bosnian at home, in kindergarten and in the middle of German. The support he receives from birth is exclusively in German. Mom states that an "aunt" who is an expert in visually impaired children comes to visit her home 3 hours a week for 2 hours. The child cries all the time while the therapist is present.

In working with the user at the request of the parents, we started with online work, which was a great challenge. Before the online program, we required parents to come to Bosnia to go through a parent training program and to introduce them to the methods of work. Furthermore, we required parents to come to Bosnia periodically in order to work directly with the user and for parents to go through new goals in the presence of a therapist.

The work was initially based on the fact that while the parents are working all the time, the therapist monitors the work via the Zoom application. Later, through simpler goals, parents recorded and sent videos where they received suggestions.

During the first meeting and the initial conversation with the parents, we made a plan on how and in what way to solve challenges as a team through a multidisciplinary approach (educator, rehabilitator and speech therapist), since we had no such experience before. It is important to emphasize that often during the agreed appointment for an online session, the user was not in the mood to work, and we had to work on the motivation of both parents and children so that they would not give up. Emphasis on assistive technology in working with a visually impaired user, since we could not use pictorial or visual material. Getting to know animals, means of transport through various software, auditory toys and available assistive technology.

Keywords: *assistive technology, visual impairment, online support*

OD ŠKOLE DO SAMOSTALNOSTI: IZAZOVI I STRATEGIJE RADA SA OSOBAMA SA DOWN SINDROMOM KROZ RAZLIČITE ŽIVOTNE FAZE

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Osobe s Down sindromom posjeduju izražene socijalne i emocionalne osobine koje snažno oblikuju pristup obrazovanju i rehabilitaciji. U osnovnoj školi posebno je važno primjenjivati motivaciju i pozitivno potkrepljenje, jer oni doprinose učenju, razvoju socijalnih vještina i jačanju samostalnosti. Takvi pristupi omogućavaju stvaranje pozitivnih iskustava u obrazovanju te olakšavaju usvajanje akademskih vještina poput čitanja, pisanja i matematike. Istovremeno, zbog mogućeg prezasićenja akademskim sadržajima, značajno je uključivati edukativne igre i aktivnosti koje potiču kreativnost, maštu i aktivnu participaciju. Balansiranje praktičnih i socijalnih aktivnosti doprinosi razvoju vještina, osjećaju pripadnosti i sigurnosti učenika. Osobe s Down sindromom prolaze kroz različite razvojne faze, koje donose specifične izazove. Tokom adolescencije, naglašava se potreba za otvorenim pristupom seksualnosti. Iako pubertetski razvoj teče tipično, javljaju se poteškoće u autonomiji i socijalnoj integraciji. Edukacija o granicama, sigurnosti i zdravom izražavanju seksualnosti, uz kontinuiranu podršku porodice i škole, od presudne je važnosti. U odrasloj dobi fokus rada pomjera se na očuvanje i unapređenje socijalnih i komunikacijskih vještina kroz kreativne, edukativne i rekreativne aktivnosti. Centri za odrasle imaju značajnu ulogu u jačanju osjećaja pripadnosti, samostalnosti i kvalitetnih odnosa sa stručnim timom i vršnjacima. Primjena motivacije i pozitivnog potkrepljenja kroz sve životne faze doprinosi socijalnoj inkluziji, dostojanstvenom životu i cjelokupnom razvoju osoba s Down sindromom.

Ključne riječi: *Down sindrom, adolescencija, motivacija, pozitivno potkrepljenje, socijalne vještine, inkluzija.*

FROM SCHOOL TO INDEPENDENCE: CHALLENGES AND STRATEGIES OF WORKING WITH PEOPLE WITH DOWN SYNDROME THROUGH DIFFERENT LIFE STAGES

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Individuals with Down syndrome possess pronounced social and emotional characteristics that strongly influence approaches to education and rehabilitation. In primary school, it is particularly important to apply motivation and positive reinforcement, as these support learning, the development of social skills, and the strengthening of independence. Such approaches create positive educational experiences and facilitate the acquisition of academic skills such as reading, writing, and mathematics. At the same time, due to possible overload from academic content, it is important to include educational games and activities that stimulate creativity, imagination, and active participation. Balancing practical and social activities contributes to skill development, a sense of belonging, and the security of students. Individuals with Down syndrome go through different developmental stages, which bring specific challenges. During adolescence, there is an increased need for an open approach to sexuality. Although pubertal development is typically on track, difficulties in autonomy and social integration may arise. Education about boundaries, safety, and healthy expression of sexuality, combined with ongoing support from family and school, is crucial for their development. In adulthood, the focus shifts to maintaining and enhancing social and communication skills through creative, educational, and recreational activities. Adult centers play a significant role in fostering a sense of belonging, independence, and quality relationships with professional staff and peers. Applying motivation and positive reinforcement across all life stages contributes to social inclusion, a dignified life, and the overall development of individuals with Down syndrome.

Keywords: *Down syndrome, adolescence, motivation, positive reinforcement, social skills, inclusion.*

SAGORIJEVANJE KOD PROSVJETNIH RADNIKA: SPOLNE, RADNE I KONTEKSTUALNE RAZLIKE

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Ovo istraživanje provedeno je u prvom polugodištu školske 2024/25. godine, na uzorku od 68 prosvjetna radnika iz tri osnovne škole na području općine Travnik i to jedne urbane i dvije ruralne. Cilj je bio ispitati razine sagorijevanja, te razlike prema spolu, radnom okruženju, radnom stažu, dobi i stručnoj spremi. Postavljene su hipoteze da: (1) postoje statistički značajne razlike u razinama sagorijevanja između muškaraca i žena, (2) prosvjetni radnici u ruralnim sredinama iskazuju višu emocionalnu iscrpljenost, (3) dulji radni staž i starija dob koreliraju s višim razinama sagorijevanja.

Analizom podataka dobivenih standardiziranim upitnikom za mjerenje sindroma sagorijevanja utvrđeno je da razlike između muškaraca i žena nisu statistički značajne, iako žene nešto češće iskazuju povlačenje od kolega, osjećaj prisile u radu i izbjegavanje osobnih kontakata, dok muškarci češće navode sumnju u prikladnost vlastitog posla i višu razdražljivost. Uočeno je da nastavnici u ruralnim sredinama imaju blago višu prosječnu emocionalnu iscrpljenost od kolega u urbanim školama, no razlika nije bila značajna. Korelacija između duljine radnog staža i razina sagorijevanja bila je pozitivna, ali niska, što sugerira da radno okruženje i organizacijska podrška mogu biti važniji prediktori od samog iskustva.

Nalazi ukazuju na to da sagorijevanje u prosvjeti proizlazi iz kombinacije individualnih i kontekstualnih čimbenika, pri čemu spolne razlike nisu presudne. Rezultati mogu poslužiti kao temelj za razvoj preventivnih programa i intervencija usmjerenih na specifične potrebe školskih kolektiva, neovisno o lokaciji i spolu zaposlenih.

Ključne riječi: sagorijevanje, prosvjetni radnici, spol, radni staž.

BURNOUT AMONG EDUCATION WORKERS: GENDER, WORK, AND CONTEXTUAL DIFFERENCES

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This research was conducted in the first semester of the 2024/25 school year, on a sample of 68 educational workers from three primary schools in the Municipality of Travnik, including one urban and two rural schools. The aim was to examine the levels of burnout and the differences according to gender, work environment, work experience, age, and educational qualification. The hypotheses proposed were that: (1) there are statistically significant differences in burnout levels between men and women, (2) educational workers in rural areas exhibit higher emotional exhaustion, (3) longer work experience and older age correlate with higher levels of burnout. Data analysis obtained from a standardized burnout syndrome measurement questionnaire revealed that the differences between men and women are not statistically significant.

Although women somewhat more frequently exhibit withdrawal from colleagues, feelings of pressure at work, and avoidance of personal contacts, men more often report doubts about the suitability of their own work and higher irritability. It has been observed that teachers in rural areas have a slightly higher average emotional exhaustion than their colleagues in urban schools, but the difference was not significant. The correlation between years of service and levels of burnout was positive but low, suggesting that the work environment and organizational support may be more important predictors than experience itself. The findings indicate that burnout in education arises from a combination of individual and contextual factors, where gender differences are not decisive. The results can serve as a basis for the development of preventive programs and interventions aimed at the specific needs of school collectives, regardless of location and gender of the employees.

Keywords: *burnout, education workers, gender, years of service.*

DJECA S POREMEĆAJIMA AUTISTIČNOG SPEKTRA I KORIŠTENJE INTERNETA

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Korištenje Interneta može biti privlačno osobama s poremećajima autističnog spektra s obzirom da može da eliminiira neverbalne i paralingvističke znakove kao što su izrazi lica i ton glasa pružajući strukturirani format za komunikaciju.

Ovim preglednim radom će se prikazati dosadašnja saznanja o količini i razlozima korištenja Interneta među djecom s poremećajima iz spektra autizma. U radu će se također raspravljati o prednostima i rizicima korištenja Interneta kod djece s autizmom te dati preporuke za buduća istraživanja. Korišteni su ključni pojmovi "Autism spectrum disorder" - poremećaj iz autističnog spektra, "Internet" - Internet i "Problematic internet use" - problematično korištenje Interneta.

Djeca s autizmom koriste se Internetom uglavnom u nedruštvene svrhe, kao što su igranje videoigara za jednog igrača ili gledanje televizije. Veći broj djece s poremećajima iz spektra autizma navodi da im se ne sviđaju društvene mreže i da ih smatraju zbunjujućima i dosadnima.

Djeca s autizmom provode mnogo više vremena igrajući videoigre nego njihovi vršnjaci tipičnog razvoja pa su i skloniji razvoju problematičnog ili ovisničkog ponašanja. Budući da djeca s autizmom uživaju u videoigramama, daljnja bi istraživanja trebala istražiti potencijalne društvene koristi i rizike igranja igara za više igrača.

Ključne riječi: *poremećaj iz autističnog spektra, internet, problematično korištenje Interneta*

CHILDREN WITH AUTISM SPECTRUM DISORDERS AND INTERNET USE

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The use of the Internet can be attractive to individuals with autism spectrum disorders, as it can eliminate nonverbal and paralinguistic cues such as facial expressions and tone of voice, providing a structured format for communication.

This review paper will present the current knowledge about the amount and reasons for Internet use among children with autism spectrum disorders. The paper will also discuss the advantages and risks of Internet use among children with autism and provide recommendations for future research. The key terms used are "Autism spectrum disorder," "Internet," and "Problematic internet use."

Children with autism mainly use the Internet for non-social purposes, such as playing single-player video games or watching television. A larger number of children with autism spectrum disorders report that they do not like social networks and find them confusing and boring.

Children with autism spend much more time playing video games than their typically developing peers and are therefore more prone to developing problematic or addictive behaviors. Since children with autism enjoy video games, further research should explore the potential social benefits and risks of multiplayer gaming.

Keywords: *autism spectrum disorder, internet, problematic internet use*

PRIMJENA UMJETNE INTELIGENCIJE I ASISTIVNE TEHNOLOGIJE U PODRŠCI DJECI S TEŠKOĆAMA U RAZVOJU

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Djeca s teškoćama u razvoju, poput intelektualnih teškoća, poremećaja iz spektra autizma, višestrukih smetnji često se suočavaju s izazovima u učenju, komunikaciji i socijalnoj integraciji. Tradicionalne metode podrške često nisu dovoljne za postizanje njihovog punog potencijala. Razvoj i primjena savremenih tehnologija, posebno umjetne inteligencije (AI) i asistivne tehnologije (AT), pružaju nove mogućnosti za unapređenje obrazovnih i rehabilitacijskih procesa. Ovaj rad analizira načine na koje se ove tehnologije koriste u podršci djeci s teškoćama, kroz pregled literature, primjere prakse i dostupne tehnološke alate. Naglašena je uloga AI u personalizaciji učenja i prepoznavanju emocionalnih stanja, primjena AT u olakšavanju svakodnevnih aktivnosti kao i značaj AAC-a za razvoj komunikacijskih vještina. Također su razmotreni izazovi primjene ovih tehnologija, uključujući edukaciju stručnjaka, dostupnost uređaja i etičke aspekte. Zaključak ističe da integrirana primjena AI i AT značajno doprinosi inkluziji i kvaliteti života djece s teškoćama, pod uslovom da je podržana odgovarajućim sistemima edukacije i podrške.

Ključne riječi: *djeca s teškoćama u razvoju, umjetna inteligencija, asistivna tehnologija*

THE APPLICATION OF ARTIFICIAL INTELLIGENCE AND ASSISTIVE TECHNOLOGY IN SUPPORTING CHILDREN WITH DEVELOPMENTAL DISABILITIES

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Children with developmental disabilities, such as intellectual disabilities, multiple impairments, and autism spectrum disorders, often face challenges in learning, communication, and social integration. Traditional support methods are often insufficient to help them reach their full potential. The development and application of modern technologies, particularly artificial intelligence (AI) and assistive technology (AT), offer new possibilities for improving educational and rehabilitation processes. This paper analyzes how these technologies are used to support children with disabilities through a review of the literature, practical examples, and available technological tools. The role of AI in personalizing learning and recognizing emotional states is emphasized, as well as the application of AT in facilitating daily activities and the importance of AAC for developing communication skills. Challenges in the implementation of these technologies, including the education of professionals, device availability, and ethical aspects, are also discussed. The conclusion highlights that the integrated use of AI and AT significantly contributes to the inclusion and quality of life of children with disabilities, provided it is supported by appropriate education and support systems.

Keywords: *children with developmental disabilities, artificial intelligence, assistive technology*

SENZORNA INTEGRACIJA KAO TEMELJ INDIVIDUALNOG PRISTUPA: SPOJ EDUKACIJSKO-REHABILITACIJSKE I SENZORNO-INTEGRACIJSKE PRAKSE

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Senzorna integracija predstavlja ključni proces u ranom razvoju djeteta, a započinje još intrauterino, dok je dijete u majčinom stomaku. Riječ je o neurološkom procesu putem kojeg mozak prima, obrađuje i integriše informacije iz različitih čula vida, sluha, dodira, mirisa, propriocepcije i vestibularnog sistema. Kada taj proces funkcionira pravilno, omogućava djetetu adekvatno ponašanje, uspješno učenje i kvalitetnu komunikaciju sa okolinom. Poremećaji senzorne integracije teško se prepoznaju, dijagnosticiraju i tretiraju, budući da se manifestuju u različitim oblicima i kombinacijama simptoma.

U praksi rada s djecom sve češće se susreću teškoće koje proizlaze iz senzorne integracije. One se odnose na poteškoće u obradi i organizaciji senzornih informacija iz okoline i tijela. Posljedice se ogledaju u funkcionisanju u svakodnevnim aktivnostima, u obrazovnom procesu, kao i u socijalnim odnosima. Narušeno senzorno funkcionisanje može se manifestovati kroz probleme u pažnji, emocionalnoj regulaciji, motoričkom planiranju, akademskim postignućima i odnosima s vršnjacima. U edukacijsko-rehabilitacijskom radu naglasak treba staviti na uspostavljanje i jačanje pravilnog senzornog funkcionisanja jer ono predstavlja osnovu za sve ostale procese učenja i razvoja. Pristupi i intervencije trebaju biti zasnovani na principima senzorne integracije, što omogućava djeci postepeno razvijanje sposobnosti obrade senzornih informacija. Na taj način stvaraju se stabilni temelji za postizanje drugih razvojnih i obrazovnih ciljeva. Cilj ovog rada jeste prikazati značaj senzorne integracije kao osnove individualnog pristupa u radu s djecom s teškoćama, te naglasiti mogućnosti integrisanja edukacijsko-rehabilitacijske i senzorno-integracijske prakse.

Ključne riječi: *senzorna integracija, edukacijsko-rehabilitacijski pristup*

SENSORY INTEGRATION AS THE FOUNDATION OF AN INDIVIDUALIZED APPROACH: INTEGRATING EDUCATIONAL-REHABILITATION AND SENSORY INTEGRATION PRACTICES

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Sensory integration is a key process in the early development of a child and it begins intrauterine, while the child is in the mother's stomach. It is a neurological process through which the brain receives, processes and integrates information from different senses - sight, hearing, touch, smell, proprioception and the vestibular system. When this process functions properly, it enables the child to behave adequately, learn successfully and communicate well with the environment. However, sensory integration disorders are difficult to recognize, diagnose and treat, since they manifest in different forms and combinations of symptoms.

In the practice of working with children, difficulties arising from sensory integration are encountered more and more often. They refer to difficulties in processing and organizing sensory information from the environment and the body. The consequences are reflected in functioning in daily activities, in the educational process, as well as in social relations. Impaired sensory functioning can be manifested through problems in attention, emotional regulation, motor planning, academic achievements and relationships with peers. In educational-rehabilitation work, emphasis should be placed on establishing and strengthening proper sensory functioning because it represents the basis for all other processes of learning and development. Approaches and interventions should be based on the principles of sensory integration, which enables children to gradually develop the ability to process sensory information. In this way, stable foundations are created for achieving other developmental and educational goals. The aim of this paper is to show the importance of sensory integration as the basis of an individual approach in working with children with disabilities, and to emphasize the possibilities of integrating educational-rehabilitation and sensory-integration practice.

Keywords: *sensory integration, educational-rehabilitation approach*

ZNAČAJ SNA ZA DECU I ODRASLE: FIZIČKO, KOGNITIVNO I EMOCIONALNO ZDRAVLJE

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San je jedan od osnovnih fizioloških procesa koji igra ključnu ulogu u očuvanju fizičkog, kognitivnog i emocionalnog zdravlja kako kod dece, tako i kod odraslih. Tokom spavanja dolazi do telesne regeneracije, uključujući obnavljanje ćelija, lučenje hormona rasta i jačanje imunog sistema. Poseban značaj ima san u dečjem uzrastu, jer utiče na pravilan razvoj mozga, učenje, pažnju i emocionalnu stabilnost.

Mozak tokom sna prolazi kroz važne procese čišćenja putem glimfatičkog sistema koji uklanja metabolički otpad, kao i kroz sinaptičku reorganizaciju koja jača neuroplastičnost. Ovi mehanizmi omogućavaju bolju adaptaciju na nove informacije, razvoj memorije i očuvanje mentalnih kapaciteta.

Kod dece, kvalitetan i dovoljan san povezan je sa boljim školskim uspehom, stabilnim ponašanjem i pravilnim neurološkim razvojem. S druge strane, manjak sna doprinosi razvoju poremećaja pažnje, emocionalne nestabilnosti, gojaznosti i povećanom riziku od hroničnih bolesti. U adolescenciji, zbog bioloških i socijalnih faktora, dolazi do narušavanja ritma spavanja, što dodatno ugrožava psihofizičko funkcionisanje.

Cilj ovog rada je da prikaže višeslojni značaj sna kroz pregled naučnih studija koje potvrđuju njegov uticaj na različite aspekte zdravlja kod dece i odraslih. Razumevanje i poštovanje važnosti sna ključno je za prevenciju zdravstvenih problema i podršku optimalnom razvoju i funkcionisanju tokom celog životnog veka.

Ključne reči: *san, mozak, razvoj dece i adolescenata*

THE IMPORTANCE OF SLEEP FOR CHILDREN AND ADULTS: PHYSICAL, COGNITIVE AND EMOTIONAL HEALTH

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Sleep is a fundamental physiological process that plays a vital role in maintaining physical, cognitive, and emotional health in both children and adults. During sleep, the body undergoes regeneration, including cellular repair, growth hormone secretion, and immune system strengthening. In children, sleep is especially critical for proper brain development, learning, attention, and emotional regulation.

The brain engages in essential cleaning processes during sleep through the glymphatic system, which removes metabolic waste, and in synaptic reorganization that enhances neuroplasticity. These mechanisms support memory consolidation, learning, and long-term cognitive resilience.

In children, good quality and sufficient sleep are associated with better academic performance, emotional stability, and healthy neurological development. Conversely, sleep deprivation contributes to attention disorders, emotional dysregulation, obesity, and increased risk of chronic diseases. During adolescence, biological and social factors often disrupt sleep rhythms, further impairing mental and physical functioning.

This paper aims to highlight the multifaceted importance of sleep by reviewing scientific studies that demonstrate its impact on various health aspects across the lifespan. Understanding and respecting the significance of sleep is essential for disease prevention and supporting optimal development and daily functioning.

Keywords: *sleep, brain, development of children and adolescents*

ULOGA PORODICE U MULTIDISCIPLINARNOM TIMU: PARTNERSTVO ILI PREPREKA

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U savremenom pristupu edukaciji i rehabilitaciji dece sa smetnjama u razvoju, porodica se prepoznaje kao ključni i nezamenjiv član multidisciplinarnog tima. Umesto tradicionalnog modela u kojem je porodica imala uglavnom pasivnu i posmatračku ulogu, savremena praksa podstiče aktivno partnerstvo između roditelja i stručnjaka različitih profila – logopeda, psihologa, pedagoga, defektologa, socijalnih radnika i lekara. Ovakav model saradnje zasniva se na ideji da je roditelj ekspert za svoje dete i da njegovo iskustvo, opažanja i znanja imaju veliku vrednost u procesu planiranja i sprovođenja individualizovanih intervencija. Međutim, ostvarivanje takvog partnerstva u praksi nije uvek jednostavno i često se suočava sa brojnim izazovima. Neki od ključnih problema uključuju nedostatak međusobnog poverenja, neadekvatnu komunikaciju, različita očekivanja, emocionalni stres sa kojim se porodice suočavaju, kao i nepovoljne socijalno-ekonomske okolnosti koje mogu ograničiti njihovu mogućnost da se aktivno uključe. Cilj ovog rada jeste da se analizira uloga porodice u okviru multidisciplinarnog tima, sa posebnim osvrtom na faktore koji doprinose uspešnoj saradnji, ali i na prepreke koje se javljaju u realnom kontekstu. Kroz uvid u relevantnu stručnu literaturu i primere dobre prakse, rad daje konkretne preporuke za unapređenje saradnje sa porodicom – kroz kontinuiranu edukaciju roditelja, njihovo osnaživanje, pružanje emocionalne podrške i razvijanje fleksibilnih modela komunikacije. Zaključak je da bez autentičnog, ravnopravnog partnerstva sa porodicom, celokupna podrška detetu ne može biti ni potpuna ni dugoročno efektivna.

Ključne reči: porodica, multidisciplinarni tim, edukacija, saradnja

THE ROLE OF THE FAMILY IN THE MULTIDISCIPLINARY TEAM: PARTNERSHIP OR OBSTACLE

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In the contemporary approach to the education and rehabilitation of children with developmental disabilities, the family is recognized as a key and irreplaceable member of the multidisciplinary team. Instead of the traditional model in which the family had a mostly passive and observational role, modern practice encourages active partnership between parents and professionals from various fields – speech and language therapists, psychologists, educators, special educators, social workers, and medical doctors. This model of cooperation is based on the idea that parents are experts on their own child and that their experience, observations, and knowledge are of great value in the process of planning and implementing individualized interventions. However, establishing such a partnership in practice is not always simple and often faces numerous challenges. Some of the key issues include a lack of mutual trust, inadequate communication, differing expectations, emotional stress faced by families, as well as unfavorable socio-economic circumstances that may limit their ability to actively participate. The aim of this paper is to analyze the role of the family within the multidisciplinary team, with special emphasis on the factors that contribute to successful collaboration, as well as the obstacles that arise in real-life contexts. Through an overview of relevant professional literature and examples of good practice, the paper offers concrete recommendations for improving cooperation with families – through continuous parent education, empowerment, provision of emotional support, and the development of flexible models of communication. The conclusion is that without authentic, equal partnership with the family, comprehensive support for the child cannot be complete nor effective in the long term.

Keywords: *family, multidisciplinary team, education, collaboration*

PSIHOMETRIJSKA SVOJSTVA ADOS-2 TEST U POPULACIJ ODRASLIH OSOBA S AUTIZMOM-IMPLIKACIJE ZA KLINIČKU PRAKSU I ISTRAŽIVANJE

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Kod autizma, temeljne poteškoće leže u socijalnoj komunikaciji i interakciji te prisutnosti senzornih osjetljivosti, repetitivnih ponašanja i intenzivnih specifičnih interesa, s tim da socijalne poteškoće često proizlaze iz teškoća u razumijevanju i obradi informacija (Baron-Cohen, 1995). Kod poremećaja ličnosti, primarni problemi su u disfunkcionalnim obrascima mišljenja, emocionalnoj regulaciji, kontroli impulsa i interpersonalnim odnosima (APA, 2013). ADOS-2 protokol (Autism Diagnostic Observation Schedule, Second Edition) je standardizirani instrument za procjenu komunikacije, socijalne interakcije, igre i repetitivnih ponašanja relevantnih za dijagnozu autizma. Njegova psihometrijska svojstva ključna su za interpretaciju rezultata testa i donošenje kliničkih odluka glede diferencijalne dijagnoze, posebice zbog specifičnosti procjene odraslih osoba s potencijalnom neuroraznolikošću i sumnjom na autizam kao složeno stanje, te individualne prezentacije, razvijenost verbalnih vještina, intelektualnih sposobnosti, kao i komorbiditeti, mogu varirati, što ponekad otežava diferencijalnu dijagnozu. U radu su analizirana psihometrijska svojstva ADOS-2 testa u populaciji odraslih, s osvrtom na implikacije za kliničku praksu i istraživanje uz sustavno razmatranje sličnosti i razlika između simptoma autizma i poremećaja ličnosti. Interakcija između autizma i poremećaja ličnosti može biti složena i predstavljati značajne dijagnostičke i terapijske izazove. Neke poteškoće proizlaze iz preklapanja simptoma između ova dva složena stanja. S obzirom na varijabilnost individualnih iskustava analiza potkrijepljuje ranija istraživanja kako u sveobuhvatnoj i temeljitoj procjeni koja uzima u obzir različite aspekte funkcioniranja osobe kroz vrijeme.

Ključne riječi: ADOS, neurorazličnost, komorbiditet, socijalne poteškoće, autizam

PSYCHOMETRIC CHARACTERISTICS OF THE ADOS-2 TEST IN A POPULATION OF ADULTS WITH AUTISM - IMPLICATIONS FOR CLINICAL PRACTICE AND RESEARCH

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In autism, the fundamental difficulties lie in social communication and interaction, as well as the presence of sensory sensitivities, repetitive behaviors, and intense specific interests, with social difficulties often stemming from challenges in understanding and processing information (Baron-Cohen, 1995). In personality disorders, the primary problems are in dysfunctional patterns of thinking, emotional regulation, impulse control, and interpersonal relationships (APA, 2013). The ADOS-2 protocol (Autism Diagnostic Observation Schedule, Second Edition) is a standardized instrument for assessing communication, social interaction, play, and repetitive behaviors relevant to the diagnosis of autism. Its psychometric properties are crucial for the interpretation of test results and making clinical decisions regarding differential diagnosis, particularly due to the specificities of assessing adults with potential neurodiversity and suspected autism as a complex condition. Furthermore, individual presentations, the development of verbal skills, intellectual abilities, as well as comorbidities, can vary, which sometimes complicates differential diagnosis. This paper analyzes the psychometric properties of the ADOS-2 test in an adult population, with a focus on the implications for clinical practice and research, alongside a systematic consideration of the similarities and differences between the symptoms of autism and personality disorders. The interaction between autism and personality disorders can be complex and present significant diagnostic and therapeutic challenges. Some difficulties arise from the overlap of symptoms between these two complex conditions. Given the variability of individual experiences, the analysis supports earlier research regarding a comprehensive and thorough assessment that takes into account different aspects of a person's functioning over time.

Keywords: *ADOS, neurodiversity, comorbidity, social difficulties, autism*

VAŽNOST IZVRŠNIH FUNKCIJA U OBRAZOVANJU

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Ova prezentacija istražuje ključnu ulogu izvršnih funkcija - radne memorije, inhibitorne kontrole i kognitivne fleksibilnosti - u oblikovanju obrazovnih ishoda kroz razvojne faze. Izvršne funkcije su temeljni kognitivni procesi koji omogućavaju učenicima da planiraju, fokusiraju pažnju, pamte upute i uspješno žongliraju s više zadataka. Njihov utjecaj proteže se izvan akademskog uspjeha, utječući na regulaciju ponašanja, emocionalnu kontrolu i socijalnu interakciju. Dokazi iz neuroznanosti i obrazovne psihologije ističu da su učenici s dobro razvijenim izvršnim funkcijama bolje opremljeni za uključivanje u ciljno usmjereno učenje, prilagođavanje zahtjevima učionice i istrajavanje u izazovima. Suprotno tome, deficiti u ovim područjima povezani su s poteškoćama u čitanju, matematici i ponašanju u učionici, posebno među učenicima s ADHD-om ili teškoćama u učenju. Prezentacija naglašava prilagodljivost izvršnih funkcija i raspravlja o praktičnim strategijama koje edukatori mogu primijeniti kako bi podržali njihov razvoj, kao što su zadaci scaffoldinga, promoviranje metakognicije i integriranje praksi svjesnosti. Podsticanjem izvršnih funkcija, edukatori ne samo da poboljšavaju akademska postignuća, već i razvijaju esencijalne životne vještine poput otpornosti, samoregulacije i samostalnog učenja. Sesija se završava zalaganjem za namjerniju integraciju podrške izvršnim funkcijama u nastavne planove i programe i obuku nastavnika, pozicionirajući ove vještine kao ključne za pravedno i efikasno obrazovanje.

Ključne riječi: *izvršne funkcije, osnovno obrazovanje, teškoće u učenju*

THE IMPORTANCE OF EXECUTIVE FUNCTIONS IN EDUCATION

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This presentation explores the critical role of executive functions—working memory, inhibitory control, and cognitive flexibility—in shaping educational outcomes across developmental stages. Executive functions are foundational cognitive processes that enable students to plan, focus attention, remember instructions, and juggle multiple tasks successfully. Their influence extends beyond academic performance, affecting behavior regulation, emotional control, and social interaction. Evidence from neuroscience and educational psychology highlights that students with well-developed executive functions are better equipped to engage in goal-directed learning, adapt to classroom demands, and persist through challenges. Conversely, deficits in these areas are linked to difficulties in reading, mathematics, and classroom behavior, particularly among students with ADHD or learning disabilities. The presentation emphasizes the malleability of executive functions and discusses practical strategies educators can implement to support their development, such as scaffolding tasks, promoting metacognition, and integrating mindfulness practices. By fostering executive functions, educators not only enhance academic achievement but also cultivate essential life skills such as resilience, self-regulation, and independent learning. The session concludes by advocating for a more intentional integration of executive function support within curricula and teacher training, positioning these skills as central to equitable and effective education.

Keywords: *executive functions, elementary education, learning disabilities*

PROFESIONALNA ORIJENTACIJA ADOLESCENATA SA POREMEĆAJIMA U PONAŠANJU

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Adolescenti sa poremećajima u ponašanju predstavljaju posebno osjetljivu grupu mladih koji se suočavaju sa brojnim izazovima u procesu socijalizacije, obrazovanja i profesionalnog razvoja. Profesionalna orijentacija u tom kontekstu ima ključnu ulogu, jer doprinosi donošenju realnih odluka o izboru zanimanja, usmjerenih na njihove sposobnosti, interesovanja i mogućnosti. Cilj istraživanja je bio da se ispita značaj profesionalne orijentacije u radu sa adolescentima sa poremećajima u ponašanju i da se utvrdi na koji način ona utiče na njihov budući razvoj i integraciju u društvo.

Istraživanje je sprovedeno na uzorku adolescenata srednjoškolskog uzrasta, uz primjenu anketnih upitnika i metoda deskriptivne statistike. Rezultati ukazuju da adolescenti sa poremećajima u ponašanju često nijesu dovoljno informisani o mogućnostima obrazovanja i zapošljavanja, te da im je potrebna podrška stručnih radnika i nastavnika u procesu donošenja odluka. Profesionalna orijentacija se pokazala kao važan mehanizam prevencije socijalne isključenosti i kao značajan faktor za unapređenje njihovog samopouzdanja i motivacije.

Diskusija potvrđuje da adekvatno sprovedeni programi profesionalne orijentacije mogu doprinijeti boljoj integraciji adolescenata sa poremećajima u ponašanju, omogućavajući im da pronađu svoje mjesto u obrazovnom i radnom okruženju. Ovi nalazi naglašavaju važnost daljeg razvoja sistemskih rješenja i saradnje porodice, škole i zajednice u oblasti profesionalne orijentacije.

Ključne riječi: *adolescenti, poremećaji u ponašanju, profesionalna orijentacija, inkluzija*

PROFESSIONAL ORIENTATION OF ADOLESCENTS WITH BEHAVIORAL DISORDERS

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Adolescents with behavioral disorders represent a particularly sensitive group of young people who face numerous challenges in the process of socialization, education, and professional development. Career guidance plays a key role in this context, as it contributes to making realistic decisions regarding career choice, based on their abilities, interests, and potentials.

The aim of this research was to examine the importance of career guidance for adolescents with behavioral disorders and to determine how it affects their future development and social integration. The research was conducted on a sample of high school adolescents, using survey questionnaires and descriptive statistical methods. The results indicate that adolescents with behavioral disorders are often not sufficiently informed about educational and employment opportunities, and that they need the support of professionals and teachers in the decision-making process.

Career guidance proved to be an important mechanism for preventing social exclusion and a significant factor in improving their self-confidence and motivation. The discussion confirms that adequately implemented career guidance programs can contribute to better integration of adolescents with behavioral disorders, enabling them to find their place in educational and work environments. These findings emphasize the importance of further developing systemic solutions and the cooperation of families, schools, and communities in the field of career guidance.

Keywords: *adolescents, behavioral disorders, career guidance, inclusion*

ERASMUS+ MOBILNOST U ESTONIJI – INOVATIVNI PRISTUPI OBRAZOVANJU I PODRŠKA NASTAVNICIMA

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Erasmus+ mobilnost u školi „Porkuni”, specijalizovanoj ustanovi za obrazovanje dece sa smetnjama u razvoju u Estoniji, omogućila je učesnicima uvid u inovativne pedagoške prakse i dobro organizovan sistem obrazovanja dece sa smetnjama u razvoju. Estonski obrazovni model ističe se individualizovanim pristupom nastavi, efikasnom integracijom digitalnih alata i timskim radom stručnjaka različitih profila, što obezbeđuje sveobuhvatnu podršku učenicima sa posebnim obrazovnim potrebama. Poseban fokus mobilnosti bio je usmeren na programe za očuvanje mentalnog zdravlja i prevenciju sagorevanja nastavnika. U sektoru obrazovanja, gde se zaposleni suočavaju sa stalnim stresom, velikim odgovornostima i emotivnim angažmanom, rizik od sagorevanja je povećan. Nastavnici često prepoznaju visoke zahteve u radu sa decom, kao i obaveze koje prevazilaze radno vreme, što doprinosi osećaju preopterećenosti. Dugoročno izlaganje stresu može dovesti do smanjenja profesionalnog zadovoljstva, emotivne iscrpljenosti, smanjene efikasnosti u radu i povećanog odsustva sa posla. Kako bi usvojili preventivne strategije i naučili metode upravljanja stresom, učesnici mobilnosti su učestvovali u antistres, muzičkim i ritmičkim radionicama, kao i u kreativnom radu sa glinom, što je doprinelo opuštanju, razvoju kreativnosti i jačanju profesionalne otpornosti.

Kroz prezentaciju će biti predstavljeni predlozi za opuštanje, sa posebnim naglaskom na antistres tehnike, praktične metode za upravljanje stresom u svakodnevnom radu, muzičko-ritmičke aktivnosti i kreativne pristupe koji doprinose očuvanju profesionalne otpornosti.

Ključne reči: *Erasmus+, antistres terapija*

ERASMUS+ MOBILITY IN ESTONIA – INNOVATIVE APPROACHES TO EDUCATION AND SUPPORT FOR TEACHERS

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The Erasmus+ mobility at the “Porkuni” School, a specialized institution for the education of children with developmental disabilities in Estonia, provided participants with insight into innovative pedagogical practices and a well-organized system of education for children with special needs. The Estonian educational model is distinguished by its individualized approach to teaching, effective integration of digital tools, and teamwork among professionals from different fields, ensuring comprehensive support for students with special educational needs.

A particular focus of mobility was directed towards programs for maintaining teachers’ mental health and preventing burnout. In the education sector, where employees face constant stress, high responsibility, and strong emotional engagement, the risk of burnout is increased. Teachers often recognize the high demands of working with children, as well as obligations that extend beyond working hours, which contribute to a sense of overload. Long-term exposure to stress may lead to decreased job satisfaction, emotional exhaustion, reduced efficiency at work, and increased absenteeism. In order to adopt preventive strategies and learn stress management methods, participants took part in anti-stress, music and rhythm workshops, as well as in creative clay modeling, which contributed to relaxation, the development of creativity, and strengthening professional resilience.

The presentation will showcase relaxation proposals, with special emphasis on anti-stress techniques, practical methods for managing stress in everyday work, music and rhythm activities, and creative approaches that contribute to maintaining professional resilience.

Keywords: *Erasmus+, anti-stress therapy*

PODRŠKA RAZVOJU DJETETA KROZ INDIVIDUALNI PRILAGOĐENI PROGRAM – PRIMJER SARADNJE ODGAJATELJA I EDUKATORA- REHABILITATORA

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Inkluzija u predškolskom odgoju i obrazovanju podrazumijeva stvaranje uslova u kojima svako dijete može da uči i razvija se u skladu sa svojim sposobnostima. Ona podrazumijeva prilike u kojima se uvažavaju različitosti, a svakom djetetu omogućava aktivno i ravnopravno učešće u odgojno-obrazovnom procesu. Jedan od ključnih alata za ostvarenje potencijala svakog djeteta jeste Individualni prilagođeni program (IPP) koji je baziran na jakim stranama svakog djeteta. Kroz adekvatnu prilagodbu metoda, prostora i sadržaja može se znatno unaprijediti učešće djece u svakodnevnim aktivnostima. Cilj ovog rada je prikazati iskustvo iz prakse koje se odnosi na proces izrade i implementacije IPP-a u jednoj odgojnoj grupi. U radu će biti predstavljeni ključni koraci – od procjene i analize potreba djeteta, preko timskog sastanka i formulacije ciljeva, do izrade i implementiranja samog programa. Prikazani proces naglašava važnost individualnog pristupa i fleksibilnosti u radu, jer upravo prilagođavanje svakodnevnih aktivnosti omogućava da dijete aktivno koristi svoje potencijale. Značaj uspješnosti primjene programa se u velikoj mjeri ogleda kroz saradnju stručnog tima, posebno edukatora-rehabilitatora i odgajatelja nosioca odgojno-obrazovnog procesa. Kroz koordiniran rad i razmjenu informacija program u konačnosti dobiva svoju praktičnu vrijednost. Evaluacija programa, metoda prilagođavanja i vrste podrške je pokazala pozitivne pomake u razvoju i funkcionisanju djeteta, kao i izazove u implementaciji. Na osnovu iskustva ponuđene su preporuke za unapređenje prakse koje mogu koristiti u predškolskom odgoju i obrazovanju i svim njegovim učesnicima. Zaključeno je da se kroz kvalitetnu saradnju i kontinuiranu komunikaciju svih članova stručnog i odgojnog tima može pružiti adekvatna podrška djetetu, čime se omogućava njegovo aktivno i ravnopravno učešće u odgojnoj grupi, te doprinosi jačanju inkluzivne prakse u predškolskom obrazovanju.

Ključne riječi: *inkluzija, predškolski odgoj i obrazovanje, individualni program, timska saradnja*

SUPPORTING CHILD DEVELOPMENT THROUGH AN INDIVIDUALIZED EDUCATION PLAN – AN EXAMPLE OF EFFECTIVE COLLABORATION BETWEEN PRESCHOOL TEACHER AND SPECIAL EDUCATOR

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Inclusion in early childhood education implies creating conditions in which every child can learn and develop according to their abilities. It involves opportunities that respect differences and enable each child to actively and equally participate in the educational process. One of the key tools for realizing each child's potential is the Individualized Education Plan (IEP), which is based on the child's strengths. Through appropriate adaptation of methods, environment, and content, children's participation in daily activities can be significantly enhanced. The aim of this paper is to present a practical experience related to the development and implementation of an IEP in a preschool group. The paper outlines key steps – from assessment and analysis of the child's needs, through team meetings and goal formulation, to the creation and implementation of the program itself. The process highlights the importance of an individual approach and flexibility in practice, as adapting daily activities allows the child to actively use their potential. The success of the program largely depends on the collaboration of the professional team, particularly the special educator and the preschool teacher. Through coordinated work and information exchange, the program gains its practical value. Evaluation of the program, adaptation methods, and types of support showed positive progress in the child's development and functioning, as well as challenges in implementation. Based on this experience, recommendations were offered to improve practice for all participants in early childhood education. It is concluded that through quality collaboration and continuous communication among all members of the professional and educational team, adequate support can be provided to the child, enabling active and equal participation in the preschool group and contributing to strengthening inclusive practices in early childhood education.

Keywords: *inclusion, early childhood education, individualized program, team collaboration*

METOD BETTY STRAUSS – ISKUSTVA STEČENA TOKOM ERASMUS + AKREDITACIJE U KRAKOVU

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U okviru Erasmus+ akreditacije sprovedena je stručna poseta specijalnoj školi *Specjalny Ośrodek Szkolno-Wychowawczy nr 4* u Krakovu, Poljska. Cilj posete bio je da se stekne uvid u organizaciju rada, strategije i metode koje se primenjuju u obrazovanju učenika sa smetnjama u razvoju, kao i da se sagleda na koji način obrazovni sistem pruža podršku i prilagođava se njihovim potrebama. Tokom posete upoznali smo se sa inovativnim metodama i specifičnim tretmanima koje Centar primenjuje, a posebno smo obratili pažnju na Betti Strauss metodu aktivnog slušanja muzike.

Ova metoda se zasniva na korišćenju muzičkih oblika kao što su slušanje klasične muzike, pevanje, pokret, sviranje instrumenata i stvaranje. Njihovom primenom efikasno se razvija estetska osetljivost deteta, unapređuju vokalne i motoričke sposobnosti i uvode ga u svet znanja na kreativan način. Posebna vrednost klasične muzike ogleda se u njenom umirujućem i motivacionom delovanju: ona doprinosi opuštanju tela, usklađivanju disanja, boljem pamćenju novih informacija i podstiče na akciju. Višestruko ponavljanje aktivnosti obogaćuje repertoar pokreta, podstiče kognitivne procese i razvija verbalnu i neverbalnu komunikaciju. Kroz međusobnu povezanost pokreta i govora deci se olakšava pamćenje redosleda radnji i gestova, što doprinosi lakšem usvajanju novih sadržaja.

Prezentacijom će biti predstavljena stečena znanja i novine uočene tokom posete sa posebnim naglasom na metod Betti Strauss i mogućnosti njihove primene u radu sa učenicima u specijalnim školama. Cilj je da se ovi primeri dobre prakse približe nastavnicima, vaspitačima i stručnim saradnicima, kako bi se obogatila pedagoška praksa i unapredio kvalitet obrazovanja i vaspitanja dece sa smetnjama u razvoju.

Ključne reči: *Erasmus+, Betti Strauss metod*

THE BETTY STRAUSS METHOD – EXPERIENCES GAINED DURING ERASMUS+ ACCREDITATION IN KRAKOW

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As part of the Erasmus+ accreditation, a study visit was carried out to the special school *Specjalny Ośrodek Szkolno-Wychowawczy nr 4* in Krakow, Poland. The aim of the visit was to gain insight into the organization of work, strategies, and methods applied in the education of students with developmental disabilities, as well as to examine how the educational system provides support and adapts to their needs. During the visit, we became acquainted with innovative methods and specific treatments applied by the Center, with particular attention given to the Betty Strauss method of active music listening.

This method is based on the use of various musical forms such as listening to classical music, singing, movement, playing instruments, and creative expression. Through their application, children's aesthetic sensitivity is effectively developed, vocal and motor skills are improved, and they are introduced to the world of knowledge in a creative and motivating way. The special value of classical music lies in its calming and stimulating effects: it contributes to body relaxation, breathing regulation, better memorization of new information, and encourages action. Repeated activities enrich the repertoire of movements, stimulate cognitive processes, and foster both verbal and non-verbal communication.

Through the interconnection of movement and speech, children are supported in memorizing sequences of actions and gestures, which facilitates the acquisition of new content. The presentation will showcase the acquired knowledge and novelties observed during the visit, with a special focus on the Betty Strauss method and the possibilities of its application in working with students in special schools. The goal is to bring these examples of good practice closer to teachers, educators, and professional associates, to enrich pedagogical practice and improve the quality of education and upbringing of children with developmental disabilities.

Keywords: *Erasmus+, Betty Strauss method*

UNAPREĐENJE KOMUNIKACIJE ŠKOLE I RODITELJA UČENIKA S TEŠKOĆAMA

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Uspješna komunikacija, prema Manojlovich (2015), predstavlja proces u kom učesnici stvaraju i dijele informacije kako bi postigli međusobno razumijevanje. Waisbord (2019) ističe da komunikacija obuhvata dijalog, izražavanje, informaciju i simboličku interakciju, a upravo takav otvoren i empatičan pristup škola treba njegovati u odnosu s roditeljima.

Roditelji učenika s teškoćama suočavaju se s kompleksnim emocionalnim i socijalnim izazovima, uključujući stres, osjećaj neizvjesnosti, promijenjenu porodičnu dinamiku i često smanjene resurse podrške (Emerson et al., 2021). U tom kontekstu, u međusobnoj interakciji škole i roditelja izuzetno je važna uspješna interpersonalna komunikacija, gdje učesnici u međusobnoj interakciji ujedno pokušavaju i uticati jedni na druge, smanjiti nesklad, tjeskobu ili strah koji osjećaju, a često je način na koji komuniciraju važniji od onoga što komuniciraju (Čerepinko, 2011.)

Ovaj rad, oslanjajući se na analizu savremene literature, istražuje modele i strategije komunikacije škole s roditeljima učenika s teškoćama, polazeći od općih teorijskih postavki komunikologije, preko specifičnih inkluzivnih modela, do preporuka i savjeta za jačanje partnerskog odnosa.

Jedan od efikasnih načina jačanja komunikacije, a koji će biti obrađen u radu, je formativno praćenje, koje omogućava kontinuirano praćenje učenikovog napretka i pravovremeno dijeljenje informacija s roditeljima. Kroz redovne povratne informacije, roditelji mogu pratiti kako dijete savladava zadatke, gdje nailazi na poteškoće i koje vještine razvija, što im omogućava da aktivno sudjeluju u obrazovnom procesu i pružaju adekvatnu podršku kod kuće. Nastavnici, koristeći podatke iz formativnog praćenja, mogu individualizirati pristup učeniku i zajednički s roditeljima planirati strategije koje najbolje odgovaraju njegovim potrebama.

Poseban fokus stavljen je na psihološki značaj uspješne komunikacije za roditelja, s ciljem ublažavanja stresa, jačanja otpornosti i osnaživanja roditeljske uloge.

Ključne riječi: komunikacija, roditelji, psihološka podrška, učenici s teškoćama, inkluzija

IMPROVING COMMUNICATION BETWEEN SCHOOLS AND PARENTS OF STUDENTS WITH DISABILITIES

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Successful communication, according to Manojlovich (2015), is a process in which participants create and share information in order to achieve mutual understanding. Waisbord (2019) emphasizes that communication encompasses dialogue, expression, information, and symbolic interaction—an open and empathetic approach that schools should foster in their relationships with parents.

Parents of students with disabilities face complex emotional and social challenges, including stress, uncertainty, altered family dynamics, and often reduced support resources (Emerson et al., 2021). In this context, effective interpersonal communication between schools and parents is essential, as participants attempt not only to exchange information but also to influence one another, reduce dissonance, anxiety, or fear, where the manner of communication often proves more important than its content (Čerepinko, 2011).

Building on an analysis of contemporary literature, this paper explores models and strategies of school–parent communication in the context of students with disabilities, moving from general theoretical foundations of communication studies, through specific inclusive models, to recommendations for strengthening partnership relations. One effective approach to improving communication, discussed in the paper, is formative assessment, which enables continuous monitoring of student progress and timely information sharing with parents. Regular feedback allows parents to track how their child is mastering tasks, where difficulties arise, and which skills are being developed, thus enabling them to actively participate in the educational process and provide adequate support at home. Teachers, by using data from formative assessment, can individualize their approach and collaboratively plan strategies with parents to better meet the student's needs.

Special attention is devoted to the psychological importance of successful communication for parents, with the aim of alleviating stress, strengthening resilience, and empowering the parental role.

Keywords: *communication, parents, psychological support, students with disabilities, inclusion*

UTICAJ TRENINGA MODRNOG PLESA NA USVAJANJE KRETNJI PLANIRANIH NASTAVOM FIZIČKOG VASPITANJA UČENIKA SA SMETNJAMA U INTELEKTUALNOM RAZVOJU

Stefanović Andrija

Ovaj rad ima za cilj da analizira uticaj usvajanja plesnih koreografija na usvajanje motoričkih veština učenika tokom časova fizičkog i zdravstvenog vaspitanja. Istraživanje je sprovedeno u periodu od šest meseci, tokom kojih su neki učenici učestvovali u treninzima plesa i redovnim časovima fizičkog vaspitanja. Plesne koreografije su se učile nezavisno od časova fizičkog vaspitanja, pod vođstvom drugog trenera.

Istraživanje je obuhvatilo 46 učenika od 5. do 8. razreda, različitih starosnih, intelektualnih i fizičkih sposobnosti. Od tih učenika, 16 je učestvovalo u treninzima plesa i redovnim časovima fizičkog vaspitanja, dok je 30 učenika pratilo samo redovne časove fizičkog vaspitanja. Grupa koja je učestvovala u treninzima plesa učila je tri plesne koreografije, sa dva časa plesa nedeljno. Paralelno su pohađali i časove fizičkog vaspitanja, u trajanju od tri časa nedeljno, na kojima su realizovane aktivnosti prema godišnjem planu rada. Planirane aktivnosti obuhvatale su košarku, odbojku, fudbal, rukomet, atletiku, gimnastiku i plesove, a realizovani su različiti motorički elementi kao što su vođenje lopte, dodavanje lopte, šutiranje, bacanje kugle, skok u dalj, kolutovi, preskoci, hodanje po gredi.

Efekti realizacije istraživanja praćeni su metodom opservacije.

Tokom istraživanja, nije primećen značajan uticaj plesnih koreografija na razvoj motoričkih veština koje su bile planirane godišnjim planom rada za časove fizičkog vaspitanja. Iako su plesne koreografije doprinele razvoju određenih motoričkih sposobnosti, nisu imale specifičan uticaj na fizičke aktivnosti predviđene za nastavu.

Na osnovu opažanja tokom istraživanja, zaključeno je da usvajanje plesnih koreografija nije značajno uticalo na razvoj motornih veština na časovima fizičkog vaspitanja. Iako su učenici stekli određene motoričke sposobnosti kroz ples, nije se dokazalo da ples direktno utiče na poboljšanje drugih fizičkih veština predviđenih planom nastave.

Ključne reči: *fizičko vaspitanje, sport, učenici sa smetnjama u razvoju*

THE IMPACT OF MODERN DANCE TRAINING ON THE ACQUISITION OF MOVEMENT SKILLS PLANNED IN PHYSICAL EDUCATION CLASSES FOR STUDENT WITH INTELLECTUAL DISABILITIES

Stefanović Andrija

This study aims to analyze the impact of learning dance choreographies on the development of motor skills in students during physical education classes. The research was conducted over a period of six months, during which some students participated in dance training and regular physical education classes. The dance choreographies were learned independently from the physical education classes, under the guidance of a different instructor.

The study involved 46 students from grades 5 to 8, with varying ages, intellectual, and physical abilities. Of these, 16 students participated in both dance training and regular physical education classes, while 30 students attended only the regular physical education classes. The group involved in dance training learned three dance choreographies, with two dance sessions per week. At the same time, they attended physical education classes three times a week, during which activities were carried out according to the annual work plan. The planned activities included basketball, volleyball, soccer, handball, athletics, gymnastics, and dances. Various motor skills were practiced, including dribbling, passing, shooting, shot put, long jump, somersaults, vaults, and balance beam walking.

The effects of the research were monitored through the method of observation.

During the study, no significant impact of the dance choreographies on the development of motor skills planned in the physical education curriculum was observed. Although the dance choreographies contributed to the development of certain motor skills, they did not have a specific impact on the physical activities outlined in the curriculum.

Based on the observations during the research, it was concluded that learning dance choreographies did not significantly affect the development of motor skills during physical education classes. While students gained certain motor abilities through dance, it was not proven that dance directly influenced the improvement of other physical skills outlined in the curriculum.

Keywords: *physical education, sports, students with developmental disabilities*

PROFESIONALNE ULOGE I KOMPETENCIJE NASTAVNIKA U INKLUZIVNOM OBRAZOVANJU: IZAZOVI I PERSPEKTIVE

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Razumevanje profesionalnih uloga nastavnika predstavlja polaznu tačku za unapređenje inkluzivne prakse u osnovnom obrazovanju. Cilj ovog istraživanja bio je da se ispita kako nastavnici percipiraju sopstvene kompetencije u radu sa učenicima sa smetnjama u razvoju, kao i da se uporedi njihova uloga sa ulogom školskih pedagoga i psihologa. Istraživanje je sprovedeno na uzorku od 156 nastavnika iz redovnih osnovnih škola, među kojima je 54,5% imalo prethodno iskustvo u inkluzivnoj praksi. Korišćen je instrument posebno konstruisan za potrebe ovog istraživanja, a njegova struktura proverena je eksplorativnom faktorskom analizom. Rezultati ukazuju da nastavnici u većoj meri prepoznaju savetodavne i podržavajuće funkcije školskih stručnih saradnika, dok svoje kompetencije u neposrednom radu sa učenicima sa smetnjama u razvoju ocenjuju nedovoljno razvijenim. Kao ključne prepreke inkluziji identifikovani su nedostatak adekvatnog inicijalnog obrazovanja i nepovoljna školska klima. Analiza nije pokazala značajne razlike u percepcijama u zavisnosti od prethodnog iskustva nastavnika, što upućuje na šire sistemske izazove.

Zaključuje se da je neophodno osnaživanje nastavnika kroz unapređenje programa inicijalnog obrazovanja, kontinuirano stručno usavršavanje i razvoj školske kulture koja podstiče inkluzivne vrednosti. Nalazi istraživanja pružaju osnov za dalje oblikovanje obrazovnih politika koje će integrisati perspektive nastavnika u proces razvoja održive inkluzivne prakse.

Ključne reči: *inkluzivno obrazovanje, percepcije nastavnika, profesionalne kompetencije, prepreke inkluziji, školska kultura, obrazovanje učenika sa smetnjama u razvoju*

TEACHERS' PROFESSIONAL ROLES AND COMPETENCIES IN INCLUSIVE EDUCATION: CHALLENGES AND PERSPECTIVES

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Understanding the professional roles of teachers represents a key starting point for improving inclusive practices in primary education. The aim of this study was to examine how teachers perceive their own competencies in working with students with developmental disabilities, as well as to compare their role with that of school pedagogues and psychologists. The research was conducted on a sample of 156 teachers from mainstream primary schools, 54.5% of whom had previous experience in inclusive practice. A research instrument specifically designed for the purposes of this study was employed, and its structure was validated through exploratory factor analysis. The results indicate that teachers largely recognize the advisory and supportive functions of school specialists, while simultaneously evaluating their own competencies in direct work with students with developmental disabilities as insufficiently developed. The main barriers to inclusion identified were the lack of adequate initial teacher education and an unfavorable school climate. The analysis did not reveal significant differences in perceptions depending on prior teaching experience, suggesting broader systemic challenges. It is concluded that empowering teachers through improvements in initial teacher education programs, continuous professional development, and the cultivation of a school culture that fosters inclusive values is essential. The findings of the study provide a basis for further development of educational policies that will integrate teachers' perspectives into the process of creating sustainable inclusive practices.

Keywords: *inclusive education, teacher perceptions, professional competencies, barriers to inclusion, school culture, education of students with developmental disabilities*

NOVA ERA U PRISTUPU NEURORAZVOJNIM POREMEĆAJIMA: PRECIZNO I LIČNO

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Neurorazvojni poremećaji obuhvataju široku grupu bihevioralnih i kognitivnih stanja koja nastaju tokom razvojnog perioda, a karakterišu ih značajne poteškoće u sticanju i izvršavanju intelektualnih, motoričkih, jezičkih i/ili socijalnih funkcija. U ovu kategoriju spadaju poremećaji intelektualnog razvoja, poremećaj iz spektra autizma (ASD), poremećaj sa deficitom pažnje i hiperaktivnošću (ADHD), razvojni poremećaji govora, jezika, učenja i motoričke koordinacije, kao i drugi specifični i nespecifični poremećaji.

Savremena praksa se udaljava od isključivo kategorijalnog okvira ka dimenzionalnom, fleksibilnom i individualizovanom pristupu dijagnostici i tretmanu neurorazvojnih poremećaja, što je i u skladu sa Međunarodnom klasifikacijom bolesti – 11. revizija (MKB-11). Dodato iz perspective neurorazvojnog kontinuuma ove poremećaje možemo posmatrati kao tačke na spektru razvoja mozga, pri čemu se kod pojedinca mogu istovremeno ispoljavati teškoće i snage. S toga, dijagnoza se smatra dinamičnim procesom, koji uključuje kontinuiranu procenu dimenzija simptoma, funkcionalnih kapaciteta i adaptabilnosti tokom vremena, uz pažljivo razmatranje heterogenosti simptoma, njihovog preklapanja i prisustva globalnog neurorazvojnog faktora. Ovakav pristup omogućava preciznije planiranje intervencija i dublje razumevanje složenih kognitivnih, emocionalnih i bihevioralnih profila.

Korak dalje, klinička i obrazovna praksa sve češće primenjuje perspektivu zasnovanu na snagama, u skladu sa konceptom neurodiverziteta, koji priznaje da varijacije u kognitivnim stilovima i ponašanjima nisu nužno patološke, već mogu predstavljati dragocen resurs. Inkluzivno obrazovanje, društvena participacija i prilagođavanje okruženja su od ključnog značaja, sa ciljem podrške adaptaciji pojedinca umesto njegovog „popravljanja“. Strukturirana podrška i inovativne strategije omogućavaju transformaciju teškoća u sposobnosti, čime se osnažuju i pojedinci i šira zajednica. Personalizovana dečja i adolescentna psihijatrija oslanja se na transdisciplinarnu i multimodalnu saradnju sa roditeljima, nastavnicima i drugim stručnjacima, uz prilagođavanje intervencija individualnim profilima i uvažavanje genetskih, neurobioloških i sredinskih faktora.

Ključna poruka je da se neurorazvojni poremećaji najbolje razumeju i tretiraju kroz fleksibilan, dimenzionalan i na snagama zasnovan pristup koji uvažava individualne razlike, naglašava personalizovanu podršku i vrednuje neurodiverzitet, umesto isključivo na deficit usmerenih modela.

Ključne reči: *neurorazvojni poremećaji, savremeni pristup*

A NEW ERA IN APPROACHING NEURODEVELOPMENTAL DISORDERS: PRECISE AND PERSONAL

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Neurodevelopmental disorders encompass a broad group of behavioral and cognitive conditions that emerge during the developmental period and are characterized by significant difficulties in acquiring and performing intellectual, motor, language, and/or social functions. This category includes intellectual developmental disorders, autism spectrum disorder (ASD), attention-deficit/hyperactivity disorder (ADHD), developmental disorders of speech, language, learning, and motor coordination, as well as other specific and unspecified disorders.

Contemporary practice is shifting away from a purely categorical framework toward a dimensional, flexible, and individualized approach to the diagnosis and treatment of neurodevelopmental disorders, in line with the International Classification of Diseases – 11th Revision (ICD-11). From the perspective of the neurodevelopmental continuum, these disorders can be viewed as points along the spectrum of brain development, where an individual may simultaneously present both difficulties and strengths. Consequently, diagnosis is regarded as a dynamic process that involves ongoing assessment of symptom dimensions, functional capacities, and adaptability over time, with careful consideration of symptom heterogeneity, overlap, and the presence of a general neurodevelopmental factor. Such an approach enables more precise intervention planning and deeper understanding of complex cognitive, emotional, and behavioral profiles.

Going further, clinical and educational practice increasingly applies a strength-based perspective, consistent with the concept of neurodiversity, which recognizes that variations in cognitive styles and behaviors are not necessarily pathological but can represent a valuable resource. Inclusive education, social participation, and environmental adaptation are of key importance, aiming to support the individual's adaptation rather than to "fix" them. Structured support and innovative strategies can transform challenges into abilities, thereby empowering both individuals and the wider community. Personalized child and adolescent psychiatry relies on transdisciplinary and multimodal collaboration with parents, teachers, and other professionals, tailoring interventions to individual profiles while considering genetic, neurobiological, and environmental factors.

A key message is that neurodevelopmental disorders are best understood and addressed through a flexible, dimensional, and strength-based approach that recognizes individual variation, emphasizes personalized support, and values neurodiversity over purely deficit-focused models.

Keywords: *neurodevelopmental disorders, modern approach*

OSNAŽIVANJE UČENIKA SA SMETNJAMA U RAZVOJU KROZ PODSTICANJE SAMOSTALNOG KRETANJA

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Škola za učenike oštećenog vida "Veljko Ramadanović"

Samostalno kretanje značajno doprinosi razvoju samopouzdanja, socijalne uključenosti i ukupnom kvalitetu života dece sa smetnjama. Radi samostalnog kretanja, učenik mora posedovati skup znanja, veština i strategija koje mu omogućavaju da se bezbedno, efikasno i samostalno kreće u prostoru. S tim u vezi potrebno je raditi na razvoju sposobnosti osobe da odredi svoj položaj u prostoru i da usmeri svoje kretanje ka željenoj tački, odnosno orijentaciji, ali i samom kretanju što se odnosi na fizičko premeštanje tela, tj. sposobnost bezbednog i efikasnog savladavanja udaljenosti sa jednog mesta na drugo. Zajedno, ove veštine čine osnovu za funkcionalnu samostalnost učenika sa velikom potrebom za podrškom, što je od ključnog značaja za veću nezavisnost i aktivno učešće u svakodnevnim aktivnostima.

U radu prikazujemo primere dobre prakse obuke orijentacije i kretanja četvero učenika škole Škole za učenike oštećenog vida „Veljko Ramadanović“, Beograd, čije su smetnje, a samim tim i potrebe različite. Obuka se sprovodila individualno, dva puta nedeljno, kroz praktične i igrovne aktivnosti u trajanju od šest meseci. Fokus programa je stavljen na usvajanje predveština za orijentaciju i kretanje i to: lateralizaciju prostora i tela i diferencijaciju pravca kretanja. Vežbalo se korišćenje taktilnih mapa za slepe, hodanje na taktilnim stazama i senzornim punktovima u školskom dvorištu. Od praktičnih aktivnosti primenjivane su vežbe hodanja uz verbalna uputstva i orijentisanje u poznatom prostoru. Od igrovnih aktivnosti izdvajaju se „toplo-hladno“ u traženju pravca i igre memorije u prostoru kroz pokret.

Pokazalo se da ovakav pristup daje mnogobrojne pozitivne efekte ne samo u pogledu razvoja samostalnog kretanja već i u okviru drugih aspekata: fizička aktivnost učenika je povećana, uočeno je smanjenje anksioznosti, agresivnog ponašanja i hiperaktivnosti.

Ključne reči: *samostalno kretanje, orijentacija, učenici sa smetnjama u razvoju, individualni pristup, obuka*

EMPOWERING STUDENTS WITH DEVELOPMENTAL DISABILITIES BY ENHANCING INDEPENDENT MOBILITY SKILLS

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School for Visually Impaired Pupils "Veljko Ramadanović"

Independent mobility significantly contributes to the development of self-confidence, social inclusion and overall quality of life of children with disabilities. In order to move independently, students must acquire a set of knowledge, skills and strategies that enable them to navigate space safely, efficiently and independently. Therefore, it is essential to develop their ability to determine their spatial position and direct their movement towards a desired point, i.e. orientation, as well as to improve physical movement itself, which includes the ability to overcome distances effectively. Combined, these competencies form the foundation for the functional independence of students with a high support needs, which is key to fostering greater independence and active engagement in daily life.

In this paper, we present examples of good practice in orientation and mobility training for four students from the School for Visually Impaired Students "Veljko Ramadanović", Belgrade, whose disabilities – and therefore needs – differ significantly. The training was conducted individually, twice a week, through practical and game activities for a period of six months. The focus of the program was on the acquisition of pre-skills for orientation and mobility, specifically: spatial and bodily lateralization and differentiation of movement direction. Exercises included the use of tactile maps for the blind, walking along tactile paths and locating sensory points in the schoolyard. The practical activities involved mobility exercises supported by verbal instructions and orientation in a familiar environments. Game-based tasks included "hot-cold" activities aimed at improving direction finding and spatial memory through movement.

This approach has demonstrated numerous positive effects not only in the development of independent mobility but also in other areas: students' physical activity has increased, while a decrease in anxiety, aggressive behavior and hyperactivity has been observed.

Keywords: *independent mobility, orientation, students with developmental disabilities, individual approach, training*

ПРИМЕНА СОЦИОМЕТРИЈСКИХ ТЕХНИКА У ИСПИТИВАЊУ ВРШЊАЧКИХ ОДНОСА ДЕЦЕ И МЛАДИХ С ИНТЕЛЕКТУАЛНОМ ОМЕТЕНОШЋУ

Васиљевић Јелица, Ћаћић Биљана

Тешкоће у вршњачким односима су често присутне код деце и младих са интелектуалном ометеношћу. Негативне консеквенце неуспеха у социјалним интеракцијама и вршњачке одбачености су вишеструке. Један од начина да се ови односи испитају јесте социометрија.

Циљ овог рада је да се увидом у доступну литературу представи примена различитих социометријских техника у испитивању вршњачких односа деце са интелектуалном ометеношћу.

Прикупљање литературе у овом раду је било извршено приступом информацијама преко електронских база Google и Google Scholar. Затим је даља претрага била извршена на основу листе референци из радова који су пронађени на основу коришћења кључних речи.

На основу датог прегледа истраживања може се уочити да се социометрија може примењивати у различитим образовним окружењима у којима се школују деца са интелектуалном ометеношћу као и за испитивање вршњачких односа ове деце на различитим узрастима. Најчешћи циљеви примене социометрије били су испитивање вршњачких односа између деце са интелектуалном ометеношћу и деце типичног развоја, док су у нешто мањем броју истраживања испитивани вршњачки односи унутар популације деце и младих са интелектуалном ометеношћу. Истраживањем су сугерисана извесна прилагођавања када су информанти била деца и млади са интелектуалном ометеношћу: претходна провера разумевања понуђених одговора на социометријском упитнику, индивидуални приступ током реализације истраживања, помоћ у читању и попуњавању социометријских инструмената, као и додатно време прикупљања података.

Приликом примене социометрије, било у истраживањима било у пракси, поред одабира одговарајуће технике и социометријског критеријума, потребно је уважити поменута прилагођавања како би се добили валидни резултати процене вршњачких односа деце и младих са интелектуалном ометеношћу.

Поједини аутори сагледавајући ограничења свог истраживања дају предлог за разрешење истих у будућим истраживањима.

Кључне речи: *вршњаци, интелектуална ометеност, процена, социометрија, специфичности.*

APPLICATION OF SOCIOMETRIC TECHNIQUES IN THE EXAMINATION OF PEER RELATIONSHIPS OF CHILDREN AND YOUNG PEOPLE WITH INTELLECTUAL DISABILITIES

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Peer difficulties are often present in children and young people with intellectual disabilities. The negative consequences of failure in social interactions and peer rejection are multiple. One way to examine these relationships is sociometry.

The aim of this research is to present the application of various sociometric techniques in the examination of peer relations of children with intellectual disabilities by reviewing the available literature.

The collection of literature in this research was done by accessing information through electronic databases Google and Google Scholar. The further collecting of information was performed based on a list of references from similar researches found based on the use of keywords.

Based on the given review of the research process, it can be noticed that sociometry can be applied in different educational environments which in the children with intellectual disabilities are educated, as well as for examining the peer relations of these children at different ages. The most common goals of sociometry were to examine peer relationships between children with intellectual disabilities and children of typical development, while a somewhat smaller number of studies examined peer relationships within the population of children and youth with intellectual disabilities. The research suggested certain adjustments when the informants were children and young people with intellectual disabilities: previous check of understanding the offered answers on the sociometric questionnaire, individual approach during the research, help in reading and filling in sociometric instruments as well as additional time.

When applying sociometry, either in research or in practice, in addition to selecting the appropriate technique and sociometric criteria, it is necessary to take into account the mentioned adjustments in order to obtain valid results of assessment of peer relationships of children and youth with intellectual disabilities.

Some authors, considering the limitations of their research, make suggestions for resolving them in future research.

Keywords: *peers, intellectual disability, assessment, sociometry, specifics.*

PERCEPCIJA RODITELJA DECE SA POREMEĆAJIMA KOMUNIKACIJE O BARIJERAMA U PRIMENI AUGMENTATIVNE I ALTERNATIVNE KOMUNIKACIJE: RAZLIKE U ODNOSU NA POL

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Augmentativna i alternativna komunikacija (AAC) odnosi se na širok spektar komunikacionih uređaja, sistema, alata i strategija koji podržavaju ili zamenjuju govorni jezik. Metode AAC se često preporučuju u radu sa decom sa poremećajima komunikacije i njihova efikasnost je potvrđena. Ipak, uspešnost primene AAC značajno zavisi od angažovanja roditelja koji se suočavaju sa različitim barijerama u korišćenju ovih metoda. Cilj istraživanja bio je da se ispita percepcija barijera za korišćenje AAC kod roditelja dece sa poremećajima komunikacije, uz poseban fokus na razlike u doživljavanju barijera u odnosu na pol roditelja.

Istraživanje je sprovedeno na uzorku od 30 roditelja (15 ispitanika ženskog pola) dece sa poremećajima komunikacije. Korišćena je autorska skala za procenu stavova prema AAC, a za potrebe ovog istraživanja korišćena je samo supskala „Barijere za korišćenje AAC“. Pouzdanost supskale bila je na prihvatljivom nivou ($\alpha = .76$). Podaci su analizirani Mann-Whitney U testom.

Rezultati ukazuju na to da ispitanici ženskog pola percipiraju značajno više barijera za korišćenje AAC u odnosu na ispitanike muškog pola ($U = 55.50$, $p = .01$). Najznačajna razlika u percipaciji barijera uočava se kod tvrdnje Nedostatak vremena me sprečava da se dodatno edukujem o primeni AAC metoda ($U = 50.50$, $p = .007$), a kao najveća barijera kod oba pola izdvojila se tvrdnja Nisam siguran/na da bih znao/la gde da započnem sa edukacijom o AAC.

Rezultati ovog istraživanja ukazuju na potrebu za prilagođavanjem edukativnih programa i podrške roditeljima, uzimajući u obzir polne razlike u doživljavanju barijera za primenu AAC metoda. Buduća istraživanja potrebno je uraditi na većem uzorku kako bi se rezultati ovog istraživanja potvrdili.

Ključne reči: *augmentativna i alternativna komunikacija, barijere, edukacija, roditelji*

PERCEPTION OF PARENTS OF CHILDREN WITH COMMUNICATION DISORDERS ABOUT BARRIERS IN THE APPLICATION OF AUGMENTATIVE AND ALTERNATIVE COMMUNICATION: GENDER DIFFERENCES

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Augmentative and Alternative Communication (AAC) refers to a wide range of communication devices, systems, tools, and strategies that support or replace spoken language. AAC methods are often recommended when working with children with communication disorders, and their effectiveness has been confirmed. However, the successful implementation of AAC largely depends on parental involvement, with parents facing various barriers in using these methods. The aim of this study was to examine parents' perceptions of barriers to AAC use in children with communication disorders, with a specific focus on gender differences in the experience of these barriers.

The study was conducted on a sample of 30 parents (15 female participants) of children with communication disorders. A custom-designed scale for assessing attitudes toward AAC was used, and for the purposes of this study, only the subscale "Barriers to AAC Use" was applied. The reliability of the subscale was at an acceptable level ($\alpha = .76$). Data were analyzed using the Mann-Whitney U test.

The results indicate that female participants perceive significantly more barriers to AAC use compared to male participants ($U = 55.50$, $p = .01$). The most significant difference in the perception of barriers was observed in the statement Lack of time prevents me from further educating myself on the use of AAC methods ($U = 50.50$, $p = .007$), while the greatest barrier identified by both genders was I am not sure where I would start when it comes to learning about AAC.

The results of this study highlight the need to tailor educational programs and support for parents, taking into account gender differences in the perception of barriers to AAC implementation. Future research should be conducted on a larger sample to confirm these findings.

Keywords: *augmentative and alternative communication, barriers, education, parents*

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