

8. Međunarodni naučni skup
Specijalna edukacija
i rehabilitacija
danas

FASPER

8th International Scientific Conference - Special education and rehabilitation today - Belgrade - November 2014

UNIVERZITET U BEOGRADU
FAKULTET ZA SPECIJALNU EDUKACIJU I REHABILITACIJU
UNIVERSITY OF BELGRADE
FACULTY OF SPECIAL EDUCATION AND REHABILITATION

**SPECIJALNA EDUKACIJA I REHABILITACIJA
DANAS
SPECIAL EDUCATION AND REHABILITATION
TODAY**

**Zbornik rezimea
Abstract Book**

VIII međunarodni naučni skup
The Eighth International Scientific Conference
Beograd, 07–09. novembar 2014.
Belgrade, November, 07–09, 2014

Beograd, 2014
Belgrade, 2014

SPECIJALNA EDUKACIJA I REHABILITACIJA DANAS SPECIAL EDUCATION AND REHABILITATION TODAY

Zbornik rezimea Abstract Book

VIII međunarodni naučni skup
The Eighth International Scientific Conference
Belgrade, 07–09. 11. 2014.

Izdavač / Publisher:

Univerzitet u Beogradu – Fakultet za specijalnu edukaciju i rehabilitaciju
University of Belgrade – Faculty of Special Education and Rehabilitation
11000 Beograd, Visokog Stevana 2
www.fasper.bg.ac.rs

Glavni i odgovorni urednik / Editor-in-chief:
prof. dr Mile Vuković

Za izdavača / for Publisher:
prof. dr Jasmina Kovačević, dekan

Dizajn korica / Cover design:
mr Boris Petrović, Zoran Jovanković

Obrada teksta / Word processing:
Biljana Krasić

Štampa / Printing: “Planeta print”, Beograd

Tiraž / Circulation:
250

ISBN 978-86-6203-054-2

PROGRAMSKI ODBOR:

Prof. dr Jasmina Kovačević, dekan, predsjednik*,

Prof. dr Mile Vuković*,

Prof. dr Goran Nedović*,

Prof. dr Marina Radić Šestić*,

Prof. dr Vesna Vučinić*,

Prof. dr Vesna Žigić*,

Prof. dr Branislav Brojčin*,

Prof. dr Branislava Popović Ćitić*,

Prof. dr Dragan Pavlović*,

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

Prof. dr Slobodan Uzelac, profesor u penziji, Sveučilište u Zagrebu,

Edukacijsko-rehabilitacijski fakultet, Hrvatska

Prof. dr Anamarija Žic-Ralić, Sveučilište u Zagrebu, Edukacijsko-rehabilitacijski fakultet, Hrvatska

Проф. др Зора Јачова, Универзитет „Св. Кирил и Методиј“, Филозофски факултет,

Институт за дефектологију, Скопје, Македонија

Prof. dr Vassilis Argyropoulos, University of Thessaly, Department of Special Education, Greece

Doc. dr Magda Nikolarazi, University of Thessaly, Department of Special Education, Grčka

Проф. др Безрукова Наталья Петровна, Красноярский государственный

педагогический университет, Красноярск, Русија

Prof. dr Tina Runjić, Sveučilište u Zagrebu, Edukacijsko-rehabilitacijski fakultet, Hrvatska

Prof. dr Suzanne Martin, University of Central Florida, United States of America

Проф. др Приходько Оксана Георгиевна, Институт специального образования и комплексной реабилитации, Московский городской педагогический университет, Москва, Русија

Prof. dr Edina Šarić, Univerzitet u Tuzli, Edukacijsko-rehabilitacijski fakultet, BiH

Dr Vlasta Zupanc, Univerzitetni klinički centar Ljubljana Klinika za neurologiju

Služba za neurorehabilitaciju – logopedija, Ljubljana, Slovenija

ORGANIZACIONI ODBOR:

Prof. dr Jasmina Kovačević, dekan, predsjednik

Doc. dr Irena Stojković

Asist. mr Snežana Ilić

Asist. Marija Marković

Asist. Ksenija Stanimirov

Asist. Slobodan Banković

Asist. Ivana Terzić

Asist. Mina Nikolić

Zoran Jovanković

Slavica Jovković

Sadržaj

Plenarni deo Plenary session	7
Tehnike procene u specijalnoj edukaciji i rehabilitaciji Assessment Techniques in Special Education and Rehabilitation	11
Oblici tretmana u specijalnoj edukaciji i rehabilitaciji Forms of Treatment in Special Education and Rehabilitation	49
Poremećaji ponašanja, delinkvencija, zavisničko ponašanje i kriminal: Prevenција i rana intervencija Behavioral Disorders, Delinquency, Addictive Behavior, and Crime: Prevention and early intervention	65
Poremećaji ponašanja, delinkvencija, zavisničko ponašanje i kriminal: Tretman i prevencija recidiva Behavioral Disorders, Delinquency, Addictive Behavior, and Crime: Treatment and relapse prevention	83
Vaspitanje i obrazovanje osoba sa smetnjama i poremećajima u razvoju Education of Persons with Disabilities and Developmental Disorders	101
Kvalitet života osoba sa ometenošću Quality of Life of Persons with Disabilities	127

Can we improve children's mental health with Why Try? Program

Lence Miloseva^{*1}, Tatjana Vukosavljevic-Gvozden²,
Vladimir Milosev¹

¹*Faculty of Medical Science, Dept. of Psychiatry and
Clinical Psych., Goce Delcev University,
Stip, R. Macedonia*

²*Faculty of Philosophy, Dept. of Clinical Psych.,
University of Belgrade, R. Serbia*

Introduction: The Why Try? Program is a strength-based approach aiming to help young people overcome their challenges and improve outcomes by emphasizing their self-determination and strengths when solving problems. They are taught social and emotional principles through a series of 10 pictures reinforced by music, videos and physical activities teaching a discrete principle.

Goal: The goal of the paper is to try to answer the research questions about the possibility of developing a more positive perception of their future, and improving classroom behavior, attendance, and grades by participating in the program.

Materials and methods: The pilot project took place at three primary schools in Stip, R. Macedonia from February-June 2014. The population of pupils, attending 7th and 8th grade, selected to participate in the program had to meet one or more of the following criteria by the end of the semester: failing three or more classes, having seven or more absences, displaying inappropriate behaviors indicated by two or more behavior incident reports. A convenient, purposeful sampling method was

used to randomly select 38 pupils from a pool of 76 who met participation criteria. Data measurement tools used for pretest and posttest were Why Try? measures named *My beliefs* and *Behavior Rating Index for Children (BRIC)*.

Results: The results indicated that there are significant differences on two measures: *My beliefs* ($t=-2.98$, $p=0.02$) and BRIC ($t=2.60$, $p=0.01$). The three areas on My Beliefs measures in which the pupils showed most improvement were self-control, perseverance, and using support network. The pupil behaviors listed on the BRIC that were most improved included: feeling happy and relaxed, paying attention in class, finishing a job or task, controlling their temper and decreasing behavioral problems in the classroom.

Conclusions: The present study showed similar results and outcomes compared with other research studies of the *Why Try? Program*, such as increased grade point average, decreased behavior problems, improved self-efficacy, increased willingness to persevere, and pupils' positive perception of future. The future direction should be to expand the implementation of *Why Try? Program* in R. Macedonia and compare the results to other studies.

*Key words: improve, children, mental health,
Why Try?, program*

* E-mail: lence.miloseva@ugd.edu.mk

Can we improve children`s mental health with Why Try ? Program

Lence Miloseva, Faculty of Medical Science, Dept. of Psychiatry and Clinical Psych., Goce Delcev University, Macedonia
Tatjana Vukosavljevic-Gvozden, Faculty of Philosophy, Dept. of Psych. University of Belgrade, Serbia
Vladimir Milosev, Faculty of Medical Science, Clinical Hospital, Goce Delcev University, Stip, Macedonia

Introduction

The *Why Try ?* Program is a strength based approach aiming to help young people overcome their challenges and improve outcomes by emphasizing their self-determination and strengths when solving problems. They are taught social and emotional principles through a series of 10 pictures reinforced by music, videos and physical activities teaching a discrete principle.

Aim of the Study

The goal of the paper is to try answering the research questions about the possibility of developing a more positive perception of their future, and improving classroom behavior, attendance, and grades by participating in the program. With other words, the purpose of this research pilot project was to determine the efficacy of the *Why Try?* Program in helping to reduce some of those risk factors such as: truancy; behavior problems in school; low academic achievement; school disengagement.

Method

Sample and procedure

The pilot project took place at three primary schools in Stip, R. Macedonia from February-June 2014. Once the intervention phase began, the student participants attended the *Why Try* class one hour each day, Monday through Friday, for 8 weeks. A convenient, purposeful sampling method was used to randomly select 38 pupils from a pool of 76 who met participation criteria. The population of pupils, 7th and 8th grades, selected to participate in the program had to meet one or more of the following criteria by the end of the first semester of the school year: failing three or more classes, having seven or more absences, displaying inappropriate behaviors indicated by two or more behavior incident reports.

Measures and instruments

A variety of behavioural variables, as perceived by the teachers in schools where we were implemented program *Why ? Try* were examined. The following instruments were used: *Why Try ? Measure - My belief; Behavior Rating Index for Children (BRIC)*, Stiffman, Orme, Evans, Feldman, Keeney, (1984); *Attendance reports; Grades reports*. Assessments included pre and post evaluation test forms completed by the teachers and the youth themselves.

Results

Table 1: Comparison of Pretest and Posttest data measures

Variable	Pre	Pre	Post	Post	Mean Change	t	p
	Mean	SD	Mean	SD			
Grade Point Average	1.88	0.55	2.03	0.49	0.13	-1.43	0.21
WhyTry Measure	92.5	12.85	107.60	16.98	15.90	-2.98	0.02*
BRIC	31.3	4.20	26.76	4.15	-3.95	2.60	0.01*
Attendance	19.60	8.90	23.3	17.35	7.45	-2.11	0.15

A t-test for dependent samples was calculated in order to assess the difference in means between the pre-test and post-test.

The average pupils GPA did increase by 13 percent from 1.88 at pretest to 2.03 at posttest. The results indicated that there are significant differences on two measures: *Why Try?* measure (t= -2.98, p=0.02) and *BRIC* (t=2.60, p= 0.01).

The average score from the *Why Try?* measure did increase from 92,50 at pretest to 107,60 at posttest indicating an increase in pupils' beliefs about themselves with regards to their attitude toward school and teachers, self control, perceptions of their future, perseverance, ability to cope with challenges and using support networks.

The three areas on *Why Try ?* measure in which the pupils` showed the most improvement were self-control from 17.75 at pretest to 21.05 at posttest, perseverance from 12.30 at pretest to 13.40 at posttest, and using support network from 19.89 at pretest to 23.05 at posttest.

The average score on the *BRIC* did change from a pretest total of 31.3 at pretest to a posttest total of 26.76 indicating pupils` behavioral problems in the classroom did decrease by 14 percent. The pupil behaviors listed on the *BRIC* that were most improved included: feeling happy and relax, paying attention in class, finishing a job or task, and controlling their temper.

Conclusions

The intervention with *Why Try?* Program is effective at improving some aspects of the children's mental health, notably conduct problems, than the no intervention control condition.

The present study showed similar results and outcomes compared with other research studies of the *Why Try?* Program, such as increased grade point average, decreased behavior problems, improved self-efficacy increased willingness to persevere and pupil's positive perception of future. The future direction should be to expand the implementation of *Why Try ?* Program in R. Macedonia and compare results to other studies.

References

Tammy,K. "WhyTry? A Program Evaluation." Poster Presentation, Minnesota State University (2010).
Moore, C.(2008).The Why Try program. Why Try Inc., Salt Lake City, UT.
Stiffman, A.R.,Orme, J.G., Evans, D.A., Feldman, R.A., and Keeney, P.A. (1984). A brief measure of children's behavior problems: The Behavior Rating Index for Children, *Measurement and Evaluation in Counseling and Development*, 16, 83-90.
Witt, J. C., Van Der Heyden, A. M., & Gilbertson, D. (2004).Troubleshooting behavioral interventions. A systematic process for finding and eliminating problems. *School Psychology Review*, 33, 363-383.
Wymore, S.(2007). Why Try ? A report of an after –school tutoring program. *The Counseling Interviewer*, 39(2), 9-13.