

BOOK OF ABSTRACTS



9th International Conference
of the Faculty of Education
and Rehabilitation Sciences
University of Zagreb
17 – 19 May 2017, Zagreb

ERFCON 2017



www.conference.erf.unizg.hr



BOOK OF ABSTRACTS

The 9th International Conference of the
Faculty of Education and Rehabilitation Sciences
University of Zagreb

Zagreb, Croatia, 17 – 19 May, 2017

Faculty of Education and Rehabilitation Sciences, University of Zagreb
Faculty of Pedagogy, University of Ljubljana
Department of Kinesiology, Recreation and Sports, Indiana State University

ERFCON 2017 is organized under the auspices of the
President of the Republic of Croatia, Mrs. Kolinda Grabar-Kitarović
and the Mayor of Zagreb, Mr. Milan Bandić.

PUBLISHER

Faculty of Education and Rehabilitation Sciences, University of Zagreb
Scientific series, Book No.

FOR PUBLISHER

Snježana Sekušak-Galešev

EDITORS

Gordana Hržica
Ivana Jeđud Borić

GRAPHIC DESIGN

Anamarija Ivanagić

ISBN:

The Publisher and the Editors are not to be held responsible for any substantial or linguistic imperfections that might be found in the abstracts published in this book.

PROGRAMME COMMITTEE:

HEAD OF THE COMMITTEE

Snježana Sekušak-Galešev, PhD, Associate Professor, Vice Dean for Science
Faculty of Education and Rehabilitation Sciences, University of Zagreb, Croatia

MEMBERS

Sandra Bradarić Jončić, PhD, Professor
Faculty of Education and Rehabilitation Sciences, University of Zagreb, Croatia

Belle Gavriel Fied, PhD, Professor
The Gershon Gordon Faculty of Social Sciences, Tel Aviv University, Israel

Phyllis B. Gerstenfeld, PhD, Professor and Chair of Criminal Justice
California State University, Stanislaus, USA

David Foxcroft, PhD, Professor
Department of Psychology Social Work and Public Health
Oxford Brookes University, UK

Mijna Hadders-Algra, MD, PhD, Professor
Faculty of Medical Sciences, Paediatrics, Beatrix Children's Hospital
University Medical Center Groningen, University Groningen, the Netherlands

Marija Kavkler, PhD, Associate Professor
Department of Special and Rehabilitation Pedagogy
Faculty of Education, University of Ljubljana, Slovenia

Damjana Kogovšek, PhD, Assistant Professor
Department of Special and Rehabilitation Pedagogy
Department for Speech and Language Therapy, and Pedagogy for Deaf and Hard of hearing
Faculty of Education, University of Ljubljana, Slovenia

Jelena Kuvač Kraljević, PhD, Associate Professor
Faculty of Education and Rehabilitation Sciences, University of Zagreb, Croatia

Renata Martinec, PhD, Associate Professor
Faculty of Education and Rehabilitation Sciences, University of Zagreb, Croatia

Elmedin Muratbegović, PhD, Associate Professor
Faculty of Criminalistics, Criminology, and Security Studies
University of Sarajevo, Bosnia and Herzegovina

Neven Ricijaš, PhD, Assistant Professor
Faculty of Education and Rehabilitation Sciences, University of Zagreb, Croatia

Maja Roch, PhD, Assistant Professor
Department of Developmental Psychology and Socialization
University of Padua, Italy

Ana Wagner Jakab, PhD, Assistant Professor
Faculty of Education and Rehabilitation Sciences, University of Zagreb, Croatia

Agnieszka Żyta, PhD, Associate Professor
Chair of Special Education
Faculty of Social Sciences, University of Warmia and Mazury in Olsztyn, Poland

Youri Maryn, PhD, Postdoctoral Research Assistant
Department of ENT, Head and Neck Surgery, and Communication Disorders
University of Antwerp, Belgium

Vesna Čavić, coordinator of International Cooperation and Projects
Faculty of Education and Rehabilitation Sciences, University of Zagreb, Croatia

ORGANIZATION COMMITTEE

HEAD OF THE COMMITTEE

Ivana Jeđud Borić, PhD, Assistant Professor
Department of Behavioural Disorders
Faculty of Education and Rehabilitation Sciences, University of Zagreb, Croatia

CONFERENCE SECRETARIES

Sonja Alimović, PhD, Assistant Professor
Department of Visual Impairments
Faculty of Education and Rehabilitation Sciences, University of Zagreb, Croatia

Gordana Hržica, PhD, Assistant Professor
Department of Speech and Language Pathology
Faculty of Education and Rehabilitation Sciences, University of Zagreb, Croatia

MEMBERS

Jasmina Frey Škrinjar, PhD, Full Professor
Department of Inclusive Education and Rehabilitation
Faculty of Education and Rehabilitation Sciences, University of Zagreb, Croatia

Dalibor Doležal, PhD, Assistant Professor
Department of Criminology
Faculty of Education and Rehabilitation Sciences, University of Zagreb, Croatia

Ana Leko Krhen, PhD, Assistant Professor
Department of Speech and Language Pathology
Faculty of Education and Rehabilitation Sciences, University of Zagreb, Croatia

Sanja Šimleša, PhD, Assistant Professor
Department of Speech and Language Pathology
Faculty of Education and Rehabilitation Sciences, University of Zagreb, Croatia

Vlatka Penava, Research Assistant
Department of Visual Impairments
Faculty of Education and Rehabilitation Sciences, University of Zagreb, Croatia

Anamarija Ivanagić, MA

Ivana Hribar, MA

Maja Mihalić, MA

ACKNOWLEDGEMENTS

Acknowledgements to sponsors

City of Zagreb, City Office for Social Protection and People with Disabilities

City of Zagreb, City Office for Health

Zagreb Tourist Board

Printera grupa d.o.o.

Zvibor d.o.o.

Bon-Ton d.o.o.

Končar Elektrotehnika i informatika

KnjigOprint

Erste Leasing

Zvečevo

McDonalds

Slastičarna Slatkica

KEYNOTE SPEAKERS



David Mitchell, PhD
Adjunct Professor
College of Education
University of Canterbury
New Zealand

David Mitchell is an Adjunct Professor at the University of Canterbury in Christchurch, New Zealand. He has over 200 publications, mainly in the fields of special and inclusive education. He has held visiting professorships in several countries and has presented lectures and workshops in 50 countries. His most recent consultancies with the New Zealand Ministry of Education include a review of the literature on wraparound models of services for students with severe behavioural and social difficulties and a review of educational adaptations for learners from low-socioeconomic families. In 2015 he reviewed international trends in the education of learners with special educational needs for the Victorian state government in Australia. His recent books are *Contextualizing Inclusive Education* (2005/2008) and *What Really Works in Special and Inclusive Education, Second edition* (2014), both published by Routledge. The latter has been or will be translated into six languages. As well, he co-edited a book, *Crises, Conflict and Disability: Ensuring Equality*, (2014). His most recent book is *Diversities in education: Effective ways to reach all learners*, published by Routledge, which will be translated into Dutch, Danish and Swedish.



Ann Masten, PhD
Regents Professor
Irving B. Harris Professor of Child Development
Distinguished McKnight University Professor
Institute of Child Development
University of Minnesota, USA

Ann Masten, Ph.D., Regents Professor of Child Development at the University of Minnesota, studies resilience in human development. She directs the Project Competence research on risk and resilience, including studies of children and youth exposed to homelessness, war, natural disasters, migration, and other adversities. She is Past-President of the Society for Research in Child Development and in 2014 Dr. Masten received the Bronfenbrenner Award for Lifetime Contributions to Developmental Psychology in the Service of Science and Society from the American Psychological Association. She has authored more than 200 publications, including her recent book, *Ordinary Magic: Resilience in Development*, which provides an overview of her findings and other global research on resilience. Dr. Masten periodically offers a mass open online course (MOOC) on resilience in children on Coursera.

KEYNOTE SPEAKERS



Barry M. Prizant, PhD, CCC-SLP
Adjunct Professor
Artists and Scientists as Partners
Department of Theatre Arts and Performance Studies
Brown University, USA
Director of Childhood Communication Services
www.barryprizant.com
www.scerts.com

Dr. Barry Prizant has more than 40 years' experience as a scholar, researcher and international consultant for individuals with autism. He is an Adjunct Professor, Brown University, and Director of Childhood Communication Services, a private practice. Formerly, he was an Associate Professor of Child Psychiatry in the Brown University School of Medicine. Barry is co-author of four books, including *The SCERTS Model: A comprehensive educational approach for children with ASD* (2006). He has published more than 130 articles and chapters, presented more than 700 seminars and keynote addresses internationally, for 20 years, he has co-facilitated an annual weekend retreat for parents of autistic children. He has received many awards including the 2014 Honors of the American Speech-Language-Hearing Association, 2005 Princeton University-Eden Foundation Career Award in Autism, and the 2013 "Divine Neurotypical Award" of the Global and Regional Asperger's Syndrome Partnership. Barry's latest book, *Uniquely Human: A Different Way of Seeing Autism*, has received critical acclaim from renowned researchers, practitioners, parents and autistic people.

SYMPOSIUM Education and Rehabilitation Sciences: From Invisible to Visible:
Children with Disabilities in Institutions

ERFCON2017.0176 **Factors That Contribute and Prevent the
Institutionalization of Children with Disabilities**

M. Laklija*, M. Milic Babic

University of Zagreb, Faculty of Law, Croatia

* maja.laklija@pravo.hr

ABSTRACT

The aim of the qualitative study is understanding of the circumstances that, contributed or prevented the placement of children with disabilities in institutions, from the perspective of social workers who worked with children with disabilities and their families (N=19). Thematic analysis was chosen as method for processing, analysing and interpreting data. The research was descriptive, and the research process inductive. Both the interpretation and the conclusions of the analysis were subjected to the process of triangulation involving agreement of at least three researchers on the relevant research results. Research participants confirmed that the placement of children with disabilities in institutions resulted from a number of circumstances involving parents, children and families, as well as inadequate development of alternative forms of welfare services for children. On the other hand, the circumstances which prevented the institutionalization of children involved the availability of services for children with disabilities in local communities and social welfare rights, the implementation of legal instruments for family protection, the expansion of alternative welfare services for children with disabilities, as well as the reform of the child welfare system. Results of this research study may serve as encouragement for monitoring of the deinstitutionalisation process involving children with disabilities and increase in availability of services for children and families in local communities for the purpose of preventing the removal of children from home.

ERFCON2017.0189 **Recommendations for Improving the Protection of Rights
of Children with Disabilities Placed in Institutions**

N. Lisak*, A. Wagner Jakab

University of Zagreb, University of Zagreb, Faculty of Education and Rehabilitation Sciences, Croatia;
University of Zagreb, Faculty of Education and Rehabilitation Sciences, Croatia

* natalija.lisak@erf.hr

ABSTRACT

The recommendations for improving the protection of rights of children with disabilities placed in institutions are based on research findings from UNICEF project "Situation analysis of the position of children with disabilities placed in institutions". Data were collected through different resources and from different perspectives: analyze of legislation; Questionnaires of General Information from Institutions; Questionnaire on the quality of support for children with disabilities in permanent accommodation; analyze of children's personal files; focus groups with members of regular primary and secondary schools, as well as focus groups with preschool educators; focus groups with members of nongovernmental organizations; interviews with representatives of state administration, independent state institutions, health care and social care systems. The sample consists of 24 institutions. The data from questionnaires and children's personal files were collected for 233 children. The participants in the qualitative part of study were: 21 leaders of institutions; 24 members of NGO; 17 representatives from regular primary, secondary schools and preschool education system; 9 representatives from state administration and independent state institutions; 23 representatives from health care system and 19 representatives from social care systems. Recommendations are focused on: importance of social planning through improving collaboration between all actors; development support for parents and the availability of information about guaranteed rights; providing counseling in order to empower parents; establishment the neonatology clinics; employment of social workers in maternity wards; improvement of legislation and availability of services; harmonization of regulations and procedures in all services; changing the current practice of non-compliance of existing regulations; promotion and improvement of specialized foster care services; improvement of work conditions of experts; improvement of collaboration between experts at all levels of the educational system, founding of reference centers in local community and improvement education of children with disabilities for competitive professions. These recommendations given from the different perspectives should be taken in consideration for improvement the protection of rights of children with disabilities placed in institutions.

ERFCON2017.0196 **Circumstances Regarding Permanent Accommodation of
Children with Disabilities in Institutions**

D. Cvitković*, A. Wagner Jakab

University of Zagreb, Faculty of Education and Rehabilitation Sciences, Croatia; University of Zagreb,
Faculty of Education and Rehabilitation Sciences, Croatia

* cvitkovic.daniela@gmail.com

ABSTRACT

This study is part of the project, which analyzed the circumstances that preceded the placement of children in institutions, the quality of the support program to institutions as well as the involvement of different sectors and services to support children with disabilities and their families. The project was conducted by researchers from the Faculty of Education and Rehabilitation Sciences and the Department of Social Work from Faculty of Law, University of Zagreb in cooperation with the UNICEF Office for Croatia, the Ministry of Social Policy and Youth, Ministry of Science, Education and Sports and the Ministry of Health of the Republic of Croatia. Based on the concepts of the human rights the aim of the study is to analyze the circumstances and reasons that led to the separation of disabled children from their families and their placement in institutions. Expert assistants from the institutions who know the children very well (special educators, psychologists etc.) gave answers on questions related to the aim of the study (General data Questionnaire GDQ, Quality of support for the children in institutions SDQ, Protocol for document analysis). This study was undertaken in 45 institutions. Data were collected from October 2012. to January 2013. Documentation of 280 children with disabilities (intellectual disability, autism spectrum disorder, multiple disabilities etc) in permanent accommodation was reviewed. Research took place in the cities of Rijeka, Kraljevica, Lovran, Pula, Split, Šibenik, Kaštel, Sv. Filip i Jakov, Osijek, Vinkovci, Daruvar, Čakovec, Budinščina, Gornja Bistra and Zagreb. Data were collected and analyzed using quantitative research methods. Given results help us to get insight into position of children with disabilities who live in institutions.

ERFCON2017.0295 **Quality of Support and Capacity of Institutions for
Children with Disabilities - Perspective of Different
Stakeholders Using Mixed Methodology**

T. Novak, J. Stosic*

University of Mostar, Faculty of Philosophy, Bosnia and Herzegovina; University of Zagreb, Croatia

* jasminastosic@gmail.com

ABSTRACT

Children with disabilities placed in institutions for long-term care and protection in Croatia are very specific vulnerable population due to several serious contemporary professional and ethical issues. There have been many discussions in late time about quality of education and rehabilitation in institutions versus living in family home with periodically professional support. Actual social policy course toward changes, called "institutional transformation" have been opened more questions than ever about future for that children as well as confusion in understanding of new roles among current professionals in long-term residential care. The aim of this research was to analyse the quality of support for children with disability placed in institutions. Quality of support was measured through analysis of individual plans and individualized education and rehabilitation plans, number and profile of professionals that provided services, frequency of service provision, cooperation with families, dealing with challenging behaviour and perspective of professionals towards service provision and transformation of institutions. This presentation contains information from 24 interviews with directors of institutions, 280 personal documentation of children, 233 Quality of support questionnaires and 160 questionnaires for professionals. Methodology for understanding data collected for the purpose of answering this question(s) is mixed. Philosophical approach in undertaking qualitative part of research is phenomenology. Interviews are summarized, structured and analysed according to principle of Mc Craken (1988) for long interviews. All explanations are from perspective of directors of institutions. Documentation are analysed by using content analysing to describe quality of institutional support to children, as seen from the perspective of researchers. Data from questionnaire are analysed with quantitative tools. Descriptive statistics and analysis of differences between institutions and regions are used. The most important results are going to be presented by linking all perspectives and giving more clear view of current position that will inform making recommendations for needed changes.

SYMPOSIUM Education and Rehabilitation Sciences: Multidisciplinary approach to children's leisure activities: Recommendations for the improvement of parks and park activities

ERFCON2017.0248 **The Role of Parks and Playgrounds in the Wider Context of Health**

R. Tripalo*, K. Vitale, A. Džakula, A. Mujkić

University of Zagreb, School of Medicine, Croatia, School of Public Health Andrija Štampar, Croatia

* rafaela.tripalo@gmail.com

ABSTRACT

The role of parks and playgrounds in the wider context of health is especially significant. Other than being oases of natural environment in urban areas, the parks can directly and specifically affect the positive health habits. The peculiarity of the potential role of parks in public health interventions is reflected in various opportunities to use parks for all ages and all year round. The existing parks are mostly designed and equipped to ensure the conditions for rest and play. Additionally, some park areas are also designed to encourage the citizens to engage in certain physical activities. However, for a public health program to be successful and sustainable, in addition to the environment and material resources, one must ensure multilayered support in the shape of knowledge and supervision directed to the users. Concretely, in addition to redesigning the old and designing the new park spaces, it is necessary to introduce the so-called soft elements and knowledge. This can be accomplished by introducing assistants, volunteers and modern technology that help and guide different park users, and are focused on the right activities. Moreover, this approach would enable development of specific programs for specific age groups, or groups with specific health needs. Thus, it would be able to further develop support for the activities through the formation of groups of individuals who share the same interests. Meaningful physical activity programs that are easily executed in any park can have multiple effects, starting from the cardiovascular rehabilitation programs, to the musculoskeletal system programs, and the overall improvement of mental health.

ERFCON2017.0252 **The Role of Education and Rehabilitation Sciences in
Multidisciplinary Approach to Improvement of Parks and
Park Activities**

R. Fulgosi Masnjak*, M. Lang Morović

University of Zagreb, Faculty of Education and Rehabilitation Science, Croatia; Croatian Institute of
Public Health, Croatia

* rea.fulgosi.masnjak@gmail.com

ABSTRACT

Parks, as free, easily accessible public places in which all social differences can be blurred and minimized are a point of particular interest of specialists in the field of education and rehabilitation sciences. The idea of building an all-inclusive playground, as a part of a local community is a great potential for social integration of children with disabilities. Play is a unique way in which children learn and develop skills. Hence, making also a wheelchair friendly park, with accessible slides and adaptable swings, but also raised sandboxes and multisensory features such as auditory and visual stimuli formed for children with such impairments, give the children an extra learning opportunity and could help enabling the development of their full potential. Further, from our perspective, the park should be a place of social, physical and emotional development. The park, in relation to social integration of children with disabilities should be both stimulating and calming place depending on the needs of all children. Spending time in parks, with children without disabilities, helps both of them. Children without disabilities will get the chance to learn about others and develop prosocial behaviors, and the children with difficulties will develop independence, problem solving skills, and creativity. However, besides numerous advantages for the children, the all-inclusive parks also have great potential for the parents with disabilities, as they enable these parents to feel like other parents without disabilities. Conclusively, the role of education and rehabilitation sciences specialists in the creation of community infrastructure in general, and specifically parks, is somewhat under-used and can bring out a fresh new view, the view that enables equality for all people without exceptions.

ERFCON2017.0254 **Some in the Project Volunteers in Park**

A. Stepić*, Z. Schauperl

FMENA, Croatia

* astepic96@gmail.com

ABSTRACT

THE ROLE OF THE STUDENT ORGANIZATION OF MATERIALS ENGINEERING IN THE PROJECT VOLUNTEERS IN PARK Parks are places that require safety and stability of the structures located in them. Furthermore, the structures must be resistant to different environmental conditions such as extreme temperatures, wind and humidity as well as various loads. The students of Materials Engineering at the Faculty of Mechanical Engineering and Naval Architecture (FMENA) will analyse the properties of the materials used for building the structures in the selected parks. SOME (Student Organization of Materials Engineering), founded at the FMENA in November 2016, consists of 21 students involved in the project named Volunteers in Parks. The students will use the knowledge acquired at the faculty and with the help from their mentors will do the project tasks. First, they will visit the selected parks to evaluate the current state of the structures and the materials used in them. They will determine the causes of the damage and the suitability of the materials with regard to the environmental conditions and the needs of the users. Then, they will analyse the mechanical, chemical, thermal and tribological properties of the used materials in the laboratories at the FMENA's Institute for Materials. Before the reconstruction of the park structures is undertaken, the students will propose the suitable materials for the reconstruction. Since SOME cooperates with various industrial companies, the association might be willing to donate the resources necessary for the project to be done. The benefits of the project will be twofold. In the course of the project, the students will gain professional skill and will also contribute to the welfare of the whole community.

ERFCON2017.0261 **The Role of Architecture in Multidisciplinary Approach to
Improvement of Parks and Park Activities**

V. Rister*

University of Zagreb, Faculty of Architecture, Croatia

* vrister@arhitekt.hr

ABSTRACT

Architecture as a profession is traditionally focused on designing buildings, and more generally, open areas, communities, and other artificial constructions and environments. In addition to this, architecture can have a major role in creating spatial solutions to social issues in collaborations with other disciplines. This is particularly the case with “Volunteers in Parks”, activity aimed at developing and promoting healthy habits in children and adolescents. Design of parks has long been a subject of interest for architecture, urbanism and landscape design. More specifically, design of open air children playgrounds has developed during 20 century, and playgrounds are now present in almost every community, part of every kindergarten and school. However, architecture of public playgrounds has rarely been a major topic of architecture theory, publication, or interdisciplinary research. The most notable exception is work by Dutch architect Aldo van Eyck. He designed over seven hundred public playgrounds in Amsterdam, believing that the design of playgrounds is essential architectural task and that children are our most important clients. He argued on CIAM 10 conference for “playgrounds as core and extension of the doorstep.” On the level of urbanism and spatial planning, we can address the problem of park and playground locations and local conditions, as well as its integration with surrounding communities and infrastructure. On the level of architectural design, we can offer spatial and technical solutions to the problems and ideas of different disciplines thus articulating new open air public spaces for all children and their families in our cities. Finally, we can help test our ideas and solutions on case study projects for selected different locations and offer more general recommendations on all levels.

ERFCON2017.0266 **Landscape Design That Encourages Healthy Lifestyle in
Open Spaces**

P. Pereković*, M. Kamenecki

University of Zagreb, Faculty of Architecture, Croatia

* pperekovic@ag.hr

ABSTRACT

Goal of each landscape project is transformation of unregulated or inadequately landscaped open spaces in designed open areas with some targeted and preferred characteristics. In this regard, landscape design is a professional discipline dealing with integration of people with the environment in a manner that is beneficial to both. In the context of creating parks, landscape design is a process that creates the relationship between the natural and built elements of the landscape and the social and spatial requirements that will materialize in a unique spatial functional concept - newly designed public park. In general, the basic function of parks is providing spatial framework for the outdoor stay and recreation of people in the broadest sense of the word (active and passive recreation, experiencing nature, sports, social contacts, aesthetic experience, etc.). In addition, the objectives of creating the park as part of the project "Volunteers in the Park" will be specifically focused on the following themes: emphasis on integration of open space that encourage recreation and healthy lifestyle (programmatic basis of such parks, recommended standards, availability and accessibility, etc.); specific recommendation for creating such open spaces according to the principles „inclusive landscape design“ (tuning the park to all age groups, people of different lifestyles, different abilities, preferences, etc.). Special emphasis will be given on designing children's playgrounds because the park landscape design today often offers stereotypical playgrounds solutions that contains only basic items (simple catalogue equipment) and narrow range of experience and possible activities. Among other principles for landscape design of children's playgrounds, there will also be an emphasis on inclusive design, increasing the share of natural elements and other structures that are more challenging and stimulate all the senses of the child, stimulate better social contacts, enables a diverse range of activities and encourage research and experimentation. The final product of the work will be the development of the conceptual design of a public park with children's playground, whose characteristics correspond to its characteristics with those principles mentioned above.

ERFCON2017.0270 **Kinesiologist as a Member of Multidisciplinary Team -
Creating Recommendations for the Improvement of Parks
and Park Activities**

M. Masnjak*, S. Šalaj

Primary school Alojzija Stepinca, Croatia; University of Zagreb, Faculty of Kinesiology, Croatia

* masnjakmia@gmail.com

ABSTRACT

Playgrounds are places where children's play can take off and flourish. Good outdoor playgrounds are large enough and designed in such a way that children's play can come to full expression. The play that takes place at the playground can be structured and guided by the playground equipment, but can also be creative and exploratory. It is our responsibility to show children how to engage in both, and also to ensure time for them to engage in play. Motor development and movement skill acquisition of young children must be encouraged in outdoor playgrounds. Most children naturally develop the ability to run and walk, but all of them require practice to develop more challenging skills such as jumping, hopping, catching, throwing, kicking, etc. With taking part in this activities children develop their motor abilities; locomotor and manipulative. Children through play also develop large motor and small motor skills and cardiovascular endurance. Studies show that children whose motor skills are not adequately developed by the age of five, they might never develop efficient motor skills. Competence in the field of basic motor skills such as running, jumping and throwing contributes to children's physical, cognitive and social development and is considered to be the basis for an active life. The positive outcomes are associated with health benefits, the level of physical activity of children and negatively by adverse weight status: overweight and obesity. Therefore, it is important for children of all ages to regularly visit playgrounds and our responsibility to provide them with the playgrounds that can fully meet the challenges of all developmental stages. The role of a kinesiologist in the team working on the „Living healthy“ project is important in emphasizing the importance of play and physical activity in general for health. Healthy habits, that can be most effectively and permanently developed in preschool years, especially the physical activity habits are essential for remaining healthy and preventing most common diseases such as type 2 diabetes, cardiovascular diseases etc. throughout the lifespan. While playing, children have a lot of fun but also activate their muscles, breathe deeply and improve the oxygenation of their bodies, develop strength and coordination. Further, by developing good motor skills children learn how to control movements, accomplish more difficult motor tasks, and feel accomplishment which directly influences child's mental health and quality of life. Playground can be used for the physical activity of people in all age groups.

For elderly, playgrounds may offer a variety of physical activities necessary for them to remain or regain their health and secure long and healthier life. Therefore, the role of a kinesiologists in a team that is working on the set of recommendations for parks and park activities is important and was rightly recognized.

SYMPOSIUM Education and Rehabilitation Sciences: The quality of inclusive education

ERFCON2017.0019 **School Inclusion and Learning Processes: Emerging Issues of a Evidence-Based Research in Italy**

L. Zinant*, L. Cottini, F. Zanon, D. Fedeli, D. Zoletto, S. Pascoletti, A. Morganti

University of Udine, Italy; University of Perugia, Department of Philosophy, Social and Human Sciences and Education, Italy

* luisa.zinant@uniud.it

ABSTRACT

The paper presents some outcomes of a European research project, not yet ended, that has the aim to enhance the inclusive process in school and lets teachers to make more effective the education and learning process. The first step of this project, which is the outcome of the joined work of researchers of University of Udine and University of Perugia (both placed in Italy) is the developing and validation of a tool for assessing the inclusive process pertaining to school contexts called "Inclusive Process Assessment Scale". In the second phase (done by the researchers of University of Udine), the Scale has been filled-in by teachers of primary school of Friuli Venezia Giulia and Veneto. After having analyzed the data, there has been chosen the classrooms in which the index of inclusion was higher and lower. In the last part of the research, the students of those classrooms have filled-in two different learning tests in order to understand if school inclusion has the influences also in their learning processes. The paper focuses specifically on this last part of the research, trying at the same time to find the meaningful outcomes of the research and reach in this way the main aim of the project.

ERFCON2017.0183 **Insight into Some Determinants of High Quality Inclusive Classrooms**

N. Lisak*, A. Wagner Jakab

University of Zagreb, Faculty of Education and Rehabilitation Sciences, Croatia; University of Zagreb,
Faculty of Education and Rehabilitation Sciences, Croatia

* natalija.lisak@erf.hr

ABSTRACT

Based on the insight into the results obtained from quantitative and qualitative measuring of the quality of inclusive education in primary schools in the City of Zagreb and in the Zagreb County, some differences between highly inclusive and poorly inclusive classrooms have been determined. With purpose of quantitative measuring quality of inclusive education the "Self assessment evaluation scale on the quality of inclusive processes promoted by the school" has been conducted in 17 schools (sample of 307 pupils). The qualitative data were collected through two focus groups with teachers from low and high quality inclusive classrooms. Aim of the study was to determinate the characteristics that contribute to high quality of inclusion. Results from high quality inclusive classrooms indicate: excellent level of readiness of schools to accept children with disabilities and excellent material conditions, larger number of professionals in a school team, satisfaction with the support received from professionals, satisfaction with work environment, larger number of teachers included in additional trainings, communication with parents as mostly demanding but manageable, the acceptance of children with disabilities by peers and great effort in providing social and emotional support to pupils. Based on these findings some recommendations for enhancing the inclusive process in schools will be created.

ERFCON2017.0190 **Social and Emotional Competence of Students with
Disability in High and Poor Inclusive Quality Classes**

A. Žic Ralić*, D. Cvitković, R. Fulgosi Masnjak

University of Zagreb, Faculty of Education and Rehabilitation Sciences, Croatia; University of Zagreb,
Edukacijsko rehabilitacijski fakultet, Croatia; University of Zagreb, Faculty of Education and
Rehabilitation Science, Croatia

* anamarija.zic.ralic@erf.hr

ABSTRACT

The aim of this research is to explore the differences in social and emotional competence between students with disability in high and poor quality of inclusion primary schools. Research was carried out on the: a) sample of primary school teachers selected on the base of high/poor inclusion quality (N=17); b) sample of students in high/poor inclusion quality classes (N=307) which include students with disability (N= 28) and typical students (N=279) of both sexes, attending the third primary school grades in Zagreb, and Zagreb County. After determination of high/poor inclusion quality, primary schools' teachers, and their students evaluated social and emotional competence with: The Strengths and Difficulties Questionnaire (SDQ; Goodman et al., 2010), Child Interaction Scale (Crick & Grotpeter, 1995; Crick, 1996), Learning Behaviour Scale (Bierman, Domitrovich et al., 2008), School Readiness Questionnaire (Bierman, Domitrovich et al., 2008), Peer Relations Questionnaire (Ladd & Profler, 1996), Contentment with socializing at school (Žic Ralić, 2001) and Questionnaire on child tolerance toward other children (Cvitković, Wagner Jakab, 2008). Results show no statistically significant differences between social and emotional competence of students with disability in high and poor inclusive quality classes. A more detailed analysis discovered no statistically significant differences in high inclusive quality classes between students with disabilities and typical students in conduct problems, relational aggression and peer relations. Contrary, in poor inclusive quality classes, students with disability in relation to typical students show statistically significant more problems in all measures of social and emotional competence, except in relational aggression. This study highlights the need to increase attention of teachers and school experts on social and emotional competence of students with disability in inclusive classes. The high inclusive quality classes seem to have better impact on social and emotional competence of students with disability.

ERFCON2017.0227 **Improving Inclusion Through Prosocial, Social and Emotional Education: the Prosel Program**

A. Signorelli*, R. Roche , A. Morganti , M. Badia

University of Perugia, Italy; Universitat Autònoma de Barcelona, Spain; University of Perugia,
Department of Philosophy, Social and Human Sciences and Education, Italy

* alessia.signorelli@gmail.com

ABSTRACT

Inclusion is a multifaceted, ever-evolving concept and process, which entails the joint work of a various and varied number of elements whose interaction is crucial for its success and high quality. Inclusion, its quality implementation and its improvement are at the center of the European Project "Evidence – Based Education – European Strategic Model for School Inclusion" (EBE_EUSMSOSI). The project sees the participation of five partners (Italy, Spain, Croatia, Slovenia and Netherlands). One of the main aims of the project is the investigation of the effects of prosocial and social-emotional competences on school inclusion and its quality, carried out through an evidence -based, Randomized Control Trial research design which has seen the close collaboration of the University of Perugia and the Universitat Autònoma de Barcelona. The sample was made of primary school children aged 8-9 and their teachers, and the intervention lasted one whole school year. During the project, the University of Perugia and Università Autònoma de Barcelona developed an interactive and engaging program named PROSEL , which puts together the Prosocial and Social Emotional Learning framework and fully involves both students and teachers. Amongst the main aims of the PROSEL, there are the promotion of prosocial and social-emotional competences both in learners and teachers through a series of systematic actions that would help teachers and learners creating a good class climate, respecting and fostering the differences of each and all students and thus enhancing school inclusion. The experience with the PROSEL program showed, at the end of the experimentation, interesting results concerning the enhancement of the quality of school inclusion and the prosocial and social-emotional growth of both pupils and teachers involved.

ERFCON2017.0249 **Calculating and Problem Solving Task in High in Low
Quality Inclusive Classrooms**

Z. Stančić*, N. Lisak, K. Matejčić

University of Zagreb, Faculty of Education and Rehabilitation Sciences, Croatia; Primary School braće
Radić Botinec, Croatia

* zrinjka.stancic@erf.hr

ABSTRACT

Assessment of student's academic skills and competences in Croatian inclusive classes is part of international research study on scientific project "Evidence Based Education: European Strategic Model for School Inclusion". The aim of the study was to distinguish high and low inclusive classrooms and to answer on research question "Does inclusion quality reflects the efficiency of students?". The assessment of student's academic skills and competence was based on two instruments: Calculating (AC-MT3) and Problem solving task (PZ3). The sample consists of 17 classes with totally 307 learners and 17 teachers. The results have shown that statistically significant difference was found in the average success in calculating to 1000 (addition, subtraction, multiplication, division) among all students in high and low inclusive classrooms. Learners from high inclusive classes have significantly better average success in calculating to 1000 of learners of low grade inclusive. The suggestions are to pay attention to the exercise solving strategies, the time need to solve the exercises and the frequency of errors in calculating. No significant differences were found in measuring problem solving tasks among learners in high and low inclusive classrooms, although learners from high inclusive classrooms have better average ranking than learners in low inclusive classrooms. These results show benefits for all learners in more inclusive school settings, regarding educational outcomes in calculating. The data obtained might help to empower the teachers and thus also the schools to act inclusively in the area of timely recognition of difficulties and giving an appropriate support.

Education and Rehabilitation Sciences - Session 1

ERFCON2017.0001 **Understanding Icf-Cy as a Common Language in
Transdisciplinary Teams**

M. Pretis*

Medical School Hamburg, Germany

* office@sinn-evaluation.at

ABSTRACT

WHO based ICF-CY (International Classification of Functioning, Disability and Health) is seen as an holistic approach to understand disability as a significant interaction between a child and his/her environment. Based on this bio-psycho-social model (Engel, 1977) ICF-CY is able to describe individual abilities/resources and limitations of a child based on complex interaction between the relevant environment, body structures, body functions, activities and participation and personal factors (=big 5 of ICF-CY). ICF-CY therefore adds relevant information – especially including the view of the parents to planning and evaluation processes of support and therapy to the whole team around the child. Despite high overall consensus about the need to create common language between involved professionals and parents, the complexity of ICF-CY (1700 items) still is perceived as a barrier towards practical usage. The paper highlights concrete tools (e.g. electronic application, age-lists, checklists, core-sets etc) and ways how to apply ICF-CY concretely in early childhood intervention, inclusive kindergarten-settings or Social pediatric care. Especially the electronic application developed within the frame of the Erasmus+ project www.icfcy-Meduse.eu supported by video examples will show how in clinical and or rehabilitative practice ICF-CY can be used as a common language. s/resources and limitations of a child within a complex structure of environmental factors, body structures, body functions, activities and participation and personal factors (=the BIG 5 of ICF-CY). Using ICF-CY therefore adds relevant information about what a child and a family is able to do and which factors can be assessed as facilitators to planning and evaluation processes of support and therapy to the whole team around the child (including parents). However the practical usage of ICF-CY due to the perceived complexity (approx. 1700 items) is still limited. Therefore this paper addresses mainly issues of practical transferability of the tool (e.g. by means of electronic applications, Checklists, which reduce the complexity, Core-Sets etc.) The paper highlights concrete tools used in Early Childhood Intervention Centres, Kindergartens and or Social Pediatric Centres in Middle Europ and showways how to apply ICF-CY in early childhood intervention, inclusive kindergarten-settings or Social pediatric care. Especially the electronic application developed within the frame of the Erasmus+ project www.icfcy-Meduse.eu

supported by video examples will show how in clinical and or rehabilitative practice ICF-CY can be used as a common language.

ERFCON2017.0024 **Parents of Children with Disabilities's Perception of Support and Beliefs About Seeking for Professional Help**

N. Vlah*, A. Raguž

University of Rijeka, Faculty of Teacher Education, Croatia; Elementary school Grigor Vitez, Croatia

* natasa.vlah@gmail.com

ABSTRACT

Aims of this study were (i) to determine perception of frequency and satisfaction of emotional and moral support as well as the assessment of social support among parents of children with disabilities and (ii) to find out the contributions of those focus variables, among with demographic features, of their beliefs about seeking for professional help. Total of 102 parents were contacted through 8 organizations that offer services of intervention and advisory help in Rijeka and Vinkovci (35%) with their villages (M=41 years; 71,6% of mothers). The average age of the children was 7,5 years (3 to 15; 60,8% of boys). Data was collected by the scale of frequency and satisfaction of emotional and moral support, the scale of assessment of social support and scale of beliefs in seeking professional help in parenting (trust, distrust and discomfort against the experts). Parents are the most satisfied with the emotional and moral support obtained from their own parents and brothers/sisters so they estimated that support as the most common. Satisfaction with emotional and moral support obtained from experts and wider social circle is estimated higher than the frequency of such support. Parents perceived more social support by the inner circle of family than support by friends and colleagues from work. As children age is higher, parents become more satisfied with the emotional and moral support obtained from their own parents and brothers/sisters. The frequency and satisfaction of moral and emotional support obtained from their own parents and brothers/sisters is perceptible more in the villages than in the cities. Confidence that parents feel in the experts can be predicted by higher age of parents and greater perceived social support of friends and colleagues at work. Distrust to experts can be predicted by lower frequency and satisfaction with emotional and moral support from experts as well as their own parents and brothers/sisters, lower perceived social support from family and having a male child. Discomfort to the experts, in the observed area of predictors, can be predicted only by living in Vinkovci or living in the villages. The results confirm previous findings and suggest: (i) ensurement of mobile teams to villages, (ii) educating employers about importance of giving support to parents, (iii) to make professional help more available to reduce distrust and

discomfort according to experts, (iv) strengthening social networks and supporting whole family.

ERFCON2017.0101 **The Experience of Erasmus+ Practice in the Organization for Early Intervention in Portugal - What Can We Learn from Them to Improve Early Intervention in Croatia?**

P. Marković*, M. Repalust

University of Zagreb, Faculty of Education and Rehabilitation Sciences, Croatia

* petra.markovic182@gmail.com

ABSTRACT

Planning intervention according to parental needs, primary service provider approach to teaming and transdisciplinary work are effective ways to ensure coordinated family-centered services. Those are some of the main characteristics of early intervention in Portugal, which we experienced during two months of Erasmus+ practice in ANIP (National Association of Early Intervention) in Coimbra. ANIP is involved in Portuguese National System of Early Intervention (SNIPI). Early intervention in Portugal started at the national level based on the successful experiences on a project with ANIP experts who developed a system to provide individualized comprehensive services to children and families by creating a collaborative effort involving health, education and social services. This paper gives an overview of the framework for the development of early childhood intervention (ECI) policies and services in Portugal and describes recent Portuguese legislation that established a national ECI system. Furthermore, we want to emphasize the importance of transdisciplinary services that are based on institutional partnerships involving several different professionals who are working together as a collaborative team. In each local intervention team, professionals share the responsibilities of evaluating, planning and implementing early intervention services. We participated in team meetings, home visits and visits to the kindergartens. The visits varied in nature, from initial contact with families, assessment of the child and their environment, joined visits with more different experts, counseling, direct intervention, to the evaluation of the intervention. We gained valuable experience which led us to think which measures could be taken to enhance early intervention in Croatia so we are going to present several suggestions how to implement mentioned practice in our system.

ERFCON2017.0105 **Open Your Eyes to be Able to Open Your Ear- it Is Just a Game, Enjoy**

N. Dolović*

Angerona-private educational and rehabilitation practice, Croatia

* dolovic.nat@gmail.com

ABSTRACT

Since Kanner's description of first cases of autism there has been lots of scientific arguments about psycho-physical development of these children especially their communication and social skills. To explain the phenomena of language in children with autism it is quite a challenge. Verbal language as a system of vocal signs building a syntax that is supposed to be meaningful for the participants in at least a dyad. However, according to one's epistemology, the syntax is not meant to be understandable always by all means. If the syntactic rules and principles are known to all the participants, the game is understandable and somehow less interesting. If the game rules and principles are not set, the game has its own challenge with one's inner desire to "win". We learn about this as Wittgenstein's language game. Either vocal or gestural, it is just a game. How children and adults with autism spectrum disorders play their game called language is another side of the story. Is their mental presentation of certain words same as in people who are not affected by the spectrum, will be discussed through Wittgenstein's concept of a language game. Why is English language much easier to learn for Croatian kids with autism than Croatian language? Certain answers will be traced following the game making a collateral between Wittgenstein's theory and language development in children with autism spectrum disorders.

ERFCON2017.0152 **Home-Based Service for Preschool Children with
Developmental Disabilities and Their Families – 36 Years of
Experience**

A. Markulin, J. Čališ, T. Kralj*

Center for Rehabilitation Zagreb, Croatia

* tamara.kralj@outlook.com

ABSTRACT

Home-based service, provided by the Center for Rehabilitation Zagreb - branch office Slobošćina, includes 109 families of preschool children with developmental disabilities (DD). The home-based service is carried out by 13 educational rehabilitators who cover the entire area of the City of Zagreb. Home-based service is based on the interdisciplinary professional approach (the team consists of an educational rehabilitator, a psychologist, a speech and language pathologist, and a social worker) and the program that includes developmental enhancement of the following domains: cognitive development, communication, motor skills, daily living skills and socio-emotional development. The team of professionals, in cooperation with the parents, makes an individual educational plan (IEP) for the child and the family. The IEP is based on short- and long-term goals, which are adjusted to child's developmental age, needs and priorities of the family, by taking into account strengths and capacity of the whole family. The emphasis is put on the continuous follow up of child's development, parental counselling, support and education of all family members. By providing the home-based service, we enhance development of child's potentials in a natural environment, and thus we fulfil the main goal of inclusion. One of the key advantages of this service is continuous implementation of the program during child's preschool years. With this service, we promote the social model of working with children with DD and their families, and also, for the long-term, reduce the risk of institutionalization. Year after year this service has proven to be of high quality, and as such, it is recognized by parents, professionals and a service provider (Croatian Ministry of social welfare). The number of children included in the home-based service has been continuously growing, and the time of their inclusion happens at a much earlier age than before. As the founders of the home-based service in Croatia, which we have been continuously providing for 36 years now, by this presentation we would like to emphasize the importance of working in the family environment, and point up the specificity of work as well as the challenges we thereby face every day.

Education and Rehabilitation Sciences - Session 2

ERFCON2017.0023 **Therapeutic Riding: Educational and Pedagogical Implications**

A. Gvozdanović Debeljak*, V. Buljubašić Kuzmanović

Elementary School Ljudevita Gaja u Osijeku, Croatia; University of Osijek, Faculty of Humanities and Social Sciences, Croatia

* aleksandra.debeljak@gmail.com

ABSTRACT

Therapeutic riding is relatively well known, but still is inadequately researched method of work with children and young people within the education and rehabilitation, educational and medical sciences. In recent years a strong boost to research the effective rehabilitation methods have given experts gathered around associations and cavalry clubs who are professionally engaged in therapeutic riding. However, the enthusiasm of the community still does not have a significant impact on educational practice nor space in the school, the modern inclinations and cooperative partnership curriculum. Therefore, the aim of this study was to examine teachers (N=103) knowledge of the therapeutic riding and their effects on the emotional, cognitive, social and motor area of development of children. Also analysis of teacher knowledge in practice defines the educational and pedagogical implications of therapeutic riding in the school context. The theoretical part of the work examines the different starting points and aspects of therapeutic riding, breaks down a kind of terminological confusion about definitions and terms related to the use of horses for therapeutic purposes. The research results and their interpretation are focused on educational practice and affirmation of therapeutic riding in the school context as an effective method in removing barriers to learning and participation. Pedagogical implications of the reflected through the development of partnerships of schools and associations for therapeutic riding. An important determinant in this way is the training of teachers, professional associates, and parents on various aspects of rehabilitation therapeutic riding and its outcomes.

ERFCON2017.0082 **Reading Literacy of Students with Intellectual Disabilities
at the End of a Period of Systematic Literacy Development**

N. Jenko, M. Lipec Stopar*

University of Ljubljana, Faculty of Education, Slovenia

* mojca.lipec@pef.uni-lj.si

ABSTRACT

Developing reading literacy of students with mild intellectual disabilities (ID) enrolled in an adapted program with lower educational standards (AP LES) is one of the more challenging educational issues. The characteristics and reading issues of the aforementioned group of students dictate a prolonged process of developing literacy with an emphasis on practical communicational skills, among which we classify reading as well. The basis of planning reading lessons in Slovenian elementary schools that execute the adapted program with lower educational standards is represented by the syllabus of said program (Križaj, Ortar and others, 2003). It predicts, similarly to educational programs providing equal educational standards, that by the end of the literacy development period the students will have mastered reading techniques to the point of being able to focus their attention primarily on developing reading comprehension. We were interested to know to what a degree we were able to fulfil said goal with a group of 5 year students with ID included in AP LES, after the period of systematic literacy development was concluded. There were 61 5 grade students involved in this research. With factor analysis, we studied the characteristics of reading literacy of this group of students. In addition to our findings, we also took into account the results of students with ID in comparison to the norms created for students of typical development at the end of the literacy development period (3rd grade). To acquire an even clearer image of the achievements and additional needs of children with ID we compared the characteristics of their reading aloud with reading levels that were presented in the given literature. We can draw a parallel between the achievements of students with ID and less successful students of typical development. However, there are exceptions among some better readers with ID. We can conclude that the reading efficiency of students with ID at the end of the literacy development period is still based on processes of a lower level (decoding). Reading issues of students with ID can apply to various factors of reading literacy. Taking the accuracy of our research on the group of 5 grade students into account, we can reach a conclusion that only a smaller percentage of students is capable of reaching the fundamental goal of reading lessons in the given amount of time. Based on our results we will be able to give multiple suggestions on how to plan future reading lessons in AP LES.

ERFCON2017.0139 **Expressive Art Therapy for Social Interaction of Children
and Adults with Disability in Sri Lanka**

L. Seneheweera*, V. Edirisinghe

University of Peradeniya, Sri Lanka

* kumaileena@gmail.com

ABSTRACT

The current study investigated to show the therapeutic effect of art works on social interaction of adults with different kinds of disability in Sri Lanka by comparing with Aristotelian catharsis. Aristotle used the term catharsis to denote the removal of a negative feeling of mind. On the basis of this approach we selected a residential disabled center in Sri Lanka. There are 26 males with different kinds of disability in the 15 to 35-age level. The research was conducted within a year and the results were finally obtained through a workshop. The workshop was conducted in four sessions of three hours duration each over two days and all members attended the workshop. We recorded the impact of the art works on their engagement, motor skills and emotions by using music, dance and painting. These were documented before and after the workshop using a qualitative observation with respect to length of engagement, characteristics of art forms (color, line, texture, time space, rhythm) using gross and fine motor skills (sitting, standing, jumping and rhythmical body movements etc. and holding objects) and emotional state (happy, unhappy, angry, no reaction). The results show the improvement in engagement with artwork, motor skills and positive change in their emotional states. The cathartic role of music, dance and painting was pedagogical and made the group directly engage with the arts irrespective of their shyness and hesitation before the workshop. These results proved the possibility of using expressive arts therapy for stimulating social interaction of children and adults with disabilities.

ERFCON2017.0272 **Arts/expressive Therapies and Coping of Child with
Malignant Disease**

D. Miholić*, J. Brčić , N. Lisak

University of Zagreb, Faculty of Education and Rehabilitation Sciences, Croatia; Elementary School
"Nad Lipom", Croatia

* damir.miholic@erf.hr

ABSTRACT

Malignant disease leads to a series of changes in physical functioning caused by the activity of primary malignant disease and invasive medical treatment. In addition, a child is faced with the secondary effects of these processes on bodily functions and body image and with the disturbances of psycho-emotional functioning. This presentation will show some experiences of the authors in the application of arts/expressive therapies as a complementary approach to treatment and rehabilitation of children with malignant disease. Within 3 case studies and research, which are conducted at the Department of Oncology and Hematology in Children's Hospital Zagreb, authors will present the structures of the therapy sessions and dynamic changes in the frame of therapeutic process, as well as some applied quantitative and qualitative assessment methods of the therapeutic outcomes. The proposed hypotheses were related to the positive effects of arts/expressive interventions on coping mechanisms, and emotional experience and expression of the child during the therapeutic process. In the first case study (boy, age 14, Dg. Osteosarcoma Maxillae), have been applied art techniques of painting, drawing mandalas and making masks. In the second case study (girls, age 7, Dg. Osteoplastic expansive formation of the lower leg) have been applied puppet and drawing techniques, and in the third case study (girls, age 8, Dg: Lymphoblastic leukemia) have been applied the techniques of clay-modeling and stop-motion animation. The collected session material and assessment results showed the value of the analytical approach and the application of complementary arts/expressive therapies in the complex treatment in accordance with the individual needs of a child with a malignant disease.

ERFCON2017.0184 **New technology in education and rehabilitation of
children with motor disabilities and chronic diseases**

Fadilj Eminović, Mateja Bublic*

University of Belgrade, Faculty of Special Education and Rehabilitation, Serbia; Elementary School Luka,
Croatia

* matejabublic@yahoo.com

ABSTRACT

The professionals of the education and rehabilitation profile and somatopedics continually exploring new ways and technologies for education and rehabilitation of children with motor disabilities and chronic diseases. What enables education-rehabilitators, somatopedists, teachers and other professionals to better transfer knowledge to children with special needs and stimulates rehab procedures, lies precisely in modern technology. The accelerated development of information and communication technology not only encourages professionals to apply technology to education and rehabilitation of children with disabilities but rather put them in the pre-requisite and condition the necessary adaptation in the work of experts. In the text we will discuss the latest information and communication technologies applied in the education and rehabilitation of children with motor disabilities and chronic illnesses as well as methods of work and at the same time inclusion of children with motor disabilities and chronic diseases, their education on the application of new information and communication Technology as well as the existence and development of critical thinking. New technology is implemented on a daily basis in the education and rehabilitation system in the Republic of Croatia and Serbia. It has a major impact on the process of education and rehabilitation of children with motor disabilities and chronic illnesses in both states. The education system encourages inclusive education, which implies inclusion of children with developmental disabilities into a regular educational system. On the one hand, inclusive education is significant both for children with developmental disabilities and their parents, as well as for children of normal development and their parents. It is also important for the school, teachers for teachers, and for the school's living and social environment. Current research on education, rehabilitation and inclusive education has been carried out by educational and rehabilitation professionals and pedagogues, and research on the views of pupils with developmental difficulties on inclusive education was conducted using the questionnaire "My primary school" in 2013. The questionnaire was developed by the Center for Research on Inclusive Education (CSIE) in the UK. In this paper we have presented the application and needs of children with motor disabilities and chronic diseases on new technologies in education and rehabilitation processes. We gave an overview of the existing application of technology in

everyday life and education and rehabilitation of children with motor disabilities in Croatia and Serbia and gave a suggestion on the application of new technologies in education and rehabilitation. Children with motor disabilities and chronic illnesses compared to the other population have a number of limitations in the application of new technology due to a number of limitations of physical function. Education and Rehabilitation Professionals have a key role to play in evaluating what they can do in spite of the difficulties they face. By assessing the possibilities, it is possible to use one of the basic principles of the new technology, enabling technology to maximize the use of what the child can do. A new, advanced technology enables systems, recognizing voice, speech recognition, and speech recognition through their systems, and one of these examples of new technologies can be met and applied in everyday practice. Both systems also allow verbal or non-verbal control of electromotor wheelchairs. The direction of the development of new technologies lies in the fact that new technology, originally developed for the wider market, takes on the important role of connecting intelligent systems and robotization to the much-needed technology for children and adults with motor disabilities and chronic diseases that is of vital importance.

Education and Rehabilitation Sciences - Session 3

ERFCON2017.0020 **Posttraumatic Growth in Mothers of Children with Disabilities**

S. Byra*, A. Żyta , K. Ćwirynkało

Maria Curie-Skłodowska University, Poland; University of Warmia and Mazury in Olsztyn, Faculty of Social Sciences, Poland

* byras@interia.pl

ABSTRACT

The psychosocial situation of mothers of children with disabilities is most often analyzed in the context of difficulties and support capabilities. Less frequently, it is analyzed from the perspective of their personal resources. Posttraumatic growth (PTG) is a phenomenon that points to the constructive, positive consequences of traumatic events or radical life changes that require adaptation. Introducing a child with a disability into a family, and the ongoing stress of raising a child with a disability, can be particularly difficult situations that can promote posttraumatic growth. The aim of this study was to determine the relationship between coping and self-efficacy and posttraumatic growth in mothers of children with disabilities. The study included mothers of children with autism and mothers of children with profound intellectual disabilities. The study was conducted using The Post-traumatic Growth Inventory, The Coping Orientations to Problem Experienced (COPE), and the General Self-Efficacy Scale. Regression analyses showed the predictive role of coping strategies (such as religion, focus on the problem) and self-efficacy in accounting for PTG variability in mothers of children with disabilities.)

ERFCON2017.0089 **Parenting Stress and a Sense of Competence in Mothers of Children with Disabilities**

L. Osmančević Katkić*, M. Lang Morović, E. Kovačić

High School Centar za odgoj i obrazovanje, Croatia; Hrvatski zavod za javno zdravstvo, Croatia; Center for upbringing and education Tomislav Špoljar Varaždin; Croatian Association on Early Childhood Intervention of Varaždin County

* lejlakatki@gmail.com

ABSTRACT

BACKGROUND: Mothers of children with a range of developmental disabilities report higher levels of stress than mothers of typically developing children. Higher levels of stress can also be related to parenting sense of competence. Further, parental stress and a sense of competence are also significantly associated with parenting support and marital satisfaction. **AIM:** This study had three aims: to determine stress levels and sense of competence observed as self-perceived parental efficacy and satisfaction with parenthood in mothers of children with and without disabilities and the relationship between them, to determine the association of parental levels of stress and a sense of competence with parenting support and with the marital satisfaction. **METHODS:** Mothers of 71 children aged one to thirteen years, 38 without disabilities and 33 with disabilities from Varaždin city participated in this study. The mothers filled in four assessment tools: Parental Stress Scale, Parenting Sense of Competence Scale that included two subscales – self-perceived parental efficacy and satisfaction with parenthood, Family Support Scale and Quality of Marriage Index. **RESULTS:** T-tests showed significant difference between mothers of children with and without disabilities in stress, and satisfaction with parenthood as a part of the sense of competence variable. Further, all three models of four stage hierarchical multiple regression revealed that final models containing sociodemographic factors, children characteristics, the disability factor, social support and marital quality explained 50.9% of the variation in parental stress level, 36.4% of variation in self-perceived parental efficacy, and 35.1% of variation in satisfaction with parenthood. Changes in R^2 square were significant in all models. When all independent variables were included in stage four of the regression model, the marital quality explained the most variance in all models. **CONCLUSION:** These results show the importance of marital quality in both parental stress and a sense of competence equally in mothers of children with and without disabilities.

ERFCON2017.0166 **Education for Families of Children with Asd**

D. Preece, J. Stosic*, J. Frey Škrinjar, J. Troshanska, L. Symeou, K. Mavrou, E. Theodorou, V. Trajkovski

University of Northampton, United Kingdom; University of Zagreb; University of Zagreb, Faculty of Education and Rehabilitation Sciences; Macedonian Scientific Society for Autism; European University

* jasminastosic@gmail.com

ABSTRACT

Having a child with autism spectrum disorder can present a challenge to the whole family and has a significant impact on the family quality of life. Parents of children with autism spectrum disorder experience more stress than parents of children with other difficulties especially in the absence of information and support. Training and education for parents can improve their coping strategies, help them adjust their parenting style with autism specific strategies and improve developmental outcomes of their children. However, specific education for families of children with autism spectrum disorder is not available to many parents in south east Europe. Family members, professionals and academics are working together within the ERASMUS + EU funded project to develop, evaluate and establish autism parent training model that can be provided to parents in three Southeast European countries. In this paper results of the evaluation of first training courses with parents in three countries will be reported. Training courses have been held in the three countries from March till November 2016. Trainings were delivered in 6 modules. Pre-training, post training and follow up questionnaires were developed as a part of the outcome evaluation process. Parents were recruited through social networks and institutions in which their child is receiving services. Parents (approx. 80) have filled the pre – training questionnaire before the onset of training, post – training questionnaires immediately after the training and follow up questionnaires three months after the training. Findings about experiences of living with a child with autism spectrum disorder and the impact of training in three countries will be presented. Implications for further improvements of the training courses will be discussed.

ERFCON2017.0241 **Dimensions of Self-Concept as Predictors of Quality of Life in Visually Impaired: Does the Visibility of Impairment Matter?**

K. Stanimirov*, L. Mijatović, B. Jablan

University of Belgrade, Faculty of Special Education and Rehabilitation, Serbia

* ksenija.stanimirov@gmail.com

ABSTRACT

We examined the connection between self-concept domains and objective and subjective aspects of quality of life in visually impaired persons, bearing in mind the importance of the visual impairment as a factor that connects with both self-concept and quality of life in this population. The sample consisted of equal numbers of blind respondents (N=46) and respondents with low vision (N=46), both genders, and ranging in age from 19 to 65 (M=35.10, SD=10.78). Self-concept was examined using The Tennessee Self-Concept Scale (TSCS:2, 2nd edition), which consists of six domains: Physical, Moral, Personal, Family, Social and Academic Self-concept. For quality of life assessment, we used the Comprehensive Quality of Life Scale (ComQOL-?5, 5th edition), which includes the following domains: Material well-being, Health, Productivity, Intimacy, Safety, Place in community and Emotional well-being. This scale measures both objective and subjective quality of life. Objective quality of life refers to the assessment of the current situation, while subjective quality of life is measured independently within each domain in terms of importance and satisfaction. Two regression models were tested in two groups of respondents: blind and low vision. The first model consisted of a set of TSCS:2 domains, with the criterion variable objective quality of life. The second model kept the same set of predictors, while the criterion variable was subjective quality of life. In the respondents with low vision, Personal self-concept (beta=.347, t=2.451, p

ERFCON2017.0245 **Gender Differences in Self-Perceived Quality of Life of
Persons with Glaucoma**

T. Runjić*, D. Sikirić, V. Penava

University of Zagreb, Faculty of Education and Rehabilitation Sciences, Croatia; University of Zagreb,
Faculty of Education and Rehabilitation Sciences, Croatia

* tina.runjic@erf.hr

ABSTRACT

The number of aging people with significant visual impairment due to glaucoma is increasing. Visual impairments resulting from glaucoma have a negative impact on the QoL of affected individuals. The adverse impact of impaired vision manifests in the economic, social, psychological aspects of life as well as in physical activity. In addition to the visual impairment, self-perceived QoL may be affected by sociodemographic factors such as gender, age, living conditions etc. Better understanding of the factors that affect the QoL of persons with glaucoma is necessary for comprehensive and targeted action in affected QoL areas. The aim of this paper is to determine differences in self-perceived QoL between male and female with visual impairment due to glaucoma. The study included in total 150 (N = 150) of people with visual impairment due to glaucoma; 92 females and 58 males. Visual acuity in the better eye of subjects was at 50% and less ($VA \leq 0.5$) with impaired visual field greater than 12dB in Mean Defects (MD), measured with Octopus Visual Field Analyzer. The study used two questionnaires: The Impact of Vision Impairment Questionnaire (IVI) for measuring the self-perceived QoL and a self-constructed questionnaire for the general social-demographic data, General Information Questionnaire. The collected data have been analysed with discriminant analysis, ROBDIS model (robust discriminant analysis). Results of this research confirm the difference in self-perceived QoL between men and women in three measured areas: Reading and information accessibility, Orientation and mobility, and Emotional area. It has been established that in all three measured areas women assess their quality of life better than men and perceive less impact of visual impairment on the quality of your life.

Education and Rehabilitation Sciences - Session 4

ERFCON2017.0006 **Gender as Moderator and Age as Mediator Variables in
Prediction of School Adjustment by Symptoms of Adhd**

T. Velki*, G. Vrdoljak

University of Osijek, Faculty of Education, J.J. Strossmayer, Croatia; University of Osijek, Faculty of
Humanities and Social Science, J.J. Strossmayer, Croatia

* tena.velki@gmail.com

ABSTRACT

Studies have shown gender differences in symptoms of ADHD, especially meaning that boys have 4 times more often diagnosed ADHD than girls. However, in adulthood there is no gender difference in prevalence of diagnosed ADHD. For boys the identification period is at the beginning of primary school (because of predominant symptoms of hyperactivity and impulsivity) and for girls identification period is at higher classes of primary school (usually 6, because of predominant symptoms of inattention, which at that time significantly disrupts students' school success). The aim of the research was to examine the moderating role of gender in prediction of school adjustment by symptoms of ADHD (hyperactivity, impulsivity and inattention) and the mediating role of age in same prediction. The study included 501 students from the 4th, 6th and 8th grade of primary school, of which 50.7% were boys and the average age was $M=12.72$ ($sd=1.62$). They completed Hyperactivity-impulsivity-attention Scale (HIP, Vulić-Prtorić, 2006), Self-efficacy Questionnaire for Children (SEQ-C, Vulić-Prtorić i Solić, 2006) and were given some general information. Gender had moderating role only for school success, meaning that, for boys, greater symptoms of hyperactivity and inattention are better predictors of school success. Age had full mediating role for symptoms of hyperactivity and school success (i.e. as the students' age increases, there is no correlation between hyperactivity and school success) and partial mediating role for symptoms of inattention and both measures of school adjustment (i.e. as the students' age increases the correlation between symptoms of inattention and academic self-efficacy and school success become weaker).

ERFCON2017.0175 **Socio-Demographic and Medical Variables in Correlation
with Behavioral Aspects of Executive Functions in
Adolescents with Epilepsy**

S. Pavic*, V. Bugarski Ignjatović, K. Gebauer Bukurov, Ž. Nikolašević

University of Novi Sad, Faculty of medicine, Serbia; University of Novi Sad, Faculty of philosophy, Serbia

* pavicsara95@gmail.com

ABSTRACT

Introduction: Epilepsy, as chronic disease, causes a vast number of negative consequences that affect daily functioning. One of the most important consequences is the negative impact on cognitive efficiency, which can reflect on executive functions. Goal: Research goals examined a correlation between socio-demographic and medical variables and behavioral aspects of executive functions in patients with epilepsy. Researchers assumed that some of the socio-demographic variables in people with epilepsy, such as gender, age, years of education, success in their education and employment status; are associated with behavioral aspects of executive functions, where female adolescents, those with higher level of education, patients with better academic achievement or employees show better achievement in all tested domains of executive functions. Material and methods: The study involved 42 subjects, of both sexes, aged 11 to 30 years, consisted of young and older adolescents with epilepsy. The general questionnaire, which is specially designed for this research, and Behavior Rating Inventory of Executive Function (BRIEF), which assess behavioral aspects of executive functions, were used to collect data. Results: Statistically significant correlation between socio-demographic variables and clinical scales of BRIEF questionnaire were found in several variables and scales. Variables such as level of education is correlated with scales Inhibit, Shift and Working memory; as well as a variable academic achievement that is correlated with scales Inhibit, Task Monitor, Plan/Organize, Initiate, Organization of materials and Self-Monitor, but only in subgroup of older adolescents with epilepsy, while in subgroup of younger adolescents any statistically significant correlation was not found. Frequency of seizures was only medical variable that significantly correlated with several clinical scales, such as Working Memory, Inhibit and Task Completion in both subgroups of young and older adolescents. Conclusion: The hypothesis of correlation between socio-demographic and medical variables and behavioral aspects of executive functions in adolescents with epilepsy was partially verified.

ERFCON2017.0280 **Preschool Teacher Attitudes and Competencies for
Inclusive Teaching: Relation to Available Support in
Preschool Inclusion and Teacher Training**

S. Skočić Mihić*, S. Sekušak Galešev

University of Zagreb, Faculty of Teacher Education, Croatia; University of Zagreb, Faculty of Education
and Rehabilitation Sciences, Croatia

* sskocicmihic@gmail.com

ABSTRACT

The entire organization of the teaching and learning process, which has to be suitable for all learners, depends on teachers' attitudes, beliefs, knowledge, skills, and competencies to work in inclusive classrooms. The aim of this study was to determine significant predictors of inclusive teaching skills and attitudes to inclusion among predictive variables as age, total years of teaching experience, teachers' experience in inclusive teaching, and available support in preschool inclusion such as additional personal, educational material, technology, number of children in classrooms, cooperation with parents and experts. The regional representative sample of 475 preschool teachers, completed the Readiness for Inclusion Scale (Skočić Mihić, 2011). Two-factor were obtained: (1) attitude to preschool inclusion and (2) competence for inclusive teaching, with good psychometric characteristics ($\alpha=0,84-0,89$). A multiple regression analysis was conducted to evaluate factors related to the characteristics of preschool teachers to their attitudes and self-perceived competencies for inclusive teaching. Preschool teachers' positive attitudes and moderate level of self-perceived competencies for inclusive teaching has been established. A significant predictor of a positive attitude to preschool inclusion and self-perceived competencies was teachers' perception of available support in preschool inclusion. In and pre-service education in this field increases teachers' self-perceived competencies for inclusive teaching. Teacher confidence in their ability to address and respond to educational needs of all „diverse“ learners is crucial for successful inclusion. The results are discussed in line with available support in preschool inclusion that should be provided in accordance with the legislation.

ERFCON2017.0283 **Using Q Methodology to Research Students' with Disabilities Views on Their Role in the Implementation of Education Policy**

I. Salaj*, L. Kiš Glavaš

Office of the Ombudsman for Children, Croatia; University of Zagreb, Faculty of Education and Rehabilitation Sciences, Croatia

* ivona.salaj@dijete.hr

ABSTRACT

The study examined perceptions of students with disabilities (SWD) regarding their role in the implementation of education policy. We used Q methodology to understand students' position and their impact on the implementation of education policy. This is the first Q study on such issue in Croatia; therefore, the purpose of this study is to promote and familiarize Croatian researchers with Q methodology. British physicist-psychologist William Stephenson developed Q methodology in 1935. Q is an appropriate choice for the study of issues that are socially contested, and it can be effectively accomplished with small numbers of participants. Hence, the use of Q becomes relevant for this study. The study was carried out at the University of Zagreb in spring 2016. The study sample consisted of 15 SWD (8 females and 7 males); it included students with motor impairment, sight and hearing impairment, specific learning disability, and multiple disabilities. Participation was free and voluntary, and the selected participants were representative of the stakeholder groups. We provided SWD with Q-sort statements (called a Q-sample) as a research tool. The Q-sample consisted of 35 statements, each written on a separate card. During Q sorting, 15 SWD presented their perspectives about their role in the implementation of educational policy by ranking statements from strongly disagree (-4) to strongly agree (+4) into a normalized distribution single-centered around no opinion (0). This set of ranked statements, each done by a different participant, constitutes the Q-sort. The data was analyzed using the software program PQMethod 2.35. The use of centroid Factor analysis with varimax rotation produced three factors of what is essential for strengthening the role of students in the implementation of education policy. In addition, the study concluded that Q could be useful tool for productive stakeholder involvement to facilitate policy-implementation decisions.

ERFCON2017.0289 **Parents of Children with Disabilities: are They Happy?**

L. Lučić*, L. Kaliterna Lipovčan , A. Brajša-Žganec , T. Brkljačić , R. Franc , R. Glavak Tkalić , Z. Prizmić Larsen , I. Sučić , M. Tadić Vujčić

Institute of Social Sciences Ivo Pilar, Croatia; Institute of Social Sciences Ivo Pilar, Croatia; Institute of Social Sciences Ivo Pilar, Croatia

* Lana.Lucic@pilar.hr

ABSTRACT

Research so far has shown that the well-being of parents of children with disabilities is lower compared to parents of typically developed children. However, the vast majority of the research was conducted with that exact purpose, which might have led to distortion of participant's answering process. In addition, participants were mostly chosen because they have or don't have, a child with disabilities, while other relevant characteristics were poorly matched. The aim of the current research was to compare parents of children with disabilities to the matching group of parents of typically developed children regarding various well-being indicators, and specific sources of life satisfaction. This study was conducted as a component of CRO-WELL: longitudinal research on well-being in Croatia. In the samples gathered since the launch in September 2016, we identified 41 parents of children with disabilities. Each of them was matched to a very similar individual with typically developed children. Case match criteria were gender, age, education level, employment status, and monthly income per member of family, size of the hometown and number and age group of children. Consequently, we obtained two samples where the majority of participants were married, living in a large city, have a job and two thirds of them have completed either high school or college. Results indicate there was no difference in happiness or life satisfaction in general. If we look closer, differences emerged regarding satisfaction with leisure time and health, indicating that parents of children with disabilities are significantly less satisfied compared to parents of typically developed children. Furthermore, parents of children with disabilities less frequently felt pleasant or good, while more often they experienced sadness, negative or bad feelings. As a tool to deal with negative emotions, all parents mostly used positive coping techniques like expressing their feelings or taking actions to resolve the issue. Although this sample is convenient and small, the results indicated issues that should be taken into closer consideration. Details and implications will be discussed.

Education and Rehabilitation Sciences - Session 5

ERFCON2017.0016 **The Art Experience and Art Expression of a Blind Person**

D. Pivac*, T. Runjić , A. Bilić Prcić

University of Split, Arts Academy, Croatia; University of Zagreb, Faculty of Education and Rehabilitation Sciences, Croatia; University of Zagreb, Faculty of Education and Rehabilitation Sciences, Croatia

* dpivac@inet.hr

ABSTRACT

In the art educational process, we have met a blind student. That encouraged us to try to investigate how a blind person experiences a visual work of art. With that complex challenge, several researchers have been dealt with, mainly from the second part of the 20 century, considering it from different points of view. In this article, we determined the meaning of art experience of a congenitally blind person, in consistence with modern considerations. The main hypothesis of the research covered an examination of experiencing a visual work of art (its duration, intensity and individual art expression) for a congenitally blind person by applying meaningful educational approach that was supposed to enhance her work of art experience. The subject, the only one blind student that has been included in the regular third grade gymnasium curriculum of visual art during the school year 2014/15 participated in the research. Therefore, she represented available sample. Measuring tool consisted of five selected V. van Gogh's visual works of art, measuring changes of time needed for visual art experience as well as its visual art expression and self-assessment scale, used to determine intensity of experience of selected art work under multiple experiencing. The analysis of quantitative changes for the single subject in ten equidistant time points have been done. It has been carried out using INDIF (Individual Differences) statistical method, with the purpose of getting an insight in to the changes of selected works of art experience under the influence of meaningful educational approach. The results of research confirmed the basic hypothesis. The application of above-mentioned approach influenced the time of experience and art expression of experienced work of art for the subject. The significance of previous experience is confirmed, based on knowing and recognizing the content of adapted tactile picture for better and faster creation of mental picture. Therefore, after multiple experiences, the time needed for the perception and art expression of experienced content has become shorter and at the same time, the intensity of selected work of arts has mainly remained unchanged. This leads to the conclusion that deeper understanding of work of art became more difficult. Remarkable intrinsic motivation of the subject is noticeable with positive transfer towards the art educator. That certainly had a positive impact on visual works of arts experience.

ERFCON2017.0029 **Contextualising Fastening Use on Children's Clothing to Inform the Development of Novel Materials Suitable to Support Independent Dressing Skills in Children with Visual Impairment**

J. Hayton*

UCL Institute of Education, United Kingdom

* antonia-h1@hotmail.co.uk

ABSTRACT

Dressing is an adaptive, purposive independent living skill that is essential for everyday life. The current study is one of the first to explore how types of clothing fastening (zips, buttons, poppers and shoelaces) may impact on the development of dressing skills in children as mediated by gross and fine motor skill development. A survey was conducted to examine types of fastenings commonly found on clothes for infants and children. The clothing sample (N = 1,569) was drawn from the top five UK children's clothing stores, and correlated with an online forum for parents. The survey assessed the types of functional fastenings on items of clothing from two age groups: 'premature – 2 years' and '2 years – 14 years'. The results report frequencies of fastenings across both groups. This was considered indicative of the likelihood of exposure to fastenings for children and so may shed light on the incidental learning opportunities made available to children to develop in situ self-dressing skills. It is posited that fastening exposure may have an impact on the development of gross and fine motor skills suitable for dressing. The data were then used to inform the development of intervention materials suitable for teaching independent dressing skills to children with visual impairments.

ERFCON2017.0116 **Vision Problems in Children with Intellectual Disabilities**

S. Alimović*

University of Zagreb, Faculty of Education and Rehabilitation Sciences, Croatia

* sonja.alimovic@erf.hr

ABSTRACT

Problems in visual functioning are the one of the most common additional problems in children with intellectual disabilities. Nevertheless, they often remain undetected in children with visual impairment, and they effect the development and learning. Therefore, to examine the prevalence and the kind of visual problems in children with intellectual disability we tested visual functions (visual acuity, contrast sensitivity, stereoacuity, oculomotor functions etc.) in 25 children. All children had mild to moderate intellectual disabilities, and age between 7 and 13. All children attended schools for children with intellectual disabilities. Results have shown that most of children have visual functions developed less than expected for their age, especially stereovision. Almost half of them had uncorrected refractive errors. We found some degree of low vision in seven children, according to results of visual acuity. The results of this study indicate that functional vision assessment is mandatory for children with intellectual disabilities.

ERFCON2017.0197 **The Influence of Braille Literacy Programme's Length on Frequency of Braille Usage**

V. Penava*, A. Bilić-Prčić , L. Iličić

University of Zagreb, Faculty of Education and Rehabilitation Sciences, Croatia; University of Zagreb, Faculty of Education and Rehabilitation Sciences, Croatia; Kindergarten Rijeka, Croatia

* vlatka.penava@erf.hr

ABSTRACT

A noticeable decline in the Braille usage, as well as in Braille literacy in general, has been present in many countries since the 1980s. Although in Croatia there is no formal data on Braille literacy, organizations of blind people and professionals who work with visually impaired people, confirm that decline in our country, as well. Numerous studies state that there are various possible causes for such negative trend. Usage of residual vision, additional disabilities, technological development, the lack of experts' competences, and itinerant service model are

just some of the possible reasons. The aim of this research is to establish whether the length of Braille literacy programme affects the usage of Braille in the areas of educational activities, leisure time activities, daily living activities, and organization and management activities. For the purpose of this research, conducted in 2016, an extensive questionnaire about usage of Braille in those areas was created. The sample consisted of nineteen (N=19) Braille literate visually impaired high school students who were, at the time, attending public and residential schools in Croatia. The collected data have been analysed using the quantitative methodology: robust discriminative analysis and univariate analysis of variance. The results show that there was a statistically significant difference between the groups of students who attended Braille literacy programme less than 6 months, between 6 and 12 months, and over 12 months in every tested area. The best results in all areas show students with longest period of time included in Braille literacy programme.

ERFCON2017.0205 Inclusion of Students with Visual Impairments in Sports Activities

E. Škrlec, I. Žolgar* , A. Bilić Prčić

CIRIUS Kamnik, Slovenia; UNIVERSITY OF LJUBLJANA, Slovenia; ERF Zagreb, Croatia

* ingrid.zolgar@pef.uni-lj.si

ABSTRACT

Implementation of inclusive education of students with visual impairments still represents a challenge. Inclusion of students with visual impairments in mainstream primary schools entails the right to equal participation in all activities, including sports. However, results of different studies showed that students with visual impairments often do not receive the necessary sports experiences, which consequently discloses a lower level of physical fitness, lower extent of motor skills and delayed motor development. On the other hand, physical education teachers, who are introduced to a very heterogeneous population, do not have enough knowledge, competencies and experiences to work with such a diverse population. This qualitative study explored the extent of inclusion of students with visual impairments in sports activities and the challenges physical education teachers were facing when including students with visual impairments in general physical education. Teachers (n = 5) who had students with visual impairments in their physical education classes participated in the research. Based on the semi-structured individual interviews, the analysis of the data highlighted several important categories of findings. The findings indicate the following: (a) physical education teachers overestimated the degree of inclusion of students with visual impairments in sports activities, (b) physical education teachers' lack of knowledge about curricular and instructional

modifications and adaptations (e.g. school environment, equipment, aids, different teaching methods), (c) inclusion of students with visual impairments is dependent on the form of activity (group or individual) – tendency toward exclusion from group activities and ball games, (d) lack of participation is focused on students' visual impairments rather than on a constructive and team way of solving the existing challenges. The presentation concludes with implications for practice related to programming (plan, execute, evaluate), cooperation with other experts, and research.

Education and Rehabilitation Sciences - Session 6

ERFCON2017.0003 **Education of Children and Youth with Disabilities in
Poland and Un Convention on the Rights of Persons with
Disabilities**

A. Żyta*, S. Byra , K. Ćwirynkało

University of Warmia and Mazury in Olsztyn, Faculty of Social Sciences, Poland; Maria Curie-
Skłodowska University, Poland

* aga.zyta@gazeta.pl

ABSTRACT

Polish system of education provides a variety of schooling options for students with disabilities, including mainstream schools, integrated schools, special schools, home-schooling and remedial centers (for students with profound intellectual disabilities). Since 1989 (transformation of political and economical system) the education system in Poland has been transforming towards greater inclusion and recognition of the right to equal access to education and training at all levels for students with disabilities. The most important legal act on the rights of disabled people is the Convention of the United Nations on the Rights of Persons with Disabilities (CRPD) of 2006, ratified by Poland in 2012. It acts as a philosophical and moral statement and framework guiding integrated and strategic policy across the nation. Article 24 of the CRPD proclaims the right to education "without discrimination and on the basis of equal opportunity" and obliges State Parties to "ensure an inclusive education system at all levels and lifelong learning" (Art. 24, CRPD, 2006, p.16). The paper describes and analyses the contemporary educational situation of children and youth with disabilities in Poland, focusing in particular on recommendations of CRPD, possibilities and difficulties to fulfill them for all students (including the ones with intellectual disabilities) at all levels.

ERFCON2017.0015 **Academic and Social Effects of Visually Impaired
Children's Education in Special, Integrated and Regular
Schools in Poland**

B. Papuda-Dolińska*

Maria Curie-Skłodowska-University, Poland

* b.papuda@gmail.com

ABSTRACT

Special education in the current educational system in Poland takes place in three types of school: segregated, integrated and inclusive. Such constructed wide range of educational offers also applies to students with visual impairments, whose number in non-segregated forms is constantly increasing. Due to the specificity of cognitive processes and the manner of learning, visually impaired children are particularly sensitive to changes within the adjustment of schools to their specific needs. The survey was conducted in three types of school systems: special, integrated and inclusive and the sample was drawn from primary students with visual impairment (n=90) and their teachers (n=59). The data collecting instruments were Polish adaptation of FDI questionnaire with 45 self-report questions, classic sociometric assessment technique and diagnostic poll method. Data was analyzed using SPSS software. The basic objective of empirical studies was to find differences or their lack within social (status in peer group, child's satisfaction with peer relations) and educational (teachers' difficulties, child's satisfaction with academic performance) levels of school functioning of students with visual impairment in the area of the three types of schools. The findings show no significant differences between three groups of children in the level of subjective assessment of school satisfaction. However, sociometric status of visually impaired children in integrated and inclusive classrooms is mostly isolated. Teachers' reports show the difficulties in didactic aspects of teaching children with visual impairments which has been categorized into two groups: caused by disability and caused by unsuitable school functioning. Diagnosing and comparison of the school situation of students with visual impairment considered in educational and social aspects in three forms of special education seem to be particularly important within the period of fundamental transformations of the educational system organization, as well as it will constitute the basis for the construction of improvement programs for including the visually impaired child to the regular schools.

ERFCON2017.0050 **Quality and Differences in Individualized Education Plans for Students with Special Needs in Inclusive Elementary and Upper Secondary Schools**

M. Licardo*, T. Vršnik Perše, K. Košir

University of Maribor, Faculty of Education, Slovenia

* marta.licardo@um.si

ABSTRACT

The purpose of the study was to determine quality of records and differences in individualized education plans (IEP) between inclusive elementary and upper secondary schools, 90 IEP from elementary schools and 40 IEP from upper secondary schools in Slovenia were included, each IEP from different school. The analysis of records in IEP for students with special needs was done by evaluation of 18 indicators structured in six general requirements which should be included in IEP; a) description of student present level of academic and functional performance, b) accommodations and supplementary aids, c) records for organization of support for students with special needs (schedule, duration of support etc.), d) collaboration with parents, e) records of annual goals, used strategies and methods and f) evaluation of IEP. The results indicate that IEPs in elementary schools are statistically significantly better than IEPs in upper secondary schools in descriptions of student level of academic and functional performance, in records of accommodations and supplementary aids (b), with the exception of one indicator related to modification for assessment and grading of student's knowledge. IEPs in elementary schools are also significantly better in records for organization of support (c) in planning of collaboration with parents (d), which is quite weak in IEPs of both schools. Records of annual goals, strategies and methods (e) are also significantly better in elementary school, but often not concrete, measurable and time specific in both schools. Recorded methods and strategies are very general and inadequate. Analysis of IEP evaluation (f) indicate that qualitative evaluation without quantitative evaluation prevails, although significant differences by type of evaluation in elementary and upper secondary schools do not occur. This study reveals important weaknesses of planning, implementation and evaluation of additional professional help for students with special needs in elementary and upper secondary schools, which can be observed through records in IEPs. Some possibilities for improvements are suggested, especially in upper secondary schools where IEPs often don't meet proposed quality standards.

ERFCON2017.0053 **Attitudes of Preschool Educators and Primary School Teachers Towards the Inclusion of Children and Students with Hearing Impairments in Regular Educational Institutions**

N. Vlah*, M. Šokić, S. Skočić Mihić, D. Herega

University of Rijeka, Faculty of Teacher Education, Croatia; Natural History Museum Rijeka, Croatia;
University of Zagreb, Faculty of Teacher Education, Croatia; Center for Vocational Rehabilitation Rijeka,
Croatia

* natasa.vlah@gmail.com

ABSTRACT

Teachers' readiness to accept students with disabilities is crucial for successful realization of inclusion. Previous studies found that teachers in pre-schools and schools are more involved in inclusion process when claim positive attitudes toward children with disabilities. The aims were (i) to determine attitudes of pre-school teachers and primary school teachers towards the inclusion of children and students with hearing impairments in regular educational institutions (further "attitudes"), (ii) to analyze the relations of the attitudes to gender, age, years of service as well as knowledge of the legislation related to pre-school/primary education of children/students with special needs, and to (iii) identify differences between pre-school teachers and teachers in observed attitudes. In total, there were 202 respondents of the city Rijeka of which 102 (50.2%) were pre-school teacher profession, while 101 (49.8%) of the primary school teaching profession. The questionnaire has measured SES, familiarity with legislation, and attitudes on a scale of Likert type. Factor analysis determined the construct validity and reliability of four dimensions of designed scale, while the hypotheses were tested with descriptive, correlation and differential method. Pre-school teachers and primary school teachers reported positive attitudes toward the need of support of an educational rehabilitator for successful inclusion of children and students with hearing impairments, toward benefits of socialization of children and students with hearing impairments and toward usefulness of professional services in inclusion of children and students with hearing impairments. They reject negative impact of the inclusion of children and students with hearing impairments. Socio-demographic features of results are considered. Familiarity with the legislation is not relevant for respondents' attitudes. Pre-school teachers have more positive attitudes than primary school teachers. The need for further education of educators especially teachers about the inclusion of children/students with hearing impairments in the educational process is stressed, as well as professional support in the inclusive processes.

ERFCON2017.0275 **Teaching Strategies for Students with Autism Spectrum Disorders: Relation to Teachers' Experience and Formal and Informal Learning**

S. Skočić Mihić*, D. Mamić, M. Mrvoš

Faculty of Teacher Education, Croatia; Centar za autizam Zagreb, Croatia; OŠ Kostrena, Croatia

* sskocicmihic@gmail.com

ABSTRACT

It has been shown that use of specific teaching techniques frequently advocated for students with autism spectrum disorders (ASD) can ensure their success in inclusive classrooms. Despite this, scant attention has been paid to the teacher training and support needs to implement these strategies among Croatian teachers. The aim of this study was to determine (1) the teachers' level of knowledge about specific teaching techniques and (2) the impact of the characteristics of teachers on their knowledge of specific teaching techniques. A total of 131 teachers, selected on a convenience basis, completed the Autism Teaching Strategies Scale ($\alpha=0,977$). Survey items were based on a review of research on strategies used for educating children with autism such as using various means of presentation, repeat instructions, checking understanding, using short sentences to ensure clarity of instructions (Lakić, 2012). In this study, the characteristics of teachers include age, the length of their teaching experience, the level of teachers' education, the experience of teaching students with ASD, support, in and pre-service education. A multiple regression analysis was conducted to evaluate factors related to the characteristics of teachers for their level of knowledge of specific teaching techniques. Three groups of predictors were (a) age, total years of teaching experience and level of teachers' education, (b) experience of teaching students with ASD and support, (c) form of in and pre-service education. Significant predictors of higher level of teacher level of knowledge of specific teaching techniques were teachers' experience of teaching students with ASD, teacher training for students on the autism spectrum and informal learning of teaching students with ASD. Teachers need to be trained in the use of evidence-based practices specific to students with ASD. The need for an increased role for personnel preparation programs for teachers of students with ASD is discussed.

Education and Rehabilitation Sciences - Session 7

ERFCON2017.0036 **Behaviour of Students with Cerebral Palsy Low Intellectual Functioning in the School Environment**

I. Sretenović*, G. Nedović, M. Adamović, V. Todorović

University of Belgrade, Faculty of Special Education and Rehabilitation, Serbia; Primary school "Dušan Dugalić", Serbia

* ivana.sretenovic011@gmail.com

ABSTRACT

Numerous researches focused on the study of adaptive behaviour suggest that children with disabilities show a lower level of adaptive functioning in the school environment. For students with disabilities, behaviour in the school environment is determined by the type and the degree of present disturbance in a certain extent. The main objective of the study was to assess the behaviour of children with cerebral palsy low intellectual abilities in the school environment. The research sample was formed by 31 students of both sexes (54.8% boys and 45.2% girls), average age from 9 to 14 years ($M = 10.9$, $SD = 1,189$). The survey was conducted in the school for education children with disabilities, and for the purpose of data collection was used Questionnaire for the evaluation of the student's behaviour. The research results show that between male and female there is no difference which was statistically significant when it comes to student behaviour in the school class and on vacation. When it comes to domain behaviour in relation to the authority, the resulting difference is in the variable "praise" ($p = 0.034$). A statistically significant difference was not evidenced in students of different levels of intellectual functioning in the domains of behaviour during vacation and behaviour in relation to the authority. The difference was obtained in the domain of behaviour in the school class, in the variable „behaviour towards other children" ($p = 0.022$). In relation to the gender structure, we highlight that the male respondents react more positively on praise. When we look at the results in relation to the level of intellectual functioning in children with cerebral palsy, we can conclude that best behaviour according to classmates have students with moderate intellectual disability. We believe it is necessary to know the individual characteristics of each child, in order to adequately contribute to the improvement of strategies for solving behavioral problems in children with cerebral palsy reduced intellectual ability. It is necessary to know the individual characteristics of each child, in order to adequately contribute to strategies for solving behavioural problems in children with cerebral palsy reduced intellectual ability.

ERFCON2017.0059 **Discrimination Against People with Mild Intellectual Disabilities: Their Experiences in Everyday Life**

M. Buljevac*, M. Milic Babic, Z. Leutar

University of Zagreb, Faculty of Law, Croatia; University of Zagreb, Faculty of Law, Croatia

* mbuljevac@pravo.hr

ABSTRACT

People with mild intellectual disabilities often face discriminatory behaviour in everyday life. The aim of this qualitative study was to gain insight into experiences of discrimination of people with mild intellectual disabilities. The participants were 25 people with mild intellectual disabilities. The research was conducted during 2014. Their experiences indicate that they have experienced direct and indirect discrimination by persons from their immediate social environment with whom they interact almost daily. This paper provides the basis for the conclusion that discrimination affects the inability of people with intellectual disabilities to realise certain social roles, such as the role of a respected employee, mother or friend of people without intellectual disabilities. It influences their quality of life because they face it in different life domains. Discrimination reduces life opportunities of people with mild intellectual disabilities, often resulting in social exclusion and lower quality of life.

ERFCON2017.0124 **Therapists' and Teachers' Attitude Towards Hippotherapy**

E. Žgur*

University of Ljubljana, Pedagogy at the Faculty of Education, Slovenia

* erna.zgur@pef.uni-lj.si

ABSTRACT

In the last decade, new rehabilitation activities have emerged in education, training and rehabilitation of persons with intellectual disabilities (ID). One of such activities is hippotherapy, a form of equine-assisted therapy. Hippotherapy has recently been recognized as one such method of medical treatment that might be useful for this purpose. In this research, we were interested in the views of various professional workers on hippotherapy. These professionals were all engaged in education and training of persons with special needs, mainly persons with ID and motor impairment. A Likert-type questionnaire was completed by 21 professional workers (14 therapists and 7 teachers). The questionnaire contained 19 questions on the effects

of hippotherapy on cognitive and conative aspects of development. All participants completed the questionnaire at the beginning of the experiment and again following a three-month intensive hippotherapy. The t-test confirmed the general differences between professional workers' views on the effects of hippotherapy on children's improvement of cognitive and motor functions (improvement of cognitive functions (focus, communication, concentration), as well as motor functions (balance, posture, muscle tone)). Therapists and teachers expressed positive views on the effects of hippotherapy on students' progress already at the initial stage. At the end of the research teachers' positive consideration of the effects grew significantly, while those of the therapists remained more or less the same as at the beginning. We can conclude that the positive effects of hippotherapy are better recognised by the teachers who are in direct day-to-day contact with the observed students (immediately after a hippotherapy session).

ERFCON2017.0125 Development of Gross Motor Skills in Children with Autism Spectrum Disorders

M. Torić*, V. Budetić, K. Copak, S. Zlatarić

Elementary School Josipa Matoša, Vukovar, Croatia; III Gymnasium Osijek, Croatia; Clinical hospital Osijek, Croatia; Centre for Education and Rehabilitation Vinko Bek, Osijek, Croatia

* marko.toric@gmail.com

ABSTRACT

Desire to move and successful overcoming of obstacles in a physical environment are foundations for better functioning in the community and life quality in general. Keeping that in mind, research about the impact of structured gross motor exercises on gross motor skills has been conducted within the project "Sport workshop for children with autism spectrum disorders" by civil association "DAR" from Osijek. The workshops are organized from 2015-2017 once per week with duration of 45 minutes under the guidance of a kinesiologist, education rehabilitator and occupational therapist. The test sample consists of 18 children, members of the association (M=14, F=4) aged from 3 to 22 years old. Using quantitative, parametric, and longitudinal methods gross motor screening was used initially and as an evaluation. Gross motor screening test has 21 different tasks and an initial assessment was in November 2016, and an evaluation assessment was 3 months later. The research results indicate valid methods and progress in individual specific gross motor skills of children with autism spectrum disorders. Furthermore, the results can be used as a basis for future evidence based practice and ongoing research on a similar subject.

ERFCON2017.0214 **Growing Up with Brother Diagnosed with Autism
Spectrum Disorder: Adult Siblings' Perspective**

A. Tokić Milaković*, S. Hinek

University of Zagreb, Faculty of Law, Department of Social Work, Croatia

* atokic@pravo.hr

ABSTRACT

The relationship between siblings is often the longest lasting relationship within individual's life (Cicarelli, 1995). This relationship is especially important for persons with developmental difficulties, since their siblings are usually those who undertake the role of caregivers, after parents are no longer available to do so. However, recent research suggest how establishing a close relationship with a sibling diagnosed with autism spectrum disorder (ASD) may be considerably more challenging, comparing to siblings with other developmental difficulties (see Tomeny et.al., 2017. for a review). Although siblings of individuals diagnosed with ASD have received a certain attention in the last decade worldwide, this area is still under-researched in Croatia, and has an insufficient place in interventions aimed at helping families with children diagnosed with ASD. The aim of this study was to explore siblings' experiences of living with a brother with ASD and their perceptions of received and needed support. The semi-structured interviews with 6 adult siblings of individuals with ASD were conducted and analysed using thematic analysis. Generally, most of the interviewed individuals show a relatively high level of acceptance and affection towards their brother and feel used to brother's condition. Although they mentioned some positive experiences and outcomes, they reported on many difficult aspects of growing up with their brother on the autism spectrum. Nevertheless, none of them received any professionals' support during their growing up, and their opinions about the potential usefulness of programmes targeted at siblings are divided. The results will be discussed in terms of their practical implications.

Education and Rehabilitation Sciences - Session 8

ERFCON2017.0004 **Sexuality of Adults with Intellectual Disabilities as Described by Therapists. A Qualitative Research Report**

K. Ćwirynkało*, S. Byra , A. Żyta

University of Warmia and Mazury in Olsztyn, Faculty of Social Sciences, Poland; Maria Curie-Skłodowska University, Poland; University of Warmia and Mazury, Poland

* katarzyna2710@wp.pl

ABSTRACT

Historically, people with intellectual disabilities have been labeled as asexual, perpetrators or victims of sexual abuse (McDaniels, Fleming, 2016). Regardless of the fact whether they live within residential facilities or family homes, they often face discrimination as far as their sexuality is concerned (Wingles-Yanez, 2014). The paper presents research results from the qualitative studies whose subject referred to the sexuality of adults with intellectual disabilities. Having applied a phenomenographic method (Paulston, 1993), 16 interviews with therapists working for several daycare and residential centres in north-eastern Poland were conducted. Their responsibilities involved dealing with people labeled as intellectually disabled. The specific research aims were to answer the following questions: (1) How do the therapists' perceive the phenomenon of sexuality and intimate relationships of adults with intellectual disabilities? (2) Which factors contribute to the sexuality and intimate relationships of adults with intellectual disabilities according to the therapists? (3) What kind of support – according to the therapists – is essential as far as sexuality and intimate relationships of people with intellectual disabilities are concerned? In the paper the authors focused on presenting the therapists' perceptions of sexuality and intimate relationships of adults with intellectual disabilities. They also tried to depict the discourse used by the therapists to describe the phenomena. Implications for practice, especially the need to support adults with intellectual disabilities, their therapists and parents concerning sexuality, were also discussed.

ERFCON2017.0087 **Attitudes and Competence of Teachers in the
Implementation of Inclusion: Research Review the Quality
of Support as Well as Teachers' and Educators' Attitudes
are of Great Importance in Today's Inclusive Education. the
Quality of Support Is Based on**

A. Giugno Modrusan*

Elementary School Giuseppina Martinuzzi Pula, Croatia

* giugno33@gmail.com

ABSTRACT

The quality of support as well as teachers' and educators' attitudes are of great importance in today's inclusive education. The quality of support is based on individual approach, involvement of all important persons for a child, cooperation between experts and teachers and finally, professional development. Educators' attitudes and competencies have a direct impact on successful development of inclusive education. The aim of this paper is to give an overview of the research conducted in the field of educational inclusion in the Republic of Croatia between 2011 and 2016. The study entails 21 research papers regarding teachers', educators' and students' attitudes with regard to the implementation of inclusion in education. Literature analysis has shown that the teachers and educators have a relatively positive attitude towards inclusion, however they are overwhelmed by its implementation. They indicate a lack of support in terms of dealing with inclusion and that their competence is enhanced solely through work experience. It is evident from the analysis that the professional development they have received is not practical enough and that there is an overall lack of competencies regarding inclusion. It is therefore necessary to emphasize the need for support in terms of developing teachers' and educators' competencies in terms of inclusive education.

ERFCON2017.0097 **Implementation of Sex Education Programme for People
with Intellectual Disability**

D. Bratković, M. Vukašinec*

University of Zagreb, Faculty of Education and Rehabilitation Sciences, Croatia; Center for Education
Velika Gorica, Croatia

* mateja.vukasinec@gmail.com

ABSTRACT

Conveying information about sexuality to people with intellectual disabilities (ID) in an appropriate way is a prerequisite for their training and empowering their complete and social acceptable realization of sexual needs and rights, with the development of responsibility and the protection of their own dignity. Previous research on the application of sex education in working with people with ID confirm the effectiveness of raising their level of awareness, information, and knowledge about sexuality. Since very little research has been carried out on this topic in Croatia, the aim of this study was to evaluate the implementation of a three-month programme of sex education that is adjusted and conducted on a group of adults with ID. The research involved 10 participants, 5 males, and 5 females aged between 20 to 32 years, who have the criteria of mild to moderate intellectual disability. They were required to attend a daily program of performing productive activities. In order to check the effectiveness of this experimental programme, a Structured interview assessment of knowledge and attitudes about sexuality (Heighway, Webster and Shaw, 1992) has been applied at the primary and final stages, prior to and after implementing the research participants into the group educational workshops. In data analysis, basic statistical parameters were calculated using the SPSS program. In order to perform a comparison between the outcomes of primary and final stages of implementing this programme, the Wilcoxon's test (Pallant, 2007) was applied. In order to get insight into the expectations and impressions of participants of the sex education, they were individually questioned in initial and final stages with the method of semi-structured interviews. Data obtained was analyzed qualitatively via framework analysis (Ajduković and Urbanc, 2010). Results showed statistically significant improvement of participants at the level of their knowledge about sexuality after the educational programme. Qualitative data indicated the satisfaction of participants in the experimental programme and a great interest in sexual educational support. In conclusion, the need for further development and implementation of sex education programs which are individually implied to people with different levels of intellectual disabilities, life circumstances and chronological age, was highlighted, as well as the need for more systematic support and comprehensive research in this field.

ERFCON2017.0201 **Job Club for Persons with Intellectual Disabilities and Person Centered Approach as Preconditions for Successful Employment**

J. Kendel, M. Alfirev* , M. Mijat

Center for social inclusion Sibenik, Croatia; Center for Social Inclusion Sibenik, Croatia

* marija-alfirev@inkluzija-sibenik.hr

ABSTRACT

There is no doubt that persons with intellectual disabilities need more or less support in different areas of their life. The provided support depends on the assessment of support needs, assessment of competence, desire and choice. In the light of the process of job search and employment, person centered approach to each person with intellectual disability and supported employment are key factors of successful job search and employment retention. To make job search successful and to develop different skills that people use during job search, one of the possibilities is job club set of activities. Job clubs have a long tradition worldwide and represent proactive and supportive model of job search. During 2015. Center for Social Inclusion Sibenik had been implementing the project "Facilitating employment of persons with intellectual disabilities through job clubs in Šibenik-Knin County", financed by the EU in partnership with the CES, PU Sibenik and Vocational High School Sibenik. Although job clubs for persons with intellectual disabilities exist in other European countries, according to our knowledge, this is the first such attempt to empower people with intellectual disabilities in Croatia. Through three job club cycles there were 25 persons with intellectual disabilities empowered for job search and 5 persons found jobs in the open labor market. The paper will present methods used for educating job club leaders, as well as the program and the operationalization of the job club. Benefits experienced by the persons with disabilities who participated in this kind of training and the acquisition of skills for finding (and keeping) a job will be specially highlighted.

ERFCON2017.0242 **Attitudes of University Students Towards the Sexuality of
People with an Intellectual Disability**

D. Bratković*, S. Sekušak Galešev, A. Radoš

University of Zagreb, Faculty of Education and Rehabilitation Sciences, Croatia

* daniela.bratkovic@erf.hr

ABSTRACT

Background: Sexuality is a natural part of every person's life, including those with intellectual disabilities (ID) and should be recognized as an important aspect when considering their overall care. The aim of this pilot study was to survey attitudes of university students towards sexuality of people with ID, with particular emphasis on the views of students most likely to encounter people with disability in their future careers (e.g. educational rehabilitators, physicians, psychologists, social workers and other health, disability and social services providers). Methods: Student attitudes were examined using a questionnaire consisting of demographic data and a 5-point Likert scale of attitudes towards sexuality of people with intellectual disabilities. Scale was based on the modified questions from Attitudes toward Sexuality Scale (Cuskelly & Bryde, 2004) and The Attitudes towards Sexuality and Students with Intellectual Disability Scale (Parker, 2012). The total number of items was 19 and included the topics of sexuality, personal relationships, marriage and parenthood. Online form of the questionnaire was developed by using Google Forms application and shared through social media groups (Facebook). The total number of respondents was 556; 428 female, 128 male. A quantitative data analysis was used to determine student's attitudes towards sexuality of people with intellectual disabilities, the relationship between analysed attitudes and demographic data and their structure. For this purpose, we use descriptive statistics, non-parametric analysis of differences, including Mann-Whitney Test, Kruskal-Wallis Test and Factor analysis -Varimax rotation (SPSS version 21). Results: Students attitudes towards the sexuality of people with ID were mostly positive, except in their views concerning parenting. When results of the scale are analysed according study areas (ERF, similar study areas and other), we can see that students from ERF have the most positive attitudes, and factor analysis shows differences between them. In each subsample, number of factors and their structures are different. However, student's indecisiveness when asked about specific aspects of sexual behaviours of people with ID might indicate that additional education and training relating to this topic should be provided during their studies.

Education and Rehabilitation Sciences - Session 9

ERFCON2017.0025 **Psychological and Pedagogical Care for Children with Special Educational Needs - a System in Poland**

A. Nowicka, J. Bąbka, D. Baczała*

University of Zielona Góra, Poland; University of Nicolaus Copernicus, Poland

* dittab@umk.pl

ABSTRACT

The number of students with special educational needs continues increasing in Polish public schools. The obligatory psychological and pedagogical support for children with special educational needs in Poland operates on the basis of normative acts developed by the Ministry of Education. This assistance is targeted at students of Polish public schools (primary and secondary), which also teach children and young people with this type of needs within the framework of inclusive education. The research in quantitative strategies (quantitative researches) were conducted among the teaching staff in Polish schools located in large cities. The number of the participants in the sample was 150 teachers and the instrument used was a questionnaire prepared by the authors. The research concerned the effectiveness of psychological and pedagogical assistance provided to students with special educational needs. The research results indicate that the current scheme in Poland requires new legislation and urgent interventions, especially in terms of qualifications of teachers who work with students with special educational needs.

ERFCON2017.0067 **Rehabilitation of People with Psychiatric Disabilities in Sheltered Workshops in Luxembourg: Employment Facilities as a Social Pillar for Vulnerable Groups**

S. Karavdic*, S. Bem, A. Limbach-Reich

ATP a.s.b.l. - Association d'aide par travail thérapeutique pour personnes psychotiques, Luxembourg;
University of Luxembourg, Luxembourg

* senad.karavdic@atp.lu

ABSTRACT

People with mental and psychiatric disabilities are globally and historically the most neglected and overlooked group in the matter of experienced social exclusion and discrimination at the labour market. The European Pillar on social rights, recently launched by the European Commission, underlines the importance of equal opportunities and access to the labour market for everyone. In regard to this, fair working conditions and active support to employment should also be provided for people with psychiatric disabilities. Employment for people with psychiatric problems still remains a problematic issue, reaching unemployment rate of about 90% among the most vulnerable groups with chronic condition such as psychosis. Insufficient stress resilience, pre-existing scarring effects, socio-economic vulnerability coupled to constrained mental health literacy among employers are some of the main barriers that people with psychiatric disabilities may face as they move towards and into their work. In addition, the fluctuating mental state of a person linked to specificity and heterogeneous evolutions of mental illness, has led to rethink classical models of support, challenging new concepts used until now for physical or sensory disabilities. Initially created to welcome people out of psychiatry, emerging from the acute phase of the illness towards the resocialisation and professional adjustment, sheltered workshop for persons with psychiatric disabilities nowadays promotes new environment, such as supported & therapeutic, i.e. proximity-orientated and individually adapted to the abilities of the person. In order to enhance inclusion by sustainable employment, services have to be proactive, provide gateways to employment, foster psychosocial recovery of the people during their stay and assist them in managing their mental health problems after their placement. Our presentation stresses the Luxembourgish ATP-Model which offers an individual service for people with psychiatric problems; to cope with labour market related challenges and in-situ job coaching perspectives. However, this requires rethinking the traditional assignment of social work.

ERFCON2017.0084 **Teaching Assistants - Expectations, Vision and Practice**

T. Herceg Babić*, M. Prlić

Elementary School Franjo Horvat Kiš, Lohor, Croatia; Elementary School Franjo Horvat Kiš, Lohor,
Croatia

* tami.herceg@gmail.com

ABSTRACT

Inclusive nurture and education applies integration of pupils with difficulties into the regular educational system. Inclusive changes are a constant process which evolves and advances, both in theory and practise, and it is necessary that it is founded on ensuring equal opportunities of education for all pupils and respecting their individual needs. The law in the Republic of Croatia enables including pupils with difficulties by the model of complete or partial integration. With application of different methods and forms of expert support pupils often acquire direct assistance of another person in their work. National pedagogic standard of primary school education (NN, 63/08, 90/10., čl. 15.) provides ways of how school can ensure a teaching assistant in class for pupils who require help in teaching, moving and participating in school activities and tasks. Even though, worldwide, it is common to include teaching assistants in classes, this system of support is relatively new for Croatia. According to program of work, a teaching assistant executes given tasks during curricular, extra-curricular and extra-school activities and provides help to a pupil with difficulties in fulfilling his/her tasks. The most common ways of financing teaching assistants in class are budget funds provided by units of local and regional self-government through the measures of Ministry of labor and pension system enforced by the Croatian Employment Institute called „Young for young- teaching assistants“ and also from funds of civil society organisationsensured in that purpose. In this paper, the representation of individual ways of ensuring teaching assistants is portrayed through the above listed ways of financing in the area of Krapinsko-zagorska County and the efficiency of this measures. Also, the implementation of such form of support is closely considered as well as the challenges and difficulties we encounter in practice. This paper also gives an overview of specific suggestions for improvement of this measure in everyday educational work.

ERFCON2017.0115 **Voting Opportunities for People with Disabilities**

L. Femec*, L. Kiš Glavaš , V. Mašić

Center for education and rehabilitation Podravsko sunce, Croatia; University of Zagreb, Faculty of Education and Rehabilitation Sciences, Croatia; Center for Training and Education "Vinko Bek", Croatia

* lfemec@gmail.com

ABSTRACT

The aim of this article is to analyze the political rights of people with disabilities, and to gain insight about their interest in politics, a possible ambition to be actively involved in political life and making political decisions that are important regards of their specific issues. Republic of Croatia signed and ratified a numerous documents like Convention of rights for people disability that promotes social and political activities and equal and undisputed use of voting rights for every person. In 2012th Republic of Croatia has made a big turn bringing the Law on the register of voters by which every person with disability regardless of the legal capacity has a right to fully participate and choose preferred candidate who will represent them. According to the Croatian institute for public health, people with disabilities make up more than one-tenth of the Croatian population, and thus can significantly influence on a change in the political atmosphere. It is for these reasons recognized the need to investigate voting opportunities of people with disabilities, their political ambition and treatment on polling stations. The study was conducted on 145 respondents with intellectual disabilities, physical disabilities and people with visual impairments from different places in Croatia. For research purposes, was created a questionnaire consisting of eight questions that aimed to examine the awareness of people with disabilities of various difficulties, age, gender and place of residence, their knowledge of the voting rights, social activities and customization options of polling stations. The results were analyzed by quantitative method of data processing χ^2 test and the method of correlation. The results showed statistically significant differences in all measured variables and indicate the need for more customized information for people with disabilities of their voting right. There is also a need to adjust and improve voting opportunities for all people with disabilities regardless of difficulty, age, gender and place of residence. Set aside was a group of respondents with visual impairment, which due to inadequacy of the ballot, more than people with physical and intellectual disabilities, was not given a chance of independent and secret voting.

ERFCON2017.0264 **Nueropsychological Diagnosis of Children with Fetal Alcohol Spectrum Disorders . Theory and Practice in Poland**

M. Borkowska*, K. Okulicz - Kozaryn

PARPA, Poland

* magdalena.borkowska@parpa.pl

ABSTRACT

The prenatal alcohol exposure (PAE) can lead to irreversible changes in the structure and functioning of the brain. Those changes are named Fetal Alcohol Spectrum Disorders (FASD) and have decisive influence on individual's cognitive, emotional and social functioning across lifespan. In accordance with the Canadian diagnostic guidelines (Cook et al., 2015) neurodevelopmental disorders caused by PAE may be recognized if sever dysfunctions are observed in at least three of the following areas: motor skills; neuroanatomy/neurophysiology; cognition; language; academic achievement; memory; attention; executive function, including impulse control and hyperactivity; affect regulation; and adaptive behaviour, social skills or social communication. Each domain should be assessed separately, whenever possible – with the use of standardized tools. Authors define a severe impairment when the measure is ≥ 2 SDs below the mean. In this presentation we would like to analyze the applicability of these guidelines to the assessment of children with PAE in practice of Polish centers diagnosing FASD. In Poland, among individuals at risk for FASD, intellectual functioning is commonly diagnosed (mainly with WISC-R, rarely – with other tools e.g. Leiter). The use of other available standardized tools, e.g. IDS or PU1 (cognitive functioning), TSD (verbal functioning) is rather exceptional. Diagnosis of other domains are usually based on experimental clinical trials and/or observations. Moreover, the scope and severity of impairment taken into account in the diagnostic process varies across practices. As a result, reliability and accuracy of FASD diagnosis remains questionable. In general, adequate diagnosis and neuropsychological assessment of a child with FASD requires use of proper diagnostic methods. Specificity of disorders connected with prenatal exposure to alcohol is a great challenge in face of deficits of standardized neuropsychological tools in Poland.

Education and Rehabilitation Sciences - Session 10

ERFCON2017.0099 **Education and Rehabilitation Support in the Inclusion of Children with Cerebral Palsy in the Regular System**

S. Brumen*

Cirius Kamnik, Slovenia

* sanja.brumen@yahoo.com

ABSTRACT

Cerebral palsy is a non-progressive chronic disorder caused by damage of the central nervous system in the early development period. It is one of the developmental disorders as it affects the child's development. Although the impairment is static, the difficulties of a child with cerebral palsy are dynamic and change over time. With the inclusion of children with cerebral palsy in regular primary school it is important to create an inclusive and stimulating environment.. The prerequisite for this is good preparation and support to teachers and everyone involved in the process of education. Developmental characteristics of these children (the ability of movement, intellectual development, speech, cognitive skills, field of vision, hearing and touching, and sometimes also the presence of some problems in the field of emotional and social functioning) affect the organizing, planning and executing of the educational process. Children with cerebral palsy would not be able to perform certain activities in the education process in the way that children without cerebral palsy can. Therefore, it is necessary to know their real capabilities. They will need modern learning technology, various educational adjustments and at a higher level of disability also a personal assistant. The role of an educational rehabilitator is to offer support to the school, with all the experts who monitor the growth and development of the child and advise about necessary educational adjustments. The main goal of this paper is to describe how educational rehabilitator help with the integration of children with cerebral palsy and to understand their needs. The paper presents the adaptation of space, the workplace, the use of aids and the necessary educational adjustments in the educational process.

ERFCON2017.0104 **Prerequisites for Teaching Autism Spectrum Disorders in
General Settings**

N. Dolović*

Angerona-private educational and rehabilitation practice, Croatia

* dolovic.nat@gmail.com

ABSTRACT

Autism spectrum disorders present a broad range of behavioral and academic challenges for parents, teachers, and therapists. Children affected by the spectrum symptoms are usually challenged not by the ability to learn but by the fact on how do they learn. Prejudice about autism and learning abilities of these children in general are quite often among teachers and school professionals. However, according to Croatian laws, children are enrolled in regular school system but, unfortunately, certain mandatory prerequisites that will enable successful inclusion, are often not present. The main goal of this presentation and personal reflection is to point the audience on current situation in which children, parents, and schools are. Their struggle with unfamiliar field of autism spectrum disorders, lack of quality information about teaching strategies, inability to make proper educational planning, and at the end fear from a child with autism are just some of discussed issues of current state in Croatian schools. This personal insights are based on working with and counseling elementary school teachers. It has showed that majority of teachers were not properly informed about the spectrum, they did not know how to write adequate individual education plan, and they were lack of expert support. As a result, inclusion of children with autism spectrum disorders came to the point where their future education in regular school settings is questionable not because of their (in)abilities but the teacher's (in)abilities.

ERFCON2017.0186 **Teacher Self-Efficiency in Working with Children with Disabilities**

A. Krampac-Grljusic, D. Ivancic, V. Mihanovic*

Ljudevit Gaj elementary school in Osijek, Croatia; Polyclinic for the Rehabilitation of Listening and Speech SUVAG, Croatia

* vmihanovic@gmail.com

ABSTRACT

The purpose of this study was to explore teacher self-efficiency in working with children with disabilities, to determine the contribution of certain variables in explaining self-efficiency and to examine the differences in the self-efficiency of teachers, with regard to work experience and their work, as lower or upper primary teachers. The research sample included 146 teachers, 16 male participants and 130 female participants, of ages between 24 and 66. Average age of participants was 44,04 years. Total sample included 59 teachers in lower primary school and 87 teachers in upper primary school. Teachers from 4 primary schools participated in the study. Self-efficiency in working with children with disabilities was examined with adapted version of The Teacher efficacy for Inclusive Practices scale (TEIP; The Teacher efficacy for Inclusive Practices, 2012, Sharma i sur., according to Krampač-Grljušić, Ivančić). Results of the analysis showed that significant predictors in explaining the teachers' self-efficiency in working with children with disabilities are age and education, while the experience in working with children with disabilities was not found as a significant variable. In accordance with the expectations we confirmed there was a statistically significant difference in self-efficiency between teachers in lower primary school and teachers in upper primary school. Teachers in lower primary school showed a significantly higher score on a self-efficiency scale than the teachers in upper primary school. The additional analysis found significant difference between teachers in lower primary school and upper primary school at subscale efficiency in collaboration and efficiency in dealing with disruptive behaviors. The difference in self-efficiency between teachers in relation to work experience was not found, contrary to what was expected. Taking into consideration that for a successful educational inclusion, teacher self-efficiency in working with students with disabilities is one of the most important elements, results of this research indicate the need or further study of teacher self-efficiency in inclusive work.

ERFCON2017.0194 **The Importance of Teaching Assistants in Regular
Elementary School**

N. Mravlinčić*, S. Katić, J. Čeko

Oš kralj Tomislav, Croatia; Os kralj Tomislav, Croatia

* nenica.mrav@gmail.com

ABSTRACT

The inclusive approach is based on a model of human rights, which implies equality for all, therefore equal opportunities to education. The mere inclusion does not only mean physical inclusion of students with disabilities in regular elementary schools, but customizing the environment and attitudes of those involved in the education system, so that they can be successful. Basic principle is to see, assess and involve every pupil as an individual in the educational process. This is the value of inclusion, which encompasses all aspects and forms of independent and joint acquisition and dissemination of knowledge, the development of human traits, social skills and improving the process of humanization. In this, inclusive approach, a major role has a quality teacher whose role is not at all easy. It involves adjustment of teaching aids and methods of educational content and also teaching tolerance, acceptance, understanding. He is responsible for creating a positive climate in the classroom and encouraging cooperation amongst all pupils. As the children with learning disabilities were included in regular schools, the need for teaching assistants has become visible. They are direct support to the student in mastering teaching materials and support in the classroom community. Moreover, they collaborate with teachers in order to improve developing and implementing individualized educational plans. Although they are important support, they have been systematically ignored so far, and even unexplored. This research brings findings conducted on ninety-three assistants in the classroom. We will try to point out the fundamental flaws in the implementation and realization of various programs that include teaching assistants and convey their views. Our aim is to help improve the process of joining teaching assistants in regular elementary schools in the coming years.

ERFCON2017.0217 **The “Circle of Friends” Intervention Effect on Friendship of Students with Disabilities in Inclusive Classrooms**

A. Krampac-Grljusic, A. Žić Ralić*

Ljudevit Gaj elementary school in Osijek, Croatia; University of Zagreb, Faculty of Education and Rehabilitation Sciences, Croatia

* anamarija.zic.ralic@erf.hr

ABSTRACT

Children with disabilities often have a rejected or a neglected social status and are perceived as less socially acceptable by their typical peers. Therefore, the friendship development can be a particularly challenging issue for students with disabilities in inclusive classrooms. This study investigated the “Circle of Friends” intervention effect on friendship of the third and the fourth grade students with and without disabilities in inclusive classrooms (N=88). The sample included students with and without disabilities participating in the “Circle of Friends” (N=30). The intervention effect was analyzed using quantitative and qualitative methods. The students assessed the quality of friendship before and after the “Circle of Friends” using the Friendship Quality Questionnaire and the size of the social network with the Circle of Friends diagram. The qualitative analyses of focus groups, observations and Circle of Friends diagrams allowed better understanding of the friendship development in students with disabilities participating in the “Circle of Friends”. The results showed a significant improvement in the friendship quality and an increase in the social network of students participating in the “Circle of Friends”. The qualitative analyses of the perception of teachers, parents, students with and without disabilities and coaches showed an increase in the quality of friendship and in socializing in free time, but continued to indicate a lack of initiative and relative isolation of students with disabilities. After the “Circle of Friends” students with disabilities perceived themselves more equal to their peers, and their individual characteristics were perceived independent of their difficulties by their peers. The observation of social interactions of students with disabilities showed an increase in positive interactions. Based on the positive “Circle of Friends” effect on friendship of students with disabilities in inclusive classrooms, this intervention could be recommended in order to foster their social and emotional development in primary school.

Education and Rehabilitation Sciences - Session 11

ERFCON2017.0083 **Differences in the Opinions of Teachers Providing Individualized Educational Support**

J. Kudek Mirošević*

Dragutin Tadijanović primary school, Croatia

* jasna.kudek@zg.htnet.hr

ABSTRACT

Regardless of the fact that inclusion has foundation in the law of the educational system, many studies confirm that there are difficulties in implementing inclusion, because teachers insufficiently applied methodical and didactic approaches according to inclusive principles. Teachers are primarily expected to accept responsibility for making the teaching process in which all students will be accepted and in which individualized forms of support will be applied. Therefore, teachers play a crucial role in the inclusion quality and in failure reduction of the students with learning difficulties. According to that, the aim of the present study is to analyze the support that is provided by the teachers to the students with learning difficulties. Opinions of the teachers (N=520) who work in the fourth, sixth and eighth grades of regular primary schools in Croatia are analyzed, which includes students with learning difficulties. The author hypothesized that there are significant statistical differences in the opinions among the teachers of fourth, sixth and eighth grades regarding provision of individualized support to the students with learning difficulties. For this purpose, the canonical discriminant analysis is applied. The results show significant differences between the groups and that the provision of individualized support is most frequent in teachers working in the fourth grade, than the teachers in sixth grade, and teachers in eighth grade provide the least individualized support.

ERFCON2017.0163 **Preschool Teachers' Knowledge About Attention Deficit
Hyperactivity Disorder**

S. Pulec Lah*, T. Novak , A. Polak

University of Ljubljana, Faculty of Education, Slovenia; Primary School Glazija, Slovenia; University of
Ljubljana, Faculty of Education, Slovenia* suzana.pulec@pef.uni-lj.si**ABSTRACT**

Attention deficit and hyperactive disorder (ADHD) is one of the most often diagnosed disabilities in childhood. Despite the fact that children with ADHD show signs of inattention, hyperactivity, and impulsivity early in their life, they are often not recognised and diagnosed until primary school. An early identification is pivotal in preventing, delaying or even reducing the negative functional outcomes associated with early ADHD. Beside parents preschool teachers spend the biggest amount of time with the child and can recognize the first signs of ADHD. For proper recognition of the signs and understanding of the ADHD behaviour, the preschool teachers need some knowledge about characteristics of ADHD, nature, and causes of ADHD and efficient ways of support and help. Research had shown that teachers' knowledge affects their behaviour and perceptions of students with ADHD and the lack of teachers' knowledge about ADHD has been identified as one of the greatest obstacles in attending to the needs of children with ADHD. The aim of the study presented was to explore the knowledge of Slovenian preschool teachers about ADHD. The sample included 106 preschool teachers from different regions of Slovenia. A quantitative study using one survey instrument, designed specifically for this study and a demographic questionnaire, was conducted. The gathered data were analysed 1.) to determine the level and content of preschool teachers' knowledge (basic facts, characteristics, etiology, assessment, and treatment) regarding ADHD as well as 2.) to explore how teachers' knowledge is affected by different demographic characteristics (teachers' age, level of education, years of teaching, prior experience with students with ADHD). On average preschool teachers correctly answered 56% of the ADHD knowledge items. Results indicated that preschool teachers are more knowledgeable about primary signs of ADHD and about the importance of proper understanding that teachers and parents hold about ADHD. Less appropriate knowledge was shown of general facts, nature of ADHD and efficacy of support and treatment. Preschool teachers' knowledge was significantly related to formal degree of education and additional education about ADHD. In the paper, the main findings will be discussed in terms of preschool teachers' educational needs for further professional training and support in the field of ADHD as well some general problems of preschool teacher education in Slovenia.

ERFCON2017.0178 **Moving from Institutional Education: the Life Experiences
of Adolescents with Disability**

V. Šenjug Užarević*, K. Johnson , L. Igrić , D. Dragojević

Centre for education Tuškanac, subsidiary Prekrižje , Zagreb, Croatia; University of New South Wales,
Australia; Inclusive Support Centre IDEM, Croatia; Centre for education Vinko Bek, Croatia

* vsenjug@gmail.com

ABSTRACT

There has been little research which aims to explore the views of young people with disabilities who experience institutional life particularly at the time when they are moving out of the institution and/ or going through a transition to secondary school. This qualitative study focuses on understanding the lived experience of a group of 22 young people moving from the institution to the community as they transitioned from primary to secondary education. In depth interviews with young people sought to identify how the young people saw their experience of institutional life preparing them for for life outside the institution (at the end of primary education). Further through focus groups with professional staff who work with adolescents in an institution, the study sought to identify how they perceived their role and the support that young people with disabilities need and get in the transition period from primary to secondary school. This research addresses a significant lack of research and knowledge about the lives of young people with disabilities in Croatia and their lives in institutions. The paper will conclude by exploring the implications of the research for the development of new guidelines for educational policy planning and in the provision of a system of support for adolescents with special needs in a period of transition from primary to secondary school.

ERFCON2017.0303 **Scaffolding Preschoolers with Disabilities: Teaching Practice in Mainstream Kindergartens in Croatia**

K. Romstein*, L. Pintarić Mlinar

University of Osijek, Faculty of Education, Croatia; University of Zagreb, Faculty of Education and Rehabilitation Sciences, Croatia

* kromstein@foozos.hr

ABSTRACT

Scaffolding in preschool period refers to different teaching strategies, as well as to a various support strategies adults or more competent child undertake during interaction with less competent child. Scaffolding in this paper is interpreted as a method of teaching preschoolers with disabilities. In order to identify the nature and characteristics of adults (preschool teachers' and teaching assistants) scaffolding strategies during individual session with preschoolers with disabilities, video recordings of adult – child interaction in 18 mainstream kindergartens in Croatia were made. Video analysis was conducted in accordance to Grounded theory. Overall 18 video recordings duration 15 minutes each, revealed that preschool teachers and teaching assistants switch their behavior from non-directive to more directive, after child's third attempt to solve problem (min=1, max=5). Majority of preschool teachers and teaching assistants supported the child's attempts continuously during 1/3 of overall time of recorded activities, i.e. during 5 minutes. The rest of the time they closely observed/monitored child's actions. The more directive approach could be seen in the presence of pointing gestures, hand-over-hand guidance and prompt verbal feedback. After the task is completed, adults provided praise and positive feedback to a child. The analysis of video recordings showed that preschool teachers and teaching assistants practiced moderate level of interactivity with a child, and provided answers, and clues as a preparation for the next phase of problem solving. Also, after child's attempt to solve problems have failed, adults switch their behavior from non-directive to more directive teaching strategies. I.e. they switch from supportive scaffolding to instructional/directive scaffolding after child's third attempt to solve problem autonomously, and during 1/3 of overall time. These findings can be used as a starting point for discussion of developmentally appropriate teaching practice in inclusive preschool settings.

Education and Rehabilitation Sciences - Session 12

ERFCON2017.0172 **Croatian and Polish Early Education Teachers' Attitudes
Towards Inclusive Education of Children with Special
Educational Needs**

K. Ćwirynkało*, T. Kisovar-Ivanda , J.L. Gregory , A. Żyta , A. Arciszewska , S. Zrilić

University of Warmia and Mazury in Olsztyn, Faculty of Social Sciences, Poland; University of Zadar, Croatia; Southern Connecticut State University, United States; University of Warmia and Mazury, Poland; Jagiellonian University, Poland

* katarzyna2710@wp.pl

ABSTRACT

Inclusive education has been gaining increasing attention from governments throughout the world. Croatia and Poland, as European Union members and countries which ratified the Convention on the Rights of Persons with Disabilities, have been working on issues related to improving the quality of education of children with special educational needs. The aim of the article was to explore the attitudes of Croatian and Polish elementary education teachers towards inclusion of these children in regular classes. The sample consisted of 98 elementary education teachers from Croatia (N=50) and Poland (N=48). In the study a diagnostic survey with the Teacher Attitudes Toward Inclusion Scale (TATIS) (Cullen, Gregory, & Noto, 2010) was used. The instrument allows to measure three main components of the attitudes: teacher perceptions of students with mild to moderate disabilities (POS), their beliefs about the efficacy of inclusion (BEI) and perceptions of professional roles and functions (PRF) as well as teachers' general attitudes towards inclusion. We found that Polish teachers receive significantly higher scores in two subscales: POS and BEI. We also proved that age and place of living influence the attitudes of teachers in the two groups. Implications for practice are discussed.

ERFCON2017.0182 **Listening to Children and Hearing Them Too: Potency of Forum Theatre as Critical-Pedagogical Inquiry into Children's Views**

A. Širanović*

University of Zagreb, Faculty of Humanities and Social Sciences, Croatia

* amarkovi@ffzg.hr

ABSTRACT

Children's views, the core of the international political and legal frameworks for children's rights, and a fundamental requirement of research on childhood, are conventionally inquired into by predominantly language-based research methods such as questionnaires and interviews. These kinds of methods, in addition to approaching children not as research subjects – partners in research and experts on their own perspectives and unique life experiences – but as objects of diligent scientific examination (which is a paradox in itself considering that children's voice is by definition an autonomy right), pose considerable obstacles to children with speech and language difficulties as well as cognitive disabilities. Therefore, if children in research are not only to be listened to but heard as well, new, more inclusive and more respectful research methods are to be developed and used. Utilizing the theoretical framework of critical pedagogy, the paper proposes forum theatre as a tool of inquiry into children's views and discusses forum theatre as a participatory, child-friendly and transformative research method, which is reflected in its conceptualization. Conceptualized as the "poetics of the oppressed" (Boal, 1985), forum theatre serves as a theatrical form and pedagogical process in which oppression within everyday lives is first identified, then reflected upon and analyzed, after which ideas of possible solutions are considered, discussed and tried out as theatrical performance and in dialogue with all participants: creators of the play and actors, and spect-actors, who are both spectators and actors who intervene into the play. So, in addition to being appropriate for research with children, forum theatre also provides, and enables the analysis of, a wide variety of empirical material for conveying children's views, such as personal experience, introspection, life stories, cultural and ideological productions that "describe routine and problematic moments and meanings in individuals' lives" (Denzin i Lincoln, 2011, 4). In this paper, available research on forum theatre, with special emphasis on research in which forum theatre is used as a research method, is reviewed and analyzed in line with other similar critical-pedagogical research methods (performance ethnography, critical arts-based inquiry, visual methodology, performative autoethnography, etc.), with the aim of describing and arguing for forum theatre's potency for eliciting children's views.

ERFCON2017.0187 **Self-Assessment of the Psychosomatic Symptoms and
Quality of Life in Primary School Students**

R. Fulgosi Masnjak*, G. Lugović

University of Zagreb, Faculty of Education and Rehabilitation Science, Croatia; Veleučilište u Šibeniku,
Croatia

* rea.fulgosi.masnjak@gmail.com

ABSTRACT

Psychosomatic symptoms in children due to disturbed family relationships and young people's lifestyle, and manifested as vascular, respiratory, endocrinological, gastrointestinal and dermatological symptoms rise. Incidence of physical symptoms, as reactions to stressful events, indicators of mental disorders and one of the symptoms of the acute illnesses and chronic conditions syndrome, is 20- 69% in children. Quality of life as own subjective experience, personality characteristics and specific life experiences, more often refers to adults than to children and adolescents. The aim was to analyse relationship between the number, frequency and intensity of psychosomatic symptoms and self-assessment of quality of life of students in higher primary school grades. Students of both gender (fifth to the eighth grade (N = 160) anonymously assessed incidence of psychosomatic symptoms and their quality of life on the Psychosomatic Symptoms Questionnaire for Children and Adolescents - PSS and the Personal Wellbeing Index for children and adolescents - PWI-SC. On the list of 35 symptoms- PSS questionnaire (cardiovascular, respiratory, gastrointestinal, dermatological, pseudoneurological and other), and three additional questions about health status, students assessed the frequency of symptoms in the last three months, regarding the degree of interference with daily activities. Quality of life- PWI-SC, was assessed in seven areas: material well-being, health, achievement, interpersonal relations, security, connectivity and community affiliation and security in future. The analysis of results is conducted regarding gender, frequency and intensity of psychosomatic symptoms, their relationship with self-assessed quality of life, in terms of the influence on the mental health of children. Respecting gender differences, obtained results show intercorrelation between frequency and intensity of psychosomatic symptoms, perceived quality of life and mental health of primary school children. Such results show the need for support program for children and adolescents who perceive low quality of life and exhibit high intensity of psychosomatic symptoms in order to preserve mental health of primary school children.

ERFCON2017.0255 **Relation Between Stereoacuity and Gross/fine Motor Skills
of Children with Intellectual Disabilities**

A. Marić*, S. Alimović

University of Zagreb, Faculty of Education and Rehabilitation Sciences, Croatia; University of Zagreb,
Faculty of Education and Rehabilitation Sciences, Croatia

* maric.andreja@gmail.com

ABSTRACT

The goal of this study was to determine the relation between the stereoacuity and proficiency in fine and gross motor skills. Several studies found an acute deficit in stereopsis vision in groups of persons with intellectual disabilities. Few studies shows that primary school age children with mild intellectual disabilities perform worse than typically developing children on specific fine and gross motor skills. We tested 27 children with intellectual disabilities, without any motor skills deficiency. Research was conducted at the Center for Education „Velika Gorica“ and elementary school „Nad Lipom“. For this research, we constructed Likert type scale to assess fine and gross motor proficiency. Also, we tested stereoacuity using Random Dot 2 Acuity Test with Lea Symbols®. Our results will show the relation between the degree of stereopsis development and levels of proficiency in fine and gross motor skills. This paper will contribute to encouraging new researches and the creation of specific programs for children with intellectual disabilities.

Education and Rehabilitation Sciences - Session 13

ERFCON2017.0034 **Accessibility and Usage of Assistive Technology in
Education and Rehabilitation of Children with Motor
Disorders and Chronic Diseases in the Republic of Croatia**

I. Vincic*, R. Pinjatela , I. Delzotto

University of Zagreb, Faculty of Education and Rehabilitation Sciences, Croatia; University of Zagreb,
Faculty of Education and Rehabilitation Sciences, Croatia; Veruda Day Care Centre, Croatia

* iva.pula@gmail.com

ABSTRACT

The aim of this study was determination of current availability and use of assistive technology in education and rehabilitation of children with motor disorders and chronic diseases in the Republic of Croatia alongside with focusing attention on areas related to the development of assistive technologies and their use. Motor disorders and chronic diseases are a phenomenon that primarily means below average physical functioning with different phenomenology and etiology. Assistive technology and rehabilitation is a common term that includes support and flexible rehabilitative devices for people with disabilities, as well as the process of selection and use. In the education and rehabilitation of children with motor disorders and chronic illnesses, assistive technology has an important role and enables or enhances the performance of different skills. Participants were teachers of primary and secondary mainstream schools, rehabilitators employed in schools or centers for children with motor disorders and chronic illnesses, and parents of children who use assistive technology in the Republic of Croatia (N=153). On-line questionnaire has been made for the study. It examined the attitudes of teachers, therapists and parents on the application of assistive technology in education and rehabilitation, as well as their awareness of this type of technology, the need for it and the ability to use it. Recommendations for improving the awareness, the procurement process and the use of assistive technology aids in the rehabilitation and education of children with motor disorders and chronic illnesses have been designed based on the results of the research.

ERFCON2017.0070 **Introducing Dog Assisted Intervention into the Work of
Education and Rehabilitation Experts with Students with
Intellectual Disabilities**

T. Selaković, A. Matoić, R. Adamović, V. Živković*

Dog Assistants (udruga Psi pomagači), Croatia; Centre for Autism (Centar za autizam), Croatia; Center for Autism (Centar za autizam), Croatia

* zivkovicvida@gmail.com

ABSTRACT

"Dog Assistants - Association for Dog Assisted Intervention" (udruga "Psi pomagači") and Center for Autism (Centar za autizam) - Department of intellectual disabilities, collaborated in creating program contents based on the goals in the educational area of socialisation, and aimed at improving social skills of students with intellectual disabilities by introducing dog assisted intervention dogs (expertly trained dogs who, together with their handlers, participate in therapy, education and rehabilitation or educational processes.) Experts from the Center initiated this collaboration because of their interest in innovative approaches and their assumption that dogs would increase the level of motivation, activity and mutual interaction of the students. The presentation will examine the process of planning and preparing program activities and their implementation in individual sessions; also evaluation methods, end results and participants' observations. 18 sessions, 2 cycles of 9 in one school year, were held at the Centre for a class of 6 students with moderate and severe intellectual disabilities. „Dog Assistants“ participated with one team (dog and handler) and volunteers, and the Centre with two education and rehabilitation experts and a psychologist. Improvement of self-control was the chosen goal and for each session it was then broken into subgoals, specific activities were devised and detailed session plans written. The psychologist designed a questionnaire for the assessment of selfregulating behaviors, which the education and rehabilitation experts filled in initially and after each cycle; also the evaluation questionnaire for every session, to assess successfulness and appropriateness of activities and involvement and satisfaction of students. Results and observations show that activities were successful and all participants satisfied and that goals were achieved; and not only the planned goals - activities also had a positive influence on motivation, focus and cooperation of students and on group cohesion, as well as the contentment of experts. Many possibilities and reasons for further collaboration were ascertained and staff's motivation for such improvement of their work was confirmed.

ERFCON2017.0103 **Neurofeedback in Educational Rehabilitation**

N. Dolović*

Angerona-private educational and rehabilitation practice, Croatia

* dolovic.nat@gmail.com

ABSTRACT

Othmer's method of infra-low frequency Neurofeedback has been one of the most promising supportive method in educational rehabilitation of children with autism spectrum disorders. However, due to lots of different approaches to ASD, neurofeedback has become either welcomed or criticized in the field of education and rehabilitation science because its effects vary upon different features of ASD and therapists' approach as well. Three children different in severity of autism spectrum disorder undertaken the therapy every second day in 30-minute session with minimum of 20 sessions. The Autism Treatment Evaluation Checklist (ATEC, taken by the therapist) and EEG Expert list of symptoms (parental assessment on a scale from 1- no problem to 10- extremely severe were used in pre treatment and post treatment evaluation of children's functioning. In training one's brain, it is common knowledge that essentially there is no uniqueness and the effects of neurofeedback are often unpredictable therefore one should be very careful in interpreting its effectiveness and efficacy. The matter of emotional arousal holds particular value for neurofeedback therapist because it is immediately observable and the therapist should change the protocol accordingly. Although protocols are set according to Protocol Guide for Neurofeedback clinicians (EEGinfo), therapist should adjust the protocol according to observed behaviors. Data has been gathered from the ATEC results and parental assessment pre and post the treatment and all three children showed improvements in behavioral and cognitive functioning. However, for some of them recommended 20 sessions were not enough. Reasons will be discussed in this presentation. As an alternative approach to treating autism spectrum disorders in educational rehabilitation, neurofeedback is highly recommended.

ERFCON2017.0140 **Assessment of Students' Performance in Touch Typing Exercise During Two Testing Conditions That Affect Active Attention to Touch Typing Differently – a Pilot Study of a Single Versus Dual Task Experimental Condition**

J. Košir*, S. Pulec Lah, M. Košak Babuder, A. Košir

University of Ljubljana, Faculty of Education, Slovenia; University of Ljubljana, Faculty of electrical engineering, Slovenia

*janja_1981@yahoo.com

ABSTRACT

Research data suggests that like in handwriting, for achieving a good learning outcome in touch typing, the development of automatized touch typing skill is of the main importance. Developing truly effective (automatized) touch typing skills enhances the quality of the writing process when writing through typing. That requires a good teaching practice that provides individualized scaffolding of learning to touch type which considers students' learning characteristics. For example – for an effective touch typing exercise for students with ADHD, we should be able to scaffold their active attentional processes to help them sustain their most effective practice of touch typing short and long-term, to the point of its automatization. In this article we present the results of a pilot study of physiological sensors based and visual behavioural cues based assessment of students' performance in the beginning of touch typing learning process. Our sample represents an analysis and comparison of different performance characteristics for 5 university students that took 20 minutes of experimental touch typing exercise. We assessed students' performance through the computer touch typing application and sensor technologies (sensors such as pupil size measurement based on IR camera) that allowed us the measurement of different performance characteristics such as pupil size, speed of typing, error rate, body position, eye movements and head movements. We compared students' performance in touch typing exercise in two experimental conditions that affected students' active attentional processes (top-down, executive attentional processes differently: in single (only touch typing) and dual task condition (touch typing and simultaneously verbally responding to an auditory stimuli). The results represent the timeline analysis, scatter plot analysis and descriptive statistics of data in different performance characteristics. We compared patterns of performance of the two conditions where dual task condition represented the condition in which students' attention becomes divided between two tasks and thus the students' attention to touch typing becomes lessened. Our future endeavour is to develop dynamical ICT analysis of students' performance patterns in single and dual task

condition. This would allow us to effectively recognize patterns of lessened attention and patterns of emerging automatization of touch typing.

ERFCON2017.0268 Teachers' Knowledge of the Attention Deficit Hyperactivity Disorder

S. Sekušak Galešev*, S. Skočić Mihić, S. Kehonjić

University of Zagreb, Faculty of Education and Rehabilitation Sciences, Croatia; Faculty of Teacher Education, Croatia; Non, Croatia

* sekusnje@gmail.com

ABSTRACT

Attention deficit/hyperactivity disorder (ADHD), as one of the most common disorders in child and adolescent psychiatry, has had a significant effect on a child's academic and psychological difficulties. A significant number of foreign studies have surveyed teachers' knowledge about ADHD, while scant attention has been paid to it in Croatia. The aim of this study was to determine (1) the teachers' level of knowledge about ADHD and (2) the impact of length of service, training, and available professional support on their knowledge about ADHD. 233 elementary school teachers from the Primorsko-Goranska County in the Republic of Croatia were selected on a convenience basis. They anonymously completed a self-report questionnaire on ADHD. The teacher age range was between 22 and 65 years ($M = 42.59$; $SD = 10.89$), and there were both elementary and secondary teachers. The Questionnaire (IRA-AGHN) to Assess Teacher' Knowledge of Attention Deficit Hyperactivity Disorder (Soroa, Balluerka, Gorostiaga, 2014) was adopted and used. The factor analysis revealed a 4 factor-structure (Etiology of ADHD, Symptoms of ADHD, General information about ADHD, and Treatment of ADHD) with an adequate internal consistency. The results suggest that the used instrument to measure the teachers' level of knowledge of ADHD is valid and reliable on the Croatian sample of teachers. Furthermore, Croatian teachers expressed a moderate level of knowledge of ADHD. The results have confirmed the existence of some knowledge gaps, particularly in etiology and treatment of ADHD. Teachers' knowledge of ADHD were significantly correlated with their perceived level of competence to teach children with ADHD in regular class. Teachers' self-efficacy, gender, prior exposure to an ADHD child, working position, and pre-service training in ADHD were all positively related to ADHD knowledge. Implications of these findings for in and pre-service teacher training are highlighted.

Education and Rehabilitation Sciences - Session 14

ERFCON2017.0066 **Social Entrepreneurship - an Opportunity for Integration of People with Disabilities in Croatia?**

D. Baturina*, Z. Babić , L. Marković

University of Zagreb, Faculty of Law, Croatia; University of Zagreb, Faculty of Law, Croatia; City of Zagreb, Croatia

* danijel.baturina@pravo.hr

ABSTRACT

The welfare state is standing in front of the demands of modernization in terms of caring for its most vulnerable groups. Persons with disabilities are in a particularly vulnerable position. This paper will analyze the situation of people with disabilities related to the labor market and social integration in Croatia. The methodological approach will be based on qualitative research paradigm. Desk research will be used as the method of collecting data from existing resources including secondary data from available research and studies, related to the topic, as well as the existing reports from national government institutions and offices. Data available from official statistical databases will also be used. Besides that, we will use several illustrative case studies of social enterprises working in this domain. The main goal of this paper is to analyze social entrepreneurship as an opportunity for integration of people with disabilities in Croatia. The purpose of social enterprises is to create a positive social impact. They are largely oriented to the provision of social services and social inclusion of marginalized groups into the labor market and in society. Social entrepreneurship is seen as the important area for integration of people with disabilities. In Europe, there is a long tradition of social enterprises for work integration (WISE) which target economic and social integration of different groups that are marginalized in the labor market. Problems such as inadequate promotion, lack of awareness and adequate skills affect that WISE in post-socialist European countries is characterized by delayed development. In Croatia, that is particularly prominent. In our context generally, there is not enough awareness of what social entrepreneurship represents and what kind of impact could have on the society. Therefore, we will analyze the social enterprises for work integration as a special form of social entrepreneurship. We will also reflect on other types of social enterprises in Croatia and their capacity to provide different types of social services, address the needs and improve the employment and social inclusion of people with disabilities in Croatia. Finally, we will provide recommendations for the advancement of social entrepreneurship in our context, given the specific path of development, in order to enhance

its potential for strengthening the social and economic integration of people with disabilities and other vulnerable groups.

ERFCON2017.0135 **Active Participation in Everyday Activities as an Indicator of the Quality of Life of Persons with Intellectual Disabilities**

B. Filić-Vulin, T. Kralj*, I. Velimirović

Center for Rehabilitation Zagreb, Croatia

* tamara.kralj@outlook.com

ABSTRACT

Organized housing is a social service which provides support to one or more persons with intellectual disabilities (ID) at home and/or in the community by providing them their basic needs and also possibility to actively participate in social, working, cultural, educational and recreational activities. Organized housing is a service provided by the Center for Rehabilitation Zagreb. The department for organized housing was established in 2013 and has been providing active services ever since. It acts in accordance with the principles of person centered planning and active support. The shift from the institution to the community is associated with a number of positive outcomes for service users, which include the following: increased satisfaction, increased choice when choosing daily activities and self-determination, greater participation in community activities, increased involvement in household and personal activities and increased involvement of staff in the provision of active support. The main objective of this paper is to describe the process of adjustment of 11 adults with ID, aged from 22 to 54 years who spent in average period of 24 years in an institution (20-37 years). The scale Assessment of objective indicators of quality of life of persons with intellectual disabilities (Teodorović, Bratković, Škrinjar, Kraljević, 1997; Bratković, 2002) was used first upon arrival to the residential communities and then after eight months of living in the community. We observed their adjustment to new conditions of life, new accommodation and level of involvement in activities of daily living. The level of adjustment will also be considered from the perspective of the total time spent in the institution.

ERFCON2017.0239 **Social Inclusion of People with Intellectual Disabilities and Supported Employment**

M. Lipec Stopar*, J. Barič, D. Bratković

University of Ljubljana, Faculty of Education, Slovenia; University of Zagreb, Faculty of Education and Rehabilitation Sciences, Croatia

* mojca.lipec@pef.uni-lj.si

ABSTRACT

Social inclusion and employment are one of the key variables determining the quality of life of adults with intellectual disabilities (ID). Just like with most people, employment to them represents a source of personal fulfillment, an affirmation of their skills and a chance to contribute to society. People with ID have limited access to employment and are usually included in sheltered workshops (SW), where they work under special conditions, without concluding a labor contract. This kind of closed off environment in many cases prevents them from reaching their full potential at work, as well as gives them fewer opportunities to train their social skills. SW have recently started seeking out new options for their employees: there have been some examples of good practice of including adults with ID into so called supported employment for a couple of days per week that takes place in a regular work environment, where the person with ID is provided with suitable training, counseling, adjustments, etc. This sort of practice raises questions about the social inclusion and sense of belonging people with ID can have in a regular work environment, what are the key variables promoting or inhibiting social inclusion and what effect supported employment has for the general inclusion of a person with ID into society. In this research, we based our findings on the information gained from half structured interviews with four people with ID, four employees in a company where supported employment took place and four professional workers from SW. Results show that the social inclusion of a person with ID in the work environment of supported employment is usually quite good. They've had good experiences with their co-workers and feel a sense of belonging. Their mentors in the companies are satisfied with how these people fulfilled their tasks and see them as conscientious and dedicated workers. They were also well accepted by their co-workers. What mattered most to people with ID was working outside of SW and consequentially getting to interact with more people. In their workplace, they have quite a few opportunities for socializing and communication, gaining new social skills, growing their independence at work and learning to take more responsibility for their actions. Finally, it also matters to them that the reward they get with their work gives them increased opportunities for better leisure time. When trying to find suitable workplaces, it turns the social network of

users, as well as professional colleagues from SW is key. This points to the fact that these institutions still play a necessary, albeit different role in the process.

ERFCON2017.0119 Eating disorders - modern insight

K. Sernec*

University Psychiatric Clinic Ljubljana

* karin.sernec@psih-klinika.si

ABSTRACT

Eating disorders are a group of disorders that until recently was familiar only to a limited circle of professionals has become a significant contemporary medical problem. Eating disorders represent an important public health issue. The etiological background of eating disorders is comprised of three major segments: biological – genetic, socio – cultural and family. In most cases there is a considerable overlap between these three. Eating disorders constitute: anorexia nervosa, bulimia nervosa, compulsive overeating and recently emerged entities (orthorexia and bigorexia nervosa). A key factor in successful outcome of an eating disorder is patient's own motivation for treatment. One of the most successful treatment approaches is psychotherapy, especially cognitive–behavioral, developmental–analytic and family psychotherapy, when necessary in combination with pharmacotherapy. Guidelines suggest that patients should be treated first on an outpatient basis. If that doesn't work, hospital psychotherapeutic treatment is recommended. Recovery is not a mere absence of specific eating disorder symptoms, but appropriate psychosocial functioning as well.

Education and Rehabilitation Sciences - Poster Session 1

ERFCON2017.0007 **Fascial Palpation**

A. Hržić, D. Kiseljak*

University of Applied Health Sciences Zagreb ; Centar zdravlja i poboljšanja kvalitete života ADA,
Zagreb, Croatia; University of Applied Health Sciences Zagreb, Croatia

* dalibor.kiseljak@zvu.hr

ABSTRACT

Fascia, as the largest system in the human body, is a continuous interconnected network that has the ability to distribute tension and retain compensation. Fascia is at the same time the richest sensory and proprioceptive organ. Due to its potential of flexibility and variability, the role of the fascia in the body is to provide support to other systems, which also includes shock absorption and postural adaptation. Fascia has memory capability with the possibility to recover and regenerate through the manual treatments. The integration of touch and palpation of the fascia, as diagnostic and therapeutic skill, provides a new approach in the field of rehabilitation. In recent years fascia, as structural and proprioceptive integrity of the individual, has become the subject of comprehensive research and interest in manual therapy. Palpation has a role in clinical decision-making, and is therefore one of the most difficult clinical skills in the professional development and learning. Palpation is a complex task that requires the optimal combination of knowledge, skills and attitudes for the release of cognitive space for perceptual reasoning. Therapeutic process including fascial palpation is one of the important factors with the potential for transformational change in new manual approaches. The emotional aspect of this approach is more dominant than the cognitive one; as it excludes conscious critical mind while palpating subtle changes and receiving information from the fascia. The psychosocial dimension of fascial palpation is characterised by a holistic approach which raises the awareness of therapeutic work on the fascia. It thus becomes a challenge for every practitioner in the desire for individualisation and self-actualisation. Fascial palpation is a two-way exchange of information between the therapist and the client, focused on getting the quality of the movement within the structure. This results in functional motion that has reciprocal effect - it allows for the harmonious movement within the structures as well. The art of fascial palpation skill provides the benefit to the client, also contributing to the realization of the therapist's full potential.

ERFCON2017.0008 **Scpe (Surveillance of Cerebral Palsy in Europe)
Classification Systems for Cerebral Palsy**

A.E. Krajančić*, I. Joković Oreb, A. Katušić

University of Zagreb, Faculty of Education and Rehabilitation Sciences, Croatia; Mali dom, Croatia

* andrija.krajancic@gmail.com

ABSTRACT

Cerebral palsy is clinical entity signifying a group of non-progressive, but very often changeable motor disruption caused by developmental brain abnormalities or brain injuries in the early stages of development. The aim of this paper is to show classification systems for description of the clinical features of cerebral palsy. Therefore, we speak about Gross Motor Functional Classification System (GMFCS), Manual Ability Classification System (MACS), Communication Function Classification System (CFCS), and Eating and Drinking Classification System (EDACS). In addition to the classifications systems, in this paper we will show data from the SCPE registry for the Dubrovnik-Neretva County covering years 2003-2007. Each of those classification systems consist of five stages representing various functional levels. Functional levels based in four areas: gross motor, manual abilities, communication functions, and eating and drinking skills, are fundamental elements of everyday life. Furthermore, indicated classification systems are essential in the context of re-habilitation, because they specify a necessary degree of support for an individual to perform everyday tasks. Description of functional abilities for a person with cerebral palsy based on the SCPE classification systems will enable us to create an effective individual rehabilitation plan. While redefinition and reclassification of cerebral palsy is still developing, classifications systems are useful to achieve consistent terminology for description of cerebral palsy between experts with diverse profiles on international level.

ERFCON2017.0026 **Use of Neurofeedback Method for Children with
Neurodevelopmental Disorders**

T. Vitković*, R. Martinec , N. Dolović

University of Zagreb, Faculty of Education and Rehabilitation Sciences, Croatia; University of Zagreb,
Faculty of Education and Rehabilitation Sciences, Croatia; Private practice for education and
rehabilitation Angerona, Croatia

* tomislav.vitkovic.reh@gmail.com

ABSTRACT

Neurofeedback is a noninvasive method of selfregulation with goal of achieving changes over cortical activity by using process of operant conditioning. Infra Low Frequency consist of reinforcing changes in brain waves with frequency lower than 0,5Hz. Asperger's disorder is neurodevelopmental disorder defined by social deficits and lack of interest. Difference over autism lays in developed speech and higher cognitive capabilities, which can be reason for later diagnosis. Research sample was one boy, D. 11 years old, with diagnosis of Asperger syndrome. Before training the interview was made with parents along Australian scale for Asperger syndrome. The results of interview and scale, pointed to critical areas of emotion, problematic behaviours and social interaction problems. Furthermore, the Infra Low Frequency program was created that consisted of 20 trainings, of which 15 were one-channel training on areas T4-P4, T4-Fp2 i T3-T4 and five were two channel training with empasise on prefrontal region in charge of emotional processes. Trainings were performed 3 times a week at Private education and rehabilitation practice Angerona, Čakovec. Trainings lasted 30 minutes each nad electrodes were placed on the skull by International 10-20 standard. As evaluation to the efficacy of the training parents assessed symptoms by filling EEG Expert list and Autism Treatment Evaluation Checklist (ATEC) three times: before first session, after tenth session and after finishing the program. Collected data was statistically processed using INDIF method. Results on EEG Expert list showed lowering of all the symptoms on every variable and statistical significance of changes on variables Emotion1 and Emotion2 ($p=0,024$; $p<0,05$) and Emotion1 and Emotion3 ($p=0,01$; $p<0,05$). Results on ATEC showed reduction od symptoms but without statistical significance. Results on variables of emotion are especially valuable because the training focused towards issues that were covered by this variables (shame, fears, impulsivity...). To conclude, the results are showing that neurofeedback treatment was successfull but it is really important to continue the research of Infra Low Frequency method usability with clients with Asperger syndrome.

ERFCON2017.0031 **Strengths and Difficulties in Croatian Pre-School Children:
Validation Study**

S. Tatalović Vorkapić*, M. Slaviček , N. Vlah

Faculty of Teacher Education, University of Rijeka, Croatia, Croatia; Faculty of Education and Rehabilitation Sciences University of Zagreb, Croatia; University of Rijeka, Faculty of Teacher Education, Croatia

* sanjatv@uniri.hr

ABSTRACT

Strengths and Difficulties Questionnaire (SDQ) presents the measure of children and youth's psychological adjustment, well being, and mental health, and it has been widely used. It contains 25 items, ten of which reflect the strengths and 15 reflect the difficulties in children's behavior. Based on that it is possible to generate five different subscales: emotional symptoms, conduct problems, hyperactivity, peer problems, and prosocial behavior. Regarding the importance of measures development in the field of developmental psychopathology in our country, the main aim of this study was to test the factor structure and reliability of this instrument. Twenty-nine preschool teachers voluntarily participated in this study whose role was assessing the strengths and difficulties in the sample of 416 preschool children. The average age of children was $M = 5.00$ ($SD = 1.17$) in the range from 1.5 to 7.5 years. 241 of them were boys and 220 of them were girls. After getting the informed consent from preschool teachers, parents, and managers of randomly chosen kindergartens in the Primorsko-goranska County, preschool teachers rated the children's behavior on the SDQ. With the aim of testing SDQ validity, a confirmatory factor analysis on principal components with Oblimin rotation was run. The determined results confirmed the expected five-factor structure of SDQ, which has explained 57.35% of total variance. the reliability analysis has resulted with moderate to high Cronbach alphas for each subscale: emotional symptoms ($\alpha = .73$), conduct problems ($\alpha = .78$), hyperactivity ($\alpha = .84$), peer problems ($\alpha = .78$), and prosocial behavior ($\alpha = .63$), so that they could be improved. Determined findings have demonstrated that SDQ application on Croatian sample has satisfactory psychometric properties and can be used for measuring well-being and mental health dimension among preschool children.

ERFCON2017.0035 **Effects of Using Visual Schedules on Cooperation and Self-Regulation in Children with Autism Spectrum Disorder**

M. Sertić Nađ*, B. Bašić

Veruda Day Care Centre, Croatia; Veruda Day Care Centre, Croatia

* marijasertic123@gmail.com

ABSTRACT

The aim of this study was to investigate the effects of visual activity schedules use upon cooperation and self-regulation of young children who either were diagnosed with Autism Spectrum Disorder (ASD) or were suspected of it. The study was conducted on 10 children aged 3 - 5 years, attending mainstream preschool classrooms with assistants. The study was conducted at Veruda Rehabilitation Day Centre – location Porec, where the children were continuously included in individual special teacher and speech-language therapy sessions. Visual activity schedules were used in ten therapy sessions with each professional, which children attended one day per week for 30 minutes. Data was collected by video-recording the sessions at three time points: before using visual schedules, in the beginning of using visual schedules and after ten sessions of using. Video recordings were analysed using Checklist for child monitoring, which was created for the purposes of the study. The Checklist included variables used to describe cooperation and self-regulation. The results of the investigation indicate that the use of visual activity schedules increased cooperation on therapy tasks in 9 children and self-regulation skills much needed to remain on given tasks in 7 children. Findings suggest that visual schedules are an effective tool for increasing the functioning of children with autism spectrum disorders in therapy sessions, leading children to more chances for learning and interacting with therapists.

ERFCON2017.0048 **Developmental Dyspraxia and the Opportunities of
Assessment**

I. Škarica*, I. Joković Oreb , A. Šečić

University of Zagreb, Faculty of Education and Rehabilitation Sciences, Croatia; University of Zagreb,
Faculty of Education and Rehabilitation Sciences, Croatia; Clinic for Rheumatology, Physical Medicine
and Rehabilitation, Croatia

* ivanaskarica22@gmail.com

ABSTRACT

Developmental dyspraxia is a neurological disorder which manifests in motor planning difficulties and it is present since birth. This is a difficulty or immaturity in organizing movements that lead to language, perception and thought failure. Dyspraxia involves: an idea – the inception of a plan for achieving meaningful movement, motor planning- the planning of actions necessary for the achievement of the initial plan and the implementation of the same and the execution of the planned movement. Initially, the most evident difficulties are poor motor skills and perception followed by difficulties in communication and afterwards difficulties in the person's social and emotional life. The aim of this research is the design of an instrument for the evaluation of developmental dyspraxia using variables from existing standardized tests, the preparation, implementation and evaluation of educational rehabilitation programs for families and children with developmental dyspraxia as well as making family maps. The educational rehabilitation program was implemented in the 4 year old child's family, twice a week in the period of nine months, and was focused on the child and family. Empowering parental confidence and competence through a process of education and counseling is one way in which the child's well-being is being achieved by involving others whom the child considers very important. For the purpose of assessment and evaluation an assessment tool is designed, modeled on existing standardized variables from General special education diagnostics (Povše Ivkić i Govedarica, 2000) and the Hawaii profile of early learning (Furuno i sur., 2005). The modification of the INDIF algorithm was applied as a method of analysis, which is used for the component analysis of the respondent's current state described through a group of variables registered through a certain period of time. The results of the variables, the description of the walk, the assessment of maintaining balance when walking and standing, the assessment of visual and motor control and the scale for the assessments of the imitation of simple movements are qualitatively described. The results of this study clearly show that the need for early detection and diagnosis of developmental dyspraxia is of great importance both for the child and for the family. The optimal developmental outcome for children with dyspraxia can be achieved by early involvement in rehabilitation treatments.

ERFCON2017.0057 **Breastfeeding as a Protective Factor**

N. Barić*, I. Joković Oreb , M. Lang Morović

Edukacijsko-rehabilitacijski fakultet, Croatia; Faculty of Education and Rehabilitation Sciences University of Zagreb, Croatia; Hrvatski zavod za javno zdravstvo, Croatia

* baricni@gmail.com

ABSTRACT

BREASTFEEDING AS A PROTECTIVE FACTOR - THE OPINION OF PROFESSIONALS IN THE CITY ZAGREB Background: Breast milk is the only natural source of all nutrients that are needed for newborns. Many years of research demonstrated the multiple benefits of breast milk for the health, growth and development of the child as well as for the health of their mothers. They also agreed that the mother's milk is different in women who had a premature delivery because it contains other ingredients that are necessary for premature babies for quality growth and development. Furthermore, breastfeeding has an important psychosocial role. During the gestation period, the mother and her child are connected, and breastfeeding deepens the emotional bond that strengthens and becomes unbreakable. Programs that promote breastfeeding include all health professionals for expecting mothers, mothers and mothers of infants and pre-school age children, which primarily include visiting nurses, midwives, gynecologists and pediatricians. Objective: The aim of this study was to evaluate the state of breastfeeding in the area of the City of Zagreb. Methods: There were 12 experts from different profiles involved in promoting breastfeeding in the City of Zagreb at various levels. The assessment tool, created for the purpose of this research, was a questionnaire composed of nine questions requiring descriptive answers. The questionnaire was sent via mail to selected respondents, experts in the field of breastfeeding promotion in the City of Zagreb. Collected responses were processed by qualitative analysis. Results: Results obtained indicate the importance of breastfeeding for the child and its future development, but also state that forcing breastfeeding in inexperienced mothers and in mothers for whom breastfeeding does not go smoothly ends with hospitalization and severe consequences for newborns. Conclusion: Research has shown that it is very important to timely inform breastfeeding mothers and that there should be more educational material on breastfeeding.

ERFCON2017.0062 **Comorbidity in Adhd - a Rule Rather Than an Exception**

L. Paradžik*, S. Capurso , A. Kordić , I. Zečević

Psychiatric Hospital for Children and Adolescents, Croatia; HRT, Croatia; Psychiatric Hospital for Children and Adolescents, Croatia

* ljubica.paradzik@djecja-psihijatrija.hr

ABSTRACT

Attention Deficit-Hyperactivity Disorder (ADHD) is neurodevelopmental disorder characterized by inattention, hyperactivity and impulsivity. In school children a prevalence is 2-7%. ADHD is 4 to 5 times more frequent in boys. Children with ADHD are impaired in school and social functioning. They are frequently overcriticized, which leads to low self-esteem, emotional problems and school failure. ADHD is often comorbid with other psychiatric disorders. If undetected and left untreated, it could lead to rejection and social isolation of the child. Timely diagnosis and treatment increase the quality of life of the child and its family. This study aimed to explore the prevalence of ADHD in the clinical sample of children, comorbid diagnosis and treatment recommendations proscribed after the first comprehensive multidisciplinary team assessment (child psychiatrist, clinical psychologist, speech and educational therapist, neuropsychiatrist, EEG). Among 143 children aged 5 to 18 assessed during the 6 months period, the diagnosis of ADHD, according to the ICD-10 classification, was reached in 26 children (18.1%; 88% boys and 12% girls). The age of children at the time of ADHD diagnosis was 7 to 10. Comorbid disorders were found in 69% of children, diagnosed the most common being learning disabilities, emotional disorders, intellectual disabilities, behavioral disorders and autism spectrum disorders. Learning disabilities were diagnosed in children aged 7 to 9, and emotional disorders in children aged 9 to 12. The following treatment recommendations were given after the assessment: in 90% of children individualized education, in 72% speech therapy and educational assistance, and in 51% psychotherapy. ADHD is frequently diagnosed when a child starts school, as more demands are placed on the child and is often associated with other disorders. Early detection and early intervention are crucial in helping the child, his family and school, and in preventing the development of secondary disorders and school failure.

ERFCON2017.0063 **Internalizing Disorders in Children and Adolescents in the SAMple Including First Examinations and Multidisciplinary Team Assessments Conducted in the Psychiatric Hospital for Children and Adolescents in Zagreb During the First Six Months of 2016**

L. Paradžik*, S. Capurso , S. Talić , A. Županović

Psychiatric Hospital for Children and Adolescents, Croatia; HRT, Croatia; Institute UTRIP, Slovenia;
Osnovna škola Bijaći Kaštel Novi, Croatia

* ljubica.paradzik@djecja-psihijatrija.hr

ABSTRACT

Internalizing problems in children and adolescents include behaviors which are problematic and directed inwards, toward the self, while externalized problems are those connected with insufficient control and other disruptive behaviors. Internalizing disorders include symptoms such as depressive moods, anxiety, over-sensitivity, shutting in, somatic difficulties and even suicidal ideations which lead to difficulties in social functioning, lower school accomplishment and lower levels of everyday functioning. These disorders generate difficulties for children and are hard to recognize. About 15% of children and adolescents up to the age of 16 experience some kind of emotional disorder. Although most of internalizing disorders are diagnosed in adolescence, symptoms are present even earlier and usually stable from early childhood until adulthood. There is no reliable data available regarding prevalence of internalizing disorders in Croatia. A multidisciplinary approach and International Classification of Diseases Revision X are used to reach the diagnosis. Presented in this paper are the results of first examinations and multidisciplinary team assessments of children and adolescents aged 4 to 19 made during the first six months of 2016. classified by major diagnostic categories. These include examinations from psychiatrists, psychologists, speech-language pathologists, neurologists and electroencephalography. The results in the clinical sample of 2515 children and adolescents indicate that 35% have expressed problems which include internalizing disorders. Having clinical data with high percentage of children with internalizing difficulties indicates a necessity for earlier identification of the first signs of problems by the parents, teachers, and practitioners. This would lead to earlier diagnosis and treatment in children with expressed difficulties. The goal of early recognition, diagnosis and treatment is better quality of child's life and better prognosis in years to come. The aim is even to recognize children and adolescents who have first signs of internalizing disorders and include them in preventive activities. That could contribute to lower risk of developing future emotional disorders.

ERFCON2017.0072 **Sensory Integration Stimulation, Adaptive Skills and Undesired Behaviors in Pupils with Autism Spectrum Disorder**

R. Fulgosi Masnjak*, D. Mamić, H. Vrhovec

University of Zagreb, Faculty of Education and Rehabilitation Science, Croatia; Center for autism Zagreb, Croatia; Kindergarten Bajka, Croatia

* rea.fulgosi.masnjak@gmail.com

ABSTRACT

The aim of this study was to assess and evaluate the effects of incentive programs for stimulating sensory integration in 10 students with autistic spectrum disorders, primary participants of the program at the Center for Autism in Zagreb. The assessment was carried out in two time spots, initial and final, using the System for Assessment of Sensory Integration Dysfunction (Viola, 2002.; translation and adaptation Fulgosi-Masnjak, Osmančević, Lang, 2004). Based on the initial assessment, a Program for stimulation of sensory integration was developed and carried out with each participant twice a week for one school hour, during the three months period. Data evaluation was carried out by quantitative and qualitative data analyses. A statistically significant difference between the initial and final results was found, thus confirming the effectiveness of the applied programs for sensory integration stimulation in children with autism. Qualitative analysis was based on interviews, checking the opinion of educators, leaders of primary groups, experienced in the implementation of the Program of sensory integration stimulation, about its influence on the improvement of adaptive skills in students with autism. The possible contribution of the program on encouraging the understanding of sensory integration stimulation and the reduction of undesired behaviors in students with autism was checked as well.

ERFCON2017.0086 **Tactile Wall Story – a Tool for the Development of the Senses and Literacy of the Blind and the Visually Impaired Children**

A. Kermauner*, U. Stankovič Elesini , R. Urbas , M. Reichenberg

University of Primorska, Faculty of Education, Slovenia; Faculty of Natural Sciences and Engineering, Department of Textiles, Ljubljana, Slovenia, Slovenia; Institute, faculty and academy for media and multimedia Ljubljana, Slovenia; SAE Institute for a

* aksinja.kermauner@gmail.com

ABSTRACT

Motivation of the child to observe the world around him/her decreases with decreased vision – less he/she sees, less is motivated. Therefore, it is necessary to offer them stimuluses threw other senses. Unfortunately, there are not many suitable utensils, stimulants, and literature, which would in entertaining manner, through the game, enable achieving the knowledge, skills and recognition of the surrounding world. The gap occurs also in literacy, reading and learning of the blind and the visually impaired (VI) children. Tactile wall story is a result of successful collaboration between experts, which have transferred their knowledge and experience from different fields into the depiction of a multi-sensory and multi-purpose scenes, which will serve as an innovative, unusual and different uniform classroom. It is one of the first such projects in Slovenia and its neighbouring countries. An attractive and suspense story serves as a base, which winds up the stairwell of IRIS Centre for education, rehabilitation, inclusion and counselling for the blind and partially sighted (former Institute for Blind and Partially Sighted Children Ljubljana). It presents the world in multi-modal manner, with the help of touch sound and sight. It progressively names the characters, animals and objects from A to Ž and as such demonstrates all letters of Braille and Latin alphabet. VI children will have the opportunity to recognize the tactile properties of certain animals, which appear in the story (squirrel, hedgehog, owl, bear, snake, etc.) as well as their sounds. Namely, the story is vocalized, and the children can sing along. Moreover, the story includes different tactile games. Tactile wall story offers to the blind and VI children perceiving of the sounds, development of finger sensibility, fine motor skills and in visually impaired practicing of the sight, recognition of individual letters and numbers in Braille, as well as improvement of important everyday skills, e.g. fastening buttons, tying bows and laces etc. Beside all mentioned, it is very important that it keeps the child actively involved. Tactile wall story also develops a social aspect, thus it encourages the sensibilization of fully-sensed children, who will observe this wall story, and the recognition that there are “different” children among us. Tactile wall story combines the

knowledge from the fields of typhlopedagogy, graphic and textile technology, design, music, literacy and artistic depiction.

ERFCON2017.0106 **Case Study: Multimodal Treatment of a Child with Attention Deficit Hyperactivity Disorder (Adhd)**

E. Kovačić*, L. Osmančević Katkić , M. Lang Morović

Center for upbringing and education Tomislav Špoljar Varaždin; Croatian Association on Early Childhood Intervention of Varaždin County, Croatia; High School Centar za odgoj i obrazovanje, Croatia; Hrvatski zavod za javno zdravstvo, Croatia

* e.kovacic2@gmail.com

ABSTRACT

BACKGROUND: ADHD is one of the most commonly diagnosed neurodevelopmental disorders in children today. There are many approach in the rehabilitation of ADHD symptoms, various studies show that the most efficient way of treatment is using the combination of different therapeutic approaches from different people involved in child's wellbeing. This approach is called multimodal approach. It actively involves all important features of a child's life, including school, family and peers. The aim of this poster is to present a case study of using multimodal approach in the treatment of a boy with ADHD. **METHODS:** The case of the 6th grade boy with ADHD is presented in this case study. As a part of his rehabilitation he has participated in a set of interventions, but still had difficulties following school tasks and environmental expectations, and had often had inadequate, impulsive reactions to stimuli. Hence, the medical treatment along with neurofeedback and behavioral change approach was introduced. Both boy's parents and teacher attended workshops at the local non-governmental organizations whose member the family was prior to this treatment. Also, treatment strategies were organized in a coordinated and collaborative way including all members of child's immediate surroundings. **RESULTS:** Six months after including multimodal approach, according to the results of initial and final assessments, the boy had better general functioning scores, was more accomplished in school tasks, had less impulsive reactions, especially in school. **CONCLUSION:** Based on the case of this boy, but also results of several studies, we can conclude that multimodal approach should be more commonly implemented in treatment of children with ADHD. Using this approach, besides the general functioning and emotional development of children with ADHD, the functioning of the whole class could also be fostered.

ERFCON2017.0108 **Resilience in Families of Children with Down Syndrome**

K. Kranjčević*

Center of Education and Rehabilitation, Croatia

* kristina.kranjcevic@kc.t-com.hr

ABSTRACT

This work is based on a longitudinal study of resilience factors in families of children with DS. The goal of this research was to describe the resilience factors in families with children with Down syndrome (DS) and evaluate how they effect the family adaptation and adjustment to the birth of a child with DS. Theoretical background for assesment of resilience factors were given by McCubbin et al. (1997), which involves two different but related family processes: 1. Adjustment – includes the effect of protective factors in strengthening the family though increasing their abilities and effort to keep the integrity and functioning in order to do devveloping tasks and 2. Adaptation – includes the effect of recovery factors in promoting of the families ability to "land on their feet" and cope with crisis situations. The research involved six families with children with DS. The data was qualitatively analysed using basic statistical analysis. The research showed that the importance of resilience factors differs for each family with children with DS. The results show the importance of resilience factors in families with children with DS to adapt and adjust and to keep the healthy family functioning.

ERFCON2017.0113 **Assessment of Motor and Comprehensive Development of Young Children**

D. Vukićević*, V. Radovanović, J. Karić

Rehabilitation Clinic dr „Miroslav Zotović“, Serbia; Faculty of Special Education and Rehabilitation,
Serbia

* vukicevicdanijela@yahoo.com

ABSTRACT

Growth and development of the child represent a complex process at the early age. Also, the assessment of psychomotor development of the child should cover all areas of its development: cognitive, speaking/linguistic, motor, socio-emotional. The aim of this study was to examine how Guide for monitoring the development of the child (GMCD) may be used as a reliable instrument in the practice of psychiatrists, as well as what parents think about the role

of physician as one of the team members to assess and monitor the child. The sample consisted of 30 children (aged 1 to 14 months, both sexes) that came for the first time for a physiatrics review and of 30 parents. In addition to physiotherapy, GMCD was used to assess the development of the child, while the evaluation of the parents' opinions on the role of parents physiatrist was done through a questionnaire, designed for research purposes. Based on physiotherapy review, it was confirmed that in 93.3% of children pediatricians' suspicion about the existence of some motor abnormality proved to be justified: hypotonia in 43.3%, torticollis and hypertension in 33.3%, hypertension in 6.7%, torticollis and hypotonia in 6.7%, torticollis in 3.3% and facial nerve paralysis in 3.3% child. The results of the assessment based on the GMCD show that in 80% of children observed, a deviation in one of the evaluated areas of development occurred. When set aside differences in motor development, whether they are independent or associated with variations in other areas of development, the results of the GMCD shows that in 63.33% children there are discrepancies. By calculating the Pearson correlation coefficient ($r = 0.364$; $p = 0.04$) was found that between the results obtained by GMCD and through physiotherapy there is medium connection. When it comes to physiotherapy examination, most parents expect assessment of the overall development, 56.7%, as well as tips for development stimulation, 63.3%. All the parents think that the monitoring at an early age is necessary and almost all parents, 96.7% were of the opinion that on the basis of interviews and visits to physiatrist, they can deal with the stimulation of their child in a more creative way. GMCD, which uses a form of open questions in an interview with the parents is useful instrument in the practice of physiatrists because the parents feel more relaxed and act with more confidence when they talk to the doctor about activities that are carried out every day at home with the child.

ERFCON2017.0127 Mothers' Perception on Importance of Play in Early Childhood

A. Šečić*, M. Starčević Perica , D. Sajković , V. Mašić

Clinic for Rheumatology, Physical Medicine and Rehabilitation, Croatia; University Hospital Center Sestre milosrdnice, Zagreb, Croatia; Center for Training and Education "Vinko Bek", Croatia

* anasecic@gmail.com

ABSTRACT

Play is a free, spontaneous, general and complex children's activity through which they express their emotions, needs and difficulties. While playing, they practice acquired skills and also learn new ones. They develop curiosity through experiments and solve problems by trial and error. Play also helps them to prepare for future by playing in those activities for which they are not

yet prepared. Through play, communication, language and motor skills, imagination, symbolic thought and intuition develop. The aim of this qualitative study was to gain insight into the parents' perception of the importance of play in early childhood. Study participants were mothers of children with neurological risk factors (5 male and 3 female, aged between 2 and 3 years). The educational structure of respondents included 4 mothers with university degree, and 4 mothers with high school degree. Data was collected and analyzed by qualitative methodology (focus groups). This research gives valuable insight into parents' thoughts on the importance of children's play. It notes the positive attitude towards the play, but at the same time a lack of understanding why the play is really important, and how to play actively with children. The results indicate that parents separate play from learning and perceive it as a non-learning activity.

ERFCON2017.0136 **Talking About Health and Well-Being: Focus-Group Interviews as a Means of Establishing Mutual Understanding Between Women with Intellectual Disability**

B. Cytowska*

University of Wrocław, Poland

* beata.cytowska@gmail.com

ABSTRACT

The subject of research is the possibility of achieving mutual understanding between women with intellectual disability in the course of a research process. 20 women, with mild to moderate intellectual disability, aged between 19 and 34, took part in the study. All of them participated in occupational therapy workshop and attended a rehabilitation centre in Wrocław (Poland). Four focus-group interviews were conducted. While the topics raised during the interviews concerned primarily health issues (in all of their biological, psychological and social aspects), the ensuing analysis of these discussions focused on areas where instances of learning through experience, of exchanging views and learning from others, of advising, instructing or showing by example manifested themselves most clearly. Deploying these ways of learning has helped in achieving one of the objectives of the study, namely, successfully encouraging its participants to publicly share their personal experience. Our observations suggest that all the women could be considered thoughtful individuals, capable of giving each other advice and support. Furthermore, providing such mutual assistance shaped, in return, how these women thought about the societal framework shaping their day-to-day experience, and attested to

their claims about their level of competence, skills and knowledge. This study corroborates observations noted by other researchers, that is, focus-group interviews facilitate learning from one's own experience as well as from engaging in discussions with other participants. They become a haven for those who want to freely speak about the emancipatory strategies they deploy in their everyday life – deployed not only with respect to narrowly defined health (i.e. personal hygiene, nutrition and disease prevention), but also to mental health, functioning within the society at large, and being an agent of one's own life.

ERFCON2017.0137 **Exploration Own Femininity by Women with Intellectual Disability as a Strategy of Empowerment**

E. Zierkiewicz*

Institute of Pedagogy, University of Wrocław, Poland

* edytazierkiewicz@gmail.com

ABSTRACT

The aim of my study was to learn about the opinions of women with ID and understand how they lead their own lives in unwelcoming societies, i.e. among people who don't acknowledge their adulthood and adult femininity, who perceive them as children and as persons devoid of gender identity. Conversations held with 20 women, aged 19-34 (in one of the institute for people with ID in Wrocław, Poland) revealed that the notion of womanhood permeates the challenges and difficulties they experience. Decisions concerning their health, bodies and sexuality that they attempt to make (and which in reality are made for them), are really about their femininity or female-specific conditions. I also wanted to understand how processes that subliminally guide doing gender among people without ID find their manifestations in the lives of these women, and to discern the obstacles that prevent them from seeing themselves as adult women and/or from becoming adult women (I call these obstacles drivers of the processes of undoing gender). Nonetheless women with ID demonstrated high level of self-awareness and knowledge of their health and femininity, as well as a complete understanding of their limitations and chances of living unassisted. Conducting four group interviews with women with moderate ID I came to realize that exploring the issue of femininity through conversations, and allowing the ideas about what does it mean to be an adult woman to influence one's behaviour in both private and public spheres of life can be considered a strategy of empowerment.

ERFCON2017.0181 **Early Development Intervention Program in Family of
Infant with the Brachial Plexus Paresis**

D. Bulic, I. Joković Oreb , A. Žeko* , A. Žeko

Center for rehabilitation Zagreb, Croatia; Faculty of Education and Rehabilitation Sciences University of Zagreb, Croatia; Faculty of Education and Rehabilitation Sciences, University of Zagreb, Croatia; Faculty of Education and Rehabilitation Sciences

* antonijazeko@hotmail.com

ABSTRACT

EARLY DEVELOPMENT INTERVENTION PROGRAM IN FAMILY OF INFANT WITH THE BRACHIAL PLEXUS PARESIS Early intervention is a broad term that describes the process of assessment and treatment, especially for children aged below 6 years, and includes also giving information, counseling, education of parents in order to better support the children. Early intervention involves children at which the state of possible development deviations or a high risk of it happening in the future has been found. Besides it being helpful for the child, in the focus of early intervention are also the parents, and the whole family. This approach secures the realization of therapeutic goals for the child, maximize its potential and makes the adaptation and improves functioning of the parents and the family. Early intervention is given in a lot of different surroundings, but it firstly should be in the child's natural environment. The most effective early intervention programs are those that start at the moment of the detection of the deviation or disability. The aim of this work is the creation and the application of the early development intervention program directed towards the development of psychomotorical abilities of the infant with brachial plexus paresis, thus preventing the development of possible complications, while educating and supporting the family with the early intervention in the family home in mind. Early development intervention program included basic elements neurodevelopmental therapy, stimulation of sensory integration, "baby handling" and support, education and work in the family. In order to estimate and evaluate, the Munich functional developmental diagnostic and the Scale of active movement were used. As a method of data processing from the Munich functional developmental diagnostics was applied modification of INDIFF algorithm, which is used for component analysis of the respondents condition described as a group of variables registered through a certain period of time. The results of the initial and the final estimation on the Active movement scale were processed using descriptive analysis. Based on the statistic processing and the analysis of the data, the initial hypothesis according to which the application of the early development intervention program for infants with the brachial plexus paresis which included basic elements of neurodevelopmental therapy, stimulation sensory integration and "baby handling" and

support, education and work in the family results in positive development in the psychomotor status and the extent of movement of the infant with brachial plexus paresis.

ERFCON2017.0188 **A Comparison of Parents and Preschool Teachers
Evaluation of Childs Social-Emotional Development Level**

M. Masnjak*, L. Masnjak Šušković, R. Fulgosi Masnjak

Primary school Alojzija Stepinca, Croatia; Preschool Matije Gupca, Zagreb, Croatia; University of Zagreb, Faculty of Education and Rehabilitation Science, Croatia

* masnjakmia@gmail.com

ABSTRACT

Aim of this study was to determine the correlation between parents and preschool teachers evaluation of childrens social-emotional development level. The sample were 131 children who are attending preschool facilities in the town of Zagreb, both sexes. The childrens age was from 42 months to 70 months, and the average age was 60 months. Gender distribution was 54% male and 46% female children. Social- emotional development was assessed with „Ages and stages Questionnaire: Social emotional- Second edition (Squires, Bricker i Twombly, 2015). ASQ:SE-2 is a highly reliable, parent-completed tool with a deep focus on children’s social and emotional development. The questionnaire asseses seven domains; self-regulation, compliance, communication, adaptive behaviors, autonomy, affect, and interaction with people. ASQ:SE-2 has been investigated with 14,074 diverse children across the age intervals and their families. Test-retest reliability is 89%; internal consistency is 84%; and validity is 83%. The questionnaire for preschool teachers was a short version (14 items) which was made from the original questionnaire (30 items), but it also asseses seven domains but with less items. They evaluated childrens behaviour with questions about the children`s habits and behaviour which they can see and know about. The results show less then expected correlations between parents and preschool teachers evaluation. The correlations are very poor and not statistically significant.

ERFCON2017.0203 **Polet (Flight) - Strengthening the Competence of Parents of Children with Autism Spectrum Disorders**

A. Bohacek*, A. Dubravčić , K. Talian , N. Tadić , J. Frey Škrinjar

Center for rehabilitation, Faculty of education and rehabilitation science, Croatia; Center for rehabilitation, Faculty education and rehabilitation science, Croatia; DV Sopot, Croatia; Croatian Union of Associations for Autism, Croatia; University of

* anamarija.bohacek@gmail.com

ABSTRACT

Considering the specificities of autism spectrum disorder (diagnostic characteristics, time of discovery, knowledge about the causes of this disorder) no wonder the CDC (Centers for Disease Control and Prevention) states that more than a third of parents of children with autism spectrum disorder conduct alternative forms of therapy, and 10% use potentially dangerous treatments. Therefore, it is our strong ethical and professional responsibility to notify parents about information and teaching strategies that meet the criteria of evidence-based practice. As part of the science-based good practice, it is important to define parental role in the intervention enabling them a parent partner role. FLIGHT program contains information that were selected as crucial for parents of children with autism spectrum disorder. Given the fact that research shows the expressed need for information among parents who are faced with the fact their child has difficulty, the name of workshop POLET (FLIGHT) already contains guidelines for getting this information: P stands for positive approach to the expectations and interventions; O stands for environment, which should be adjusted; L stands for link – the connection between child development and experts who participate in it; E stands for empathy of the environment that arises from the understanding of autism spectrum disorder and empathy of people with ASD whose development must be encouraged, and T stands for the structure which is crucial for children with ASD as it enables them to learn all those skills. The program was implemented through three cycles of six two-hour workshops and it was attended by 21 parents. In order to ensure active collaboration among parents, each topic was presented through worksheets and videos. At the end of the program, parents filled out an evaluation questionnaire that aimed to determine the satisfaction of parents with the information provided, as well as the applicability of the information provided in their daily lives with their child. The results show parents were very satisfied with this form of support, and have expressed the need for this kind of support to be provided long-term and more often.

ERFCON2017.0207 **Application of Assistive Technologies in Improving Quality of Life in Family of Child with Motor Disability**

D. Vukušić*, R. Pinjatela , I. Delzotto

Center for rehabilitation, Faculty of education and rehabilitation science, Croatia; Faculty of education and rehabilitation sciences, Croatia; Veruda Day Care Centre, Croatia

* d.vukus@gmail.com

ABSTRACT

The purpose of this research is to examine the influence of assistive technologies in improving quality of life in family of a child with motor disability. The aim is to determine how can the usage of assistive technologies facilitate the communication of the child with motor disabilities and his environment. And if so, can it have influence on quality of life of a child with motor disability and his family. Application of assistive technologies as communication means is individualized and modified according to the needs of the participant. The participant is a child of chronological age 5 years and 4 months with a diagnosis of cerebral palsy, tetraparesis sp. Initial assessment is based on Family Quality of Life questionnaire and Matrix Communication system. The aim of the qualitative interview is to gain a deeper insight into the way family cohesion was influenced by assistive technologies. The results were analysed by qualitative and quantitative methodology. The results confirm the hypothesis, however, the findings offer insights into family difficulties encountered during acceptance of child's rapid progress.

ERFCON2017.0230 **Access to Service Information and Service Providers Through Hub Platform [Www.raniklik.hr](http://www.raniklik.hr)**

A. Tomić*, M. Šimanović

Croatian Association on Early Childhood Intervention (CAECI), Croatia; Croatian Association on Early Childhood Intervention (CAECI; HURID), Croatia

* anamaria.miksic@gmail.com

ABSTRACT

A great step forward has been made in Croatia by introducing early childhood intervention (ECI) as a service defined in a contemporary manner in the Social Welfare Act of 2011. However, the state failed to create conditions for the implementation of this provision. According to data provided by the Ministry of Demography, Family, Youth and Social Policy, there are 4,800 of

those requiring this service, while there were only 641 service users, that is, 13 % in 2013. Most service providers are located in or around the capital while the remaining areas of Croatia have little or none service providers registered or the service is provided through projects run by CSOs. Reports from the Ombudsman for Children and the Ombudsman for Persons with Disabilities state that families have difficulties in finding accurate and up-to-date information about programs and services for children with developmental delay/disabilities. Families state that there is no obvious place of access to information about the services; their best source of information comes from other families with children with developmental delay/disabilities. Many families stated they are solely responsible for finding information about the services – agencies do not reach out to them nor do they promote their services adequately. In order to improve the experience of families with children with disabilities who require access to information and services, there is a need to implement a cross-sectoral (health, social, education, and community-based services) online source of accurate, up-to-date information for families with children with disabilities. The website/platform should be widely marketed throughout the health, social and educational sectors and other service providers and should include regional, and locally-specific information about services and support for children with disabilities; information about how to gain access to ECI services; and opportunities for the evaluation of ECI services by the families. Croatian Association on Early Childhood Intervention (CAECI) addressed these specific problems by developing www.raniKLIK.hr – a hub platform for sharing knowledge, facilitating coordination and fostering partnerships between and within different stakeholder groups with an interest in the field of ECI.

ERFCON2017.0231 **Correlation Between Ivh Grades, Early Intervention and Neurodevelopmental Outcomes at Toddlers**

V. Matijević*, M. Kraljević, B. Barbaric

University Clinical Hospital Center "Sestre milosrdnice", Croatia

* valentina.matijevic@gmail.com

ABSTRACT

Preterm and dysmature infants have an increased risk for developmental delay, so they need early intervention as they are born since there is a chance they will not outgrow some conditions. These infants are referred to a physiatrist to monitor motor development and in case of motor delay, they start receiving early intervention. The aim of this study was to show the results of hospitalized toddlers on the psychomotor development test. This is a retrospective study of 132 hospital-based toddlers (63 girls and 69 boys), who were treated in University Clinical Hospital Center "Sestre Milosrdnice" and they were included in the final

analysis. All children were hospitalized with a multidisciplinary team supervise and developmental support. Collected data includes age, gender, grade of intraventricular hemorrhage (IVH), number of hospitalizations to the Clinic and the neurodevelopmental outcome. Latter one was measured with the psychomotor developmental test which is comprised with two subtests. The first test examines motor difficulties, while the second one examines other often accompanied difficulties, e.g. language. The results showed that IVH grade was in statistically significant correlation ($p < 0,001$) with the result in both subtests. Moreover, we found that number of hospitalizations is also significantly correlated ($p < 0,01$) with the result in both subtests, even after adjustment. The conclusion of this study is that the number of hospitalizations for the therapies and with support of multidisciplinary team from the early age is from high importance for child's progression on neurodevelopmental delay. Toddlers with motor difficulties always need broad clinical assessment and systematic follow-up, as it is not just related to the motor function, but also with cognitive development and the development of language and speech.

ERFCON2017.0235 Therapeutic Feeding of Learners with Cerebral Paralysis - Case Study

E. Haničar*, M. Mučer, S. Jandrić

Cebter for upbringing and education "Ivan Štark" Osijek, Croatian Association on Early Childhood Intervention of Osijek-Baranja County, Croatia; Department of Child and Adolescent Psychiatry of Clinical Hospital Osijek; Croatian Association on Early Chil

* elizabeta87@gmail.com

ABSTRACT

Cerebral paralysis is defined as a group of non-progressive, but often changing, motor impairment syndromes caused by lesions of central nerve system in early development stages. Children with cerebral paralysis often exhibit oral and motoric difficulties which are, as a consequence, accompanied with difficulties in feeding and drinking. Prerequisite for therapeutic feeding is physical, social, emotional, and time context of feeding. In this paper, the program of therapeutic feeding of two boys, at the age of 9, with cerebral paralysis will be presented. Therapeutic feeding was carried out in the context of individual educational programs in the educational area of self-care in the Centre for Education „Ivan Štark“. Parental counselling was carried out simultaneously. Data was gathered with the application of Questionnaire for evaluating the context of feeding, Evaluation sheet for therapeutic feeding and Eating and Drinking Ability Classification System (EDACS). Research was conducted through three point estimates. Evaluation of the program shows success in therapeutic feeding

in both examinees, concerning variables of positioning, duration of the meal and social and emotional context of feeding.

ERFCON2017.0236 “Positive Approaches to Autism” – Education for Parents

D. Preece, S. Aguila Munoz , A. Capper , N. Charalambous Darden , R. Fortuna , J. Frey Škrinjar , C. Gerolemou>, K. Mavrou, A. Ruzic, J. Stosic*, L. Symeou, E. Theodorou, V. Trajkovski

University of Northampton, United Kingdom; Center fo autism, Croatia; Target Autism, United Kingdom; Cyprus Ministry of Education and Cultural, Cyprus; University of Zagreb, Faculty of Education and Rehabilitation Sciences, Croatia; >Cyprus Ministry o

* jasminastosic@gmail.com

ABSTRACT

Teaching parents about autism spectrum disorders and using effective strategies in everyday activities can significantly improve the quality of life of families with children with ASD. However this is not accessible to many parents in south east European countries. “Positive approaches to autism” is a parent education program that is being developed within the ERASMUS + EU funded project. The base for the development of curriculum was a survey of parents (N=148) regarding their needs and interests. As a result, a core education that contains 6 modules was developed: Module 1 - An introduction to autism spectrum disorders, module 2 - Practical strategies to manage behaviour through visual structure, , module 3 - Managing sensory sensitivities, module 4 - Exploring communication, module 5 Positive approaches to social development and interaction and module 6 - Understanding and managing challenging behaviour. Additional modules have also been developed to address local priorities and specific issues: Exploring food and mealtime issues, Exploring sleep issues, Puberty issues. An overview and evaluation of specific modules of the education will be presented in this poster presentation.

ERFCON2017.0269 **Growing Up with a Brother with Autism Spectrum Disorders – Experiences of Adult Sisters**

L. Koštić, I. Malenica , J. Stosic* , A. Wagner Jakab

Elementary School 22.lipnja, Sisak, Croatia; University of Zagreb, Faculty of Education and Rehabilitation Sciences, Croatia; University of Zagreb, Croatia; University of Zagreb, Faculty of Education and Rehabilitation Sciences, Croatia

* jasminastosic@gmail.com

ABSTRACT

Experiences of adult siblings of people with autism spectrum disorders (ASD) are unknown in Croatia. Most of the research deals with parenting experience or, more rarely, younger siblings of children with autism spectrum disorders. The aim of this qualitative research is to gain insight into the experiences of growing up with a sibling with ASD. 1. What are the experiences of growing up with a sibling with ASD? 2. What does relationship between siblings look like today? 3. What are the thoughts and plans about the future in relation to the sibling with ASD? Study participants are 6 women that have a brother with the autism spectrum disorder. Semi-structured interview was used for collecting the data. Data will be coded and analyzed using Nvivo software. Results will show experiences of adult sisters and provide insights about growing up nad their relationship with a brother with ASD. They will also give some indications for recommendations for support to both children with ASD and their siblings.

ERFCON2017.0279 **Advantages and Disadvantages of Education and Rehabilitation Support Within Families**

N. Vrbas*, E. Haničar

Centre for Rehabilitation Zagreb, Slobošćina branch, Croatia; Centar za odgoj i obrazovanje "Ivan Štark" Osijek,Udruga za ranu intervenciju u djetinjstvu Osječko-baranjske županije, Croatia

* natalija.vrbas@gmail.com

ABSTRACT

Early intervention within families has only recently been recognized as an excellent and irreplaceable form of intervention that has a permanent impact on the quality of life of the individual involved in it. Professional support within families (home visiting) is becoming a growing presence as a type of social service. It implies ensuring support and resources to a

child and its family in order to strengthen the child's development through everyday activities and prevent various forms of developmental difficulties and social exclusion of the child and its family. Notes taken during parents' counseling, as well as video tapes of individual work with children within families and with their parents were analyzed. The goal was to extrapolate the advantages and disadvantages of education and rehabilitation support within families. This was achieved by qualitative processing of the aforementioned data sources. Support was carried out within 20 families with children with developmental delay. Carrying out education and rehabilitation support in natural family environment and inclusion of the parents has proven to be the biggest advantage. The biggest disadvantages are mostly technical in nature, but they do often impact the feasibility of home visiting. Professional support within families is under-represented within the early intervention program. Its advantages and disadvantages point to an increased demand for this type of service, as well as to the need to resolve technical difficulties for successful implementation.

ERFCON2017.0285 **Motor Skills of Preschool Children**

S. Ilic*, S. Nikolic , N. Cvetkovic

University of Belgrade, Faculty for Special Education and Rehabilitation, Serbia; Faculty for Special Education and rehabilitation, Serbia

* snezilic@gmail.com

ABSTRACT

Organized impact on child development starts by including the child in some form of educational work. Different time of including means different length of stay and different content in which children are involved. Program content and level of intensity in pre-school can be a factor that determines differences in some components of child motor functioning. The preschool period is considered to be sensitive to the development of motor skills as further progress is more dependent on the motor base formed in the preschool period. The aim of the research was to study the differences in the degree of motor skills of preschool children that were previously included in pre-school programs and children attending a preparatory preschool program, prior to which they were not involved in the educational process. The research sample consisted of 60 preschool children divided into two equal groups. Both groups attended the preschool program, but one group of children was involved in an education process before this program. We used a battery of tests of motor skills Ozoretski for assessing the degree of development of motor skills of children aged 4 to 16 years. The research showed that there is a difference in the degree of development of motor skills of preschool children in favor of the respondents involved in preschools before, but this difference was not statistically significant in this sample. These results indicate that the length of the involvement of the child

in preschool or exposure to organized upbringing and education has an impact on developmental level of motor abilities. The difference manifests in: coordinated dynamics, speed of movement and purity of movement. The research also showed that there is a difference in the degree of development of motor abilities by gender, but that this difference in this sample is not statistically significant.

ERFCON2017.0290 **Diagnosis of Adhd Disorder - Perception of Parents**

L. Osmančević Katkić, I. Salaj* , Đ. Baftiri

High School Centar za odgoj i obrazovanje, Croatia; Office of the Ombudsman for Children, Croatia;
Secondary School Center for Upbringing and Education, Croatia

* ivona.salaj@dijete.hr

ABSTRACT

Attention deficit hyperactivity disorder (ADHD) is one of the most common childhood disorders, affecting about 5% of school-aged children world-wide (Polanczyk and Jensen, 2008). According to recent research data, a worrying small number of preschool children are diagnosed with ADHD disorder in Croatia that leads to the assumption that the behavior of a child with ADHD is still attributed to educational omissions or peculiar temperament, and because of that we miss valuable time to work with the child, we miss time for education and counseling parents, educators and the child's closer social environment (Sekušak and Galešev, et al., 2016). Early diagnosis and giving support to parents directly affects the functioning and development of a child with ADHD disorder and its relations with his closer and wider environment. The aim of this study was to get a better insight into the views of parents of children with ADHD disorder in the process of diagnosing their child. The study was conducted through focus groups, in February 2016. The focus group was attended by eight parents of children with ADHD disorder, members of the association called "Buđenje". Data were collected and analyzed with qualitative methodology following the eight basic steps of qualitative analysis (Mesec, 1998). The analysis was separated into three categories: (1) the first signs of ADHD disorder; (2) how parents deal with ADHD disorder diagnosis; and (3) the diagnosis of ADHD disorder. The results indicate the importance of recognizing the early signs of ADHD disorder and timely setting an accurate diagnosis. Strengthening support for parents, during and after a diagnosis, is also an important prerequisite for enabling the development of a child's capacity.

Education and Rehabilitation Sciences - Poster Session 2

ERFCON2017.0002 **Making Early Inclusion Alive**

M. Pretis*

Medical School Hamburg, Germany

* office@sinn-evaluation.at

ABSTRACT

Despite a high scientific consensus about the importance of an early inclusive attitude there is a lack of knowledge about concrete inclusive methods. The Erasmus + project www.early-inclusion.eu addresses this gap between political-philosophical strategies towards inclusion and missing concrete inclusive methods - especially for professional who are not primarily trained in this area (kindergarten teachers, day mothers/fathers, mainstream teacher, youth worker). The project addresses 3 major prerequisites towards an inclusive practice: a) knowledge (in terms of basic knowledge about the pedagogical challenges while working with children with diverse types of disability) b) concrete methods and c) exchange and learning from each other. Early Inclusion therefore offers (based on the European Qualifications Framework) relevant information, especially addressing "new" types of disability like FASD, mental health issues etc by means of "Briefing Packs" for professionals. Furthermore the project addresses necessary skills in terms of learning from each other: the online "Inclusion method Market" facilitates exchange about concrete practical ideas in diverse settings (kindergarten, day mother/day father, school, youth work). The 3rd outcome highlights issues of certification. Learners are able to obtain a competence passport on Inclusion – including prior learning. Early Inclusion therefore offers (based on the European Qualification Frame) relevant information, especially addressing "new" types of disability like FASD, mental health issues etc by means of "Briefing Packs" for professionals. Furthermore the project addresses skills in terms of learning from each other: the online Inclusion method market facilitates exchange about concrete practical ideas in diverse settings (kindergarten, day mother/day father, school, youth work). The 3rd outcome highlights issues of certification. Learners are able to obtain a competence passport on Inclusion.

ERFCON2017.0011 **Children with Special Educational Needs (Sen) in the Polish Education System**

U. Bartnikowska*, B. Antoszevska

University of Warmia and Mazury, Poland

* ubartnikowska@gmail.com

ABSTRACT

Currently in Poland, the right to education is guaranteed by the Constitution of the Republic of Poland (Article 70), on the other hand, considers Poland's obligations within the scope of human rights resulting from the UN documents. For several decades, the Polish special education has been distinguishing the main types of disabilities, namely: hearing and sight impairment, chronic condition, physical and intellectual disability, social maladjustment. In 1991, there was the Act on Education System adopted in Poland which provides "the possibility of learning in all types of schools by disabled children and youth according to their individual developmental and educational needs and predispositions" (Dz.U. 1991 No. 95 item 425 Article 1, clause 5). There are in Poland different type of schools e.g.: mainstream schools, integrated schools, special classes in a mainstream school, hospital schools, opportunity to fulfil schooling obligation/learning outside the school ("homeschooling"), some alternative schools. The law currently binding in Poland favours students with disabilities and special educational needs (SEN). The parents have a right to choose between many forms of education and facilities which, in their opinion and according to the suggestions of a psychological and educational support centre, will give their child the best opportunities of development. The article shows the range of possibilities for students with SEN in Poland.

ERFCON2017.0028 **The Relationship of Mild Intellectual Disability
Highschoolers and Their Jobs**

M. Radić Šestić*, B. Milanovic Dobrota , M. Sesum

University of Belgrade, Faculty of Special Education and Rehabilitation, Serbia; University of Belgrade,
Faculty of Special Education and Rehabilitation, Serbia; FASPER, Serbia

* marinaradicsestic@gmail.com

ABSTRACT

Work is a complex construct and it consists of interrelated tasks, roles, responsibilities, social interactions, encouragements and rewards. Attitude towards work is conditioned by personal characteristics of the individual, also by conditions of the work place. In principle this relations can be determined as positive or negative, depending on if the work represents in particular context the source of work pleasure or it is experienced as coercion. Research of attitude towards work, which can significantly condition work achievements and professional success, although very necessary, the research is not very frequent within the population within the persons with mild intellectual disability (MID). The general role of the research is to determine the relationship of MID highschoolers and the jobs they are being trained for. It will be determined particularly if any demographic factors (sex, age) and grades on practical teaching affect the relationship towards their jobs. The sample consists of 94 examinees age from 15 to 20, 51 (54.3%) male and 43 (45.7%) female gender. For assessment of relationship of highschoolers with MIO and their jobs we applied the Scale for Attitude and Work Evaluation Assessment (NES RS, 2015). The results of the research point out that most of the highschoolers have excellent (62.7%) and good (28.7%) relationship towards work. Analysis of variance confirmed the existence of statistically significant differences in relation to the work of high school older and younger children (Welch (1, 76.318) = 4.62; $p = 0.035$). Namely, older highschoolers like more to learn new stuff, they admit mistakes, they also try to learn and correct their mistakes and they ask for help when they have a problem more often than younger highschoolers. The grade on practical teaching and gender differences had showed that are not a significant indicator of their relationship towards work.

ERFCON2017.0033 **Project the Richness of Diversities: Common Learning and Socializing to Development of Tolerance Towards Peers Who are Special**

L. Umićević*, I. Sladić Kljajić, A. Poslon

Center for autism, Croatia; Elementary School Granešina, Croatia

* ljilja.zagreb@live.com

ABSTRACT

The first part of the project „Richness of diversities (What is tolerance?)“ was realized in school year 2015./2016. through the education about autism held for seventh grade pupils from elementary school Granešina. The education was organised within the classes, through mutual socializing among pupils from Granešina elementary school and pupils from Centar for Autism, Zagreb and also through finishing the Quiz about Autism. This quiz was given to the pupils from the seventh grade, that had an education about autism, and to pupils from the eighth grade, that did not receive information about autism through this education. The results had shown that the seventh grade pupils had higher knowledge of characteristics that pupils with autism possess, which was influenced by obtaining the information about autism through educations, experience based learning acquired by socializing with peers with autism and by originating positive personal contacts. Second part of the project is conducting in the school year of 2016./2017. by including pupils with autism on class, such as Musical culture, Croatian language, Math, Geography, IT, Drama. This inclusion is being carried out in two eighth grades (8.a i 8.b). These pupils are the same ones that were the seventh graders who were a part of this project last year. Activities and the content will be adjusted for pupils from Center for Autism, Zagreb. The classes that will be attended are carefully selected to fit each person individually based on their affinity and opportunities. Eighth grade pupils will talk about their experiences on these classes with their teacher, also in May 2017. they will fill out the Attitude scale. Likewise, the Social and Communication interaction monitoring list will be filled out for every pupil with autism. The list monitors interaction between pupil with autism and his peers, also with the teacher, in the elementary school Granešina. Considering the results interpreted in the first part of the project, our expectations are that the results of the data analysis will show improvement in communication, socialization and cognition abilities in pupils with autism and likewise create tolerance among eighth grade pupils toward pupils with autism followed by positive attitudes to others that are different than themselves.

ERFCON2017.0058 **Human Rights Violations in Foster Care and Family Homes:
Users' Perspective**

M. Milic Babic*, M. Buljevac

University of Zagreb, Faculty of Law, Croatia

* marina.milic.babic@gmail.com

ABSTRACT

Human rights are independent, indivisible and interrelated. Therefore, a violation of one right, for example, the right to adequate housing conditions can affect the person ability to realize many other rights and vice versa. The right of living in the community with adequate housing may present the basis for a realization of many other rights, for example, the right to work, health care, social security, privacy and education. The aim of this qualitative research is to present experiences of people with intellectual disabilities and psychiatric disabilities who live in foster care system. The results indicates the violation of their human rights: emotional and physical violence, inability to take personal hygiene, inability to have adequate clothing, inability to have adequate food, inability to achieve personal mobility and autonomy, inability to communicate with others and to information, and inadequate health care. Preventive actions aiming at providing support to people with disabilities and creating the environment that is intolerant of all forms of violence stands out as the most important topic in the scientific studies on the subject of violence and human rights.

ERFCON2017.0077 **The Freedom of Choice the Flemish Model of Individual
Funding**

T. Opačak*

University of Zagreb, Faculty of Education and Rehabilitation Sciences, Belgium

* tanja.opacak@gmail.com

ABSTRACT

In this poster presentation, using policy documents and personal professional experience, I will present the model of Individual Funding of persons with disabilities in Flanders. Since the constitutional reform in 1993, Belgium is a Federal State with three Communities and three regions (Flanders, Wallonia and Brussels). Each level of government has competence in certain areas. Disability policy falls under the mandate of a number of different bodies at regional of

community level. Flemish disability policy is implemented by the Flemish Agency for Persons with Disabilities (VAPH). In Flemish Community, the financing of disability-specific care is subject to a major policy reform with the adoption of the decree “persoonsvolgende financiering” (decree on the personalized budget) in April 2014. Personalised Budgets (PB) provide an alternative to institutionalization of persons with disabilities and enable these individuals and their families to live and participate in the community, as set out in article 19 of the UN Convention on the Rights of Persons with Disabilities. It is now up to Flemish government to achieve all of the implementing decisions. That means that there is still a lot of work to do for the Flemish Agency for Persons with Disabilities and the disability sector together to prepare and to implement this change in the system. The first PB are assigned since September 1, 2016. From January 2017, all adult persons with disabilities at that moment, switched to the new system. The decree on the personalised budget provide a system in which the budget of the government goes to people with disabilities themselves, instead of subsidizing the service providers. The general goal of this decree is to make the provision of disability-specific support inclusive and user-oriented. It foresees a twin-track system of support funding: all people with a recognized disability and a support need who are not entitled to a personal budget, will gradually have access to a basic support budget, which they can freely use to pay for directly available services. People with greater support need will be able to apply for a personal budget, payable under the form of a cash budget or voucher-system. This disability-specific support is attributed following priority rules and based on a personal support plan.

ERFCON2017.0080 **Inclusion of Blind Persons in the Community**

Z. Leutar*, A. Klišanin , I. Bandić , A. Oreč

University of Zagreb, Faculty of Law, Croatia; Faculty of Humanities and Social Sciences, University of Mostar, Bosnia and Herzegovina; Faculty of Humanities and Social Sciences, University of Mostar, Bosnia and Herzegovina

* zdravka.leutar@pravo.hr

ABSTRACT

Visual impairments are as old as the humankind. The first eye specialists can be found in ancient Egypt. According to the WHO data, in 2010 there was about 285 million persons with low vision and blindness in the world. Today it is estimated that about 5,350 persons with low vision and blindness live in Bosnia and Herzegovina. The aim of this research is to gain insight into how active blind persons are in various segments of social life. The study was conducted in September 2016. Research results show that blind persons are often limited in their daily functioning (e.g. driving to work) and often depend on others. Also results show that aids they

need are not available. The research was conducted in the municipality of Tomislavgrad. The theme and the purpose of the research were explained to all participants, anonymity and confidentiality of data was guaranteed, and consent for the recording of the interview was sought. In addition to the recorder, paper and pencil were used. The method used was a semi-structured interview. The average duration of the interview was 60 minutes. The results show that blind persons can independently perform most tasks. Blind persons are active in various associations and religious organizations. The results also show that participants have positive experiences with social workers and that social workers play a very important, big and immeasurable role in the life of the blind. Blind persons mention aversion to labelling and prejudices which are unfortunately still present in the society. But the greatest support and motivation they find in the family. Participants state that society is not sufficiently adapted to the blind persons and that society, if it makes an effort, can greatly help and make life easier for blind persons, for example with volunteering and increasing opportunities for work.

ERFCON2017.0102 **Project Richness of Acceptance of Diversities:
Development of Tolerance Towards Peers with Difficulties
Through Common Learning and Socialization**

L. Umićević*, A. Poslon , I. Sladić Kljajić

Center for autism, Croatia; Elementary School Granešina, Croatia

* ljilja.zagreb@live.com

ABSTRACT

Research of Kamenov, Jokić-Begić and Lauri Korajlija (2003) shows that bigger experience and knowledge about persons with disabilities are related with more positive attitudes and better acceptance of them. For this purpose we created several opportunities for meeting and socializing pupils from Granešina Elementary School with pupils from Center for Autism Zagreb within the project „Richness of diversities“. The first part of the project was realised in school year 2015./2016. through the education about autism held for seventh grade pupils of Granešina Elementary School and also through mutual socialization among pupils of Elementary School and pupils of Centar for Autism, Zagreb. The final activity was finishing the Quiz about Autism that was given to the pupils of the seventh grade that attended education about autism, and to pupils of the eight grade that did not receive information about autism through this education. The objective of the first and the second part of this project was to create positive and friendly environment with opportunities for socializing pupils from regular schools and pupils with special education needs. The hypothesis was that getting to know peers with difficulties better will help develop acceptance of diversities in others and the

particularities and needs that others have. The Quiz about Autism that was given to the 87 pupils of the seventh grade and to 68 pupils of the eighth grade. The results showed that the seventh grade pupils had higher knowledge of characteristics of pupils with autism, which was the result of receiving information about autism that were presented through educations, experience based learning acquired through socialization with peers with autism and through enabling positive personal contacts. In the second part of the project we are including 15 pupils with autism on classes such as Musical culture, Croatian language, Math, Geography, IT, Drama. They will attend this classes together with pupils of two eighth grades in Granešina Elementary School: 8a (17 pupils) and 8b (20 pupils). The classes that pupils with autism are attending are carefully selected to fit each person interests and talents. Eight grade pupils will talk about their experiences on these classes with their teacher, and in May 2017. they will fill out the Attitude scale. The Social and Communication interaction monitoring list will be filled out for every pupil with autism. The list contains questions about interactions between pupil with autism and his peers and teacher from Granešina Elementary School. Considering the results interpreted in the first part of the project, our expectations are that the results of the data analysis will show improvement in communication, socialization and cognitive abilities in pupils with autism and create higher acceptance among eighth grade peers toward peers with autism and more positive attitudes to diversities among people in general.

ERFCON2017.0111 Transition Issues of Youth with Sensory Impairments

D. Kogovšek*, I. Strnadova , I. Žolgar

University of Ljubljana, Faculty of Education, Slovenia; University of South Wales, Australia;
UNIVERSITY OF LJUBLJANA, Slovenia

* Damjana.Kogovsek@pef.uni-lj.si

ABSTRACT

The concept of transition covers any kind of significant change in a person's life. It refers to the period of transition from one grade classroom to another, from one school to another, from one educational program to another, from school to the labor market or other. In the century we live in, it is a fact that our lives have become increasingly complex. If youth with sensory impairments (hearing loss, visual impairment, or a combination of hearing loss and visual impairment) are to access the social systems, they must learn basic life skills, they need to develop healthy lifestyles, and meet the demands of the workplace. As citizens of a democratic society, we have many transition points in our lives when we shift from one role to another. Some of these transitions are predictable while others are not. This period brings youth with sensory impairments new roles, tasks and responsibilities, requiring additional time and careful planning. These changes bring more challenges, and can be a complicated and

frustrating experience for all of them. Without adequate preparation for adult roles they may face serious difficulties in achieving success and independence. It is important that each transition period (e.g. from home to kindergarten, from kindergarten to school and so on) is well planned, arising from the needs of each individual. The paper will present the results of research, in which we will determine what knowledge and skills young people with sensory impairments in Slovenia still need for an independent life and to facilitate the transition to work. To verify our goals we will use a rating scale, which identifies strengths and weaknesses of students in areas critical to the transition from school to work and adult life. The term of inclusion will also be discussed because inclusion is also closely associated with transitions notion, especially when it comes to the education of children with special needs (in our case deaf and hard of hearing youth, youth with visual impairment).

ERFCON2017.0114 **Professional Competence and Job Satisfaction of Educational Employees in Inclusive Preschools and Primary Schools**

M. Perić*, M. Smolić, Z. Dumančić

Preschool institution „Dječji vrtići Mostar“, Bosnia and Herzegovina; Primary school "Kočerina", Bosnia and Herzegovina; Primary school „Dr. fra Karlo Balić“, Croatia

* pericmagda@gmail.com

ABSTRACT

Modern approach to education emphasize the importance of the roles assigned to the holders of educational process in inclusive preschools and elementary schools. When we talk about an integrated approach to children with disabilities and their peers, we often emphasize the importance of professional competence of preschool teachers, primary school teachers and subject teachers. The accent on professional competencies of educational employees is certainly justified because of their connection with encouraging the development of competencies of the children who they teach. Beside professional competencies, there is also discussion about job satisfaction and work efficiency of educational employees. The aim of this study was to gain insight into self-assessment level of professional competencies and to determine the level of job satisfaction at teachers in inclusive preschools, and inclusive primary schools. Also, besides the above mentioned, the aim was to determine is there a connection between the level of professional competencies of teachers, and the level of satisfaction with their work. The study was conducted on a smaller sample of respondents. To collect data we used modified version of the Teacher 'The sense of efficacy scale (Tschannen-Moran, Woolfolk Hoy, 2001) and modified version of Teacher Efficacy Scale (Woolfolk, Hoy, 1990). Also, for

purposes of this research we made scale for the assessment of job satisfaction of teachers, primary school teachers and subject teachers and a questionnaire for collecting demographic data of respondents. Obtained data shows that the test groups do not have statistically significant difference between each other due to the level of job satisfaction as neither in the self-assessment level of professional competence. There was a positive correlation between the level of professional competence and the level of job satisfaction among the groups. No differences were found between respondents in the level of job satisfaction and the level of professional competence considering the size of the group of children they work with and the presence of children with disabilities in groups they work in.

ERFCON2017.0121 Access to Rehabilitation Services for Adults with Late Onset Visual Impairment

V. Mašić*, L. Femec , A. Bilić-Prcić

Center for Training and Education "Vinko Bek", Croatia; Centar za odgoj, obrazovanje i rehabilitaciju Podravsko sunce, Croatia; Faculty of Education and Rehabilitation Sciences, University of Zagreb, Croatia

* masic.valentina@gmail.com

ABSTRACT

Rehabilitation services in adulthood improve the quality of life in people with visual impairment, especially in those whose vision loss occurred later in life. Therefore urgent and prompt rehabilitation intervention is important in helping adult people adapt to vision loss faster. The goal of this research is to determine differences in the variable access to rehabilitation services after vision loss (occurrence of a moderate or severe visual impairment including blindness, characterized by visual acuity equal or less than 6/18 with presenting correction) between groups on variables gradual vision loss, age of people in the time of vision loss and genders. Differences in the variable gradual vision loss between groups on variable access to rehabilitation services (orientation and mobility training, everyday skills, Braille learning, low vision training and tiflothetic training) were also tested. The aim is to find out whether people who access rehabilitation services sooner differ to those who do it later and whether people differ according to the gradualness of vision loss. Information on adult people with visual impairment, who were active users of rehabilitation services from 2011 to 2016, was gathered (N= 42, 18F, 24M) from secondary data sources in Centre for education and training rehabilitation "Vinko Bek". The sample included only people with late onset visual impairment. Statistical analyses showed statistically significant differences in the variable access to rehabilitation services between groups who gradually lost their vision within 15 years from the initial symptoms and those who were losing in a period longer than 15 years, as well as groups

whose vision loss occurred before 20 and after the age of 20. No differences on this variable between genders were found. Groups of accessing rehabilitation services up to 5 years, between 6 and 10 and up to 10 years differ to the group of those which accessed rehabilitation services after 10 years on the variable gradual vision loss. The results indicate critical groups of people with visual impairment not receiving prompt rehabilitation services in order to prevent lowered quality of life. As the prevalence of visual impairment with age increases, so does the issue of quality of life for people with late onset visual impairment. Further research is necessary in determining factors related to rehabilitation service access for adult people late onset visual impairment.

ERFCON2017.0146 **Knocking on Heavens Door**

M. Vranko*, D. Novak, J. Sušac

University Psychiatric Hospital Vrapče, Croatia

* mirta.vranko@gmail.com

ABSTRACT

Paper discusses the revolving door syndrome in psychiatric patient, the phenomenon of returning to the hospital during disease relapse, and a continuum of participation in the use of different systems of Social. The term "revolving door" ("revolving door") describes a subpopulation of chronic mental patients with frequent hospitalization. Review of the literature shows that the risk is higher amongst single males, younger age, suffering from psychotic disorders, with poor social support network, as well as those who are more prone to social isolation. The patient (34) to be shown, through his growing up, was (and still is) user of different systems; starting from pre-school through educational, social welfare system, family legal protection, the health and pension systems. The work is theoretically based on the concept of developmental psychopathology, following the patient from the stage of a child at risk, through adolescent with behavioral problems, to adult with schizophrenia. The patient comes for the 10th time on treatment in the University Psychiatric hospital Vrapče, or is in regular outpatient treatment. He also has parents who are diagnosed with some kind of mental health disease. The paper will present phase above syndromes, and will reflect on the possibility of preventing the prevalence of relapse.

ERFCON2017.0147 **Perception of Group Cohesion**

M. Vranko*, D. Novak, T. Jendričko

University Psychiatric Hospital Vrapče, Croatia

* mirta.vranko@gmail.com

ABSTRACT

Department for Psychotherapy celebrated this year first anniversary of its activity. The Department is designed in a way that hospitalized patients through group therapy participate in all the proposed activities, and are also involved in the group analysis, psychodrama, reality psychotherapy, gestalt psychotherapy, social skills training, logotherapy, art therapy, occupational therapy, sociotherapy, medical gymnastics and medical relaxation. Group approach in the treatment of mental disorders goes back to the past, but it seems that today this approach is more relevant than ever. Probably the biggest advantage of group approach helps the knowledge of the patient that he or she is not alone - that there are other people who have similar difficulties. In addition, the group provides an opportunity to develop a social network and the various processes of socialization and social support. The group is like a "training ground" for the development of new communication and social skills, with the aim of transferring knowledge in other social contexts. The goal of the research is to gain insight into the connection of the current group cohesion due to the diagnostic criteria and forms of treatment. Participants are people who are being treated in the hospital treatment of the Department for Psychotherapy and in daily hospital, in the period from the beginning of February to the end of April 2017. It is planned to have a minimum of 50 participants, aged 18-70 years, regardless of comorbid disease. The data will be collected anonymously, in accordance with the Principles of the Code of Ethics under the Protection of Persons with Mental Disorders. Paper is theoretically grounded in the theory of group cohesion. The study used questionnaire of group cohesion (Treadwell, T., Lavertue, N. Kumar, VK, Veeraraghavan, V., 2000). It consists of 25 items, and describes the power of group cohesion and perception of members of the group.

ERFCON2017.0148 **Perceived Social Support Person in the Psychotherapeutic Treatment**

M. Vranko*, D. Novak, I. Velimirović , T. Jendričko

University Psychiatric Hospital Vrapče, Croatia; Center for Rehabilitation Zagreb, Croatia

* mirta.vranko@gmail.com

ABSTRACT

Department for Psychotherapy celebrated this year first anniversary of its activity. The Department is designed in a way that hospitalized patients through group therapy participate in all the proposed activities, and are also involved in the group analysis, psychodrama, reality psychotherapy, gestalt psychotherapy, social skills training, logotherapy, art therapy, occupational therapy, sociotherapy, medical gymnastics and medical relaxation. Social support served as a "protective" factor to people's vulnerability on the effects of stress on health. Barnes (1954) was the first to describe patterns of social relationships that were not explained by families or work groups. Cassel (1976) found a relationship with health. Social support is concept that describes the structure, processes and functions of social relationships. The goal of the research is to gain insight in the perceived level of social support for people in hospital conditions due to the diagnostic criteria and forms of treatment. Participants are people who are being treated in the hospital treatment of the Department for Psychotherapy and in daily hospital, in the period from the beginning of February to the end of April 2017. It is planned to have a minimum of 50 participants, aged 18-70 years, regardless of comorbid disease. The data will be collected anonymously, in accordance with the Principles of the Code of Ethics under the Protection of Persons with Mental Disorders. Paper is theoretically grounded in the model of social support. The study used Multidimensional scale of perceived social support (MSPSS, Zimet, G., et al. 1988). It is short self-reported scale designed to measure perceptions of support from three sources: family, friends and other important people. The scale consists of 12 particles, with four statements for each subscale.

ERFCON2017.0149 **Social Competence and Self-Assessment of Social Skills of People with Affective Disorders Due to the Form of Treatment**

M. Vranko*, D. Novak, P. Brečić, I. Velimirović

University Psychiatric Hospital Vrapče, Croatia; Center for Rehabilitation Zagreb, Croatia

* mirta.vranko@gmail.com

ABSTRACT

Social competence is part of emotional intelligence, which is related to the effective functioning in a social context. Social competence is a complex construct that refers to the effective functioning of an individual in a social context, while successfully achieving personal goals. Affective disorders are often associated with significantly impaired social functioning. Stump et al. (2009) state that social competence is a multidimensional construct that includes relationships, frequency of interaction, a positive self-concept, cognitive and social skills. It is, therefore, necessary to think about people with affective disorders who actively participate in various social contexts and form an integral part of urban culture. The goal of the research is to gain an insight into the social skills of people with affective disorders and self-assessment of social skills. The battery research use Social competence questionnaire for adults and Checklist - self-assessment of social skills. The research results point to the need to strengthen social competence in different social contexts. The data will be collected anonymously, in accordance with the Principles of the Code of Ethics under the Protection of Persons with Mental Disorders. The research will be conducted from February 2017 - April 2017, the Department of Affective Disorders, University Psychiatric Hospital Vrapče. The research sample consists of both sexes suffering from affective disorders that are involved in some form of treatment University Psychiatric Hospital Vrapče (outpatient treatment, day hospital, hospital treatment), aged 18-70 years, regardless of comorbid disease.

ERFCON2017.0150 **Self-Perception of Stigmatization of People with Affective Disorders**

M. Vranko*, D. Novak, I. Velimirović, P. Brečić

University Psychiatric Hospital Vrapče, Croatia; Center for Rehabilitation Zagreb, Croatia

* mirta.vranko@gmail.com

ABSTRACT

Previous studies suggest unambiguous stigma of mental disorders, as well as the fact that a different number of socio-cultural community has prejudices and negative attitudes towards people with mental health problems. In both, developed and underdeveloped, countries stigmatized people feel trapped between feelings of shame and guilt and rejection of the community. A key aspect of stigmatization is the experience of people with mental disorders who are considered dangerous and, therefore, other people avoid contact with them. The stigmatization has negative consequences for ill person, but also much wider. Specifically, the belief that mental illness is hereditary, sometimes the whole family suffers stigmatization of other people. The stigmatization of people with mental illness in social relations leads to discrimination, disdain, contempt, underestimating, isolation and misunderstanding. Vyavaharkar et al. (2010) confirm that the variables of social support positively correlated with variables of depression. The investigation was conducted to gain insight into the level of perceived stigmatization of patients who are diagnosed with affective disorders. The battery research use Stigmatization scale (Dinos et al., 2004). The questionnaire includes experiences of people facing the psychological stress. The focus is directed to the emotions associated with perceived stress and reactions of people to the same. The data will be collected anonymously, in accordance with the Principles of the Code of Ethics under the Protection of Persons with Mental Disorders. The research will be conducted from February 2017 - April 2017, the Department of Affective Disorders, University Psychiatric Hospital Vrapče. The study included 100 subjects. The research sample consists of both sexes suffering from affective disorders that are involved in some form of treatment (outpatient treatment, daily hospital, hospital treatment), aged 18-75 years, regardless of comorbid disease .

ERFCON2017.0185 **Cooperation Between Parents of Children with Disabilities
and Professionals in the System of Early Support**

K. Šarčević Ivić-Hofman*, A. Wagner Jakab , L. Kiš Glavaš

Kindergarten Ivana Brlić Mažuranić, Croatia; Faculty of Education and Rehabilitation Sciences,
University of Zagreb, Croatia; University of Zagreb, Faculty of Education and Rehabilitation Sciences,
Croatia

* sarcevick@yahoo.com

ABSTRACT

Parents of children with disabilities in Croatia receive professional support from the three sectors: health, social care and education. Numerous difficulties of these parents are associated with a lack of coordination of these systems and the fact that parents are trying to manage for themselves with the network of regulations that are often vague and contradictory. In addition, parents of children with disabilities are faced with problems in a timely satisfying the developmental needs of their children with limited capacity of existing services, a lack of experts and information, complicated paperwork, labeling and discrimination of their children and the absence of early intervention. The aim of this study was to examine the communication and relationship between parents of children with disabilities and professionals in the field of health, social care and early preschool education in relation of early support. In accordance with the aim of this research qualitative approach was chosen for collecting and analyzing data. Method of focus groups was used for data collection, and they were analyzed, with so called method of frame analysis. Two focus groups were conducted with participants in research; one with parents (5 mothers) and one with experts (5 various specialists), in order to obtain information about the relationship between parents and professionals. Results of the survey indicate that parents emphasize positive experiences with early support services, such as: cooperation with experts about their working with child, with support services in the community and beyond, the mutual support of parents, but also negative experiences: obstacles in obtaining support services and providing guidelines for improving the quality of their relationship and the quality of support services. Experts however, point out problems in implementing the system of early support and the need for specific actions to improve the relationship between parents and professionals, also through guidelines to improve the quality of the relationship and the quality of support services.

ERFCON2017.0210 **Therapy Dog in School**

S. Fontana*

School for upbiniging and education Pula, Croatia

* safontana@net.hr

ABSTRACT

In our poster presentation we present the process of introducing therapy dog in educational and rehabilitation work with students with learning disabilities aged 6-21. Škola za odgoj i obrazovanje - Pula in cooperation with the Croatian Guide Dog and Mobility Association from Zagreb, during the school year 2012/2013 started the process of introduction of therapy dog in our school. With the support of entire collective and consent of parents of our pupils, our new curriculum concerning involvement of therapy dog, obtained in November 2013 the approval of Croatian Ministry of Education and Science. From this moment, our therapy dog Cezar becomes an official member of our school team. In agreement with school administrators, work with Cezar consists of group activities and individual rehabilitation programs with students who have multiple disabilities (a high degree of visual impairment, severe intellectual disabilities, autism spectrum disorders ...). Group activities include the area of communication, socialization, self-care, artistic expression and work activities. The students have learned: -to be patient, tolerant, actively listen to instructions - to look forward to own and other people's success - to respect other people's rights and needs - to give verbal and gestural instructions to Cezar - to make dog biscuits - to make pillows for pets - to understand the unconditional love The individual work consists of the following activities: -reduction of undesirable behaviours - self-awareness and body awareness - development of gestural / verbal interaction and communication with the environment - development of tactile perception - development of spatial orientation The progress of students is monitored through individual monitoring lists, and it has confirmed the progress in all planned areas. The positive effects of the work with the therapy dog with students who have multiple disabilities include the development of new ideas and approaches. This results with expansion of curriculum on new activities (colour and shape distinction through playing with the dog, the development of the concept of quantity - one-lot, tactile differentiation – my-Cezar's) In agreement with teachers, Cezar occasionally visits other pupils to help them to repeat math or to practice language skills. The therapy dog in the school contributes to quality of our work and brings joy to students and teachers.

ERFCON2017.0211 School for Education - Pula in the Project "together"

S. Švraka*

School for upbiniging and education Pula, Croatia

* sanda.svraka@gmail.com

ABSTRACT

In this poster presentation we present the project called "Together" which integrates pupils with and without disabilities in joint activities based on artistic expression. The project "Together" started in 2009 when the Association for Promotion of Creativity "Art Studio", in collaboration with our school launched a creative art workshop at the city level. Each school year the workshop includes one local elementary school and pupils with learning disabilities from our school. Contents of workshops are planned by workshop leaders - Igor Fabris, head of the Association "Art studio", Sanda Švraka, special educator from Škola za odgoj i obrazovanje – Pula, and the class teacher or art education teacher from a local elementary school. The project is designed as a free extra-curricular activity. In the past 8 years 8 local elementary schools were included. The value of this project is that it offers activities which include pupils with severe intellectual disabilities and students without disabilities. Every student wants to be successful, but it is much easier to be successful with the help and support of friends. The project objectives are: - understanding and the appreciation of diversity - development of sensibility for students with disabilities - development of tolerance - school cooperation - quality leisure time By participating in this art workshops, prejudices are broken and differences become virtues. The results of the workshops include public exhibitions of art works, public appearances, printed materials, picture books and brochures. Feedback from parents of our pupils are very encouraging and commend and encourage this method of work.

ERFCON2017.0212 **Stress in Dental Treatments for Persons with Intellectual Disabilities**

M. Jakovčev*, A. Gašpar , J. Ostojić

Elementary School Milan Amruš, Croatia; Elementary School Milan Amruš, Croatia; Croatian Red Cross, Zagreb, Croatia

* mirjana.jakovcev@gmail.com

ABSTRACT

Stress is often associated with dental treatments because of unpleasant patient's experiences such as pain and negative emotional reactions. Persons with intellectual disabilities experience such stress more intensively because of their different abilities of understanding and different levels of functioning. It is necessary to investigate the factors associated with stress in order to reduce the level of perceived stress for persons with intellectual disabilities. Therefore, the aim of this study was to investigate the relationships between certain factors of stress in dental treatments for people with intellectual disabilities. According to aim of the study, following hypotheses are formulated: the level of stress in dental treatments is negatively correlated with the frequency of dental treatments; the level of stress in dental treatments is negatively correlated with the level of satisfaction with dentist's approach; and that the level of stress in dental treatments is positively correlated with the degree of intellectual disability. The study involved 192 parents of people with intellectual disabilities who administered questionnaires designed for the purposes of this research. Parents were asked to evaluate the level of stress experienced by their children, the level of satisfaction with dentist's approach and assess the frequency of attendance to the dentist. The hypotheses were tested by Pearson correlation coefficient, and revealed statistically significant correlation between satisfaction of dentist's approach and level of stress. Thus, perceived stress in dental treatments is negatively associated with satisfaction of dentist's approach. In other hypotheses a correlation is not statistically significant, suggesting that on this sample is not confirmed that the degree of intellectual disability, as well as the frequency of attendance to the dentist, is associated with perceived stress. The results have practical implications on designing potential future educational programs in dental practice, and present a good starting point for further research on this subject.

ERFCON2017.0233 **Psychological Support for Persons with Intellectual
Disabilities and the Family - Lifelong Perspective**

T. Kralj*, Z.K. Stepić, A. Šepčević Sudar, V. Mužek

Center for Rehabilitation Zagreb, Croatia

* tamara.kralj@outlook.com

ABSTRACT

Center for Rehabilitation Zagreb, with its 70 years tradition, takes care of more than 600 persons with intellectual disabilities (ID). The Center provides inclusion for children from early age which are followed up through preschool period and are provided help with integration into school programs, as well as support in employment or involvement in occupational activities and organized housing. Those in need for greater health support are provided with permanent accommodation. The psychologist, with its expertise in psychological diagnostics and treatments, serves as part of a multidisciplinary team that takes care of wellbeing of children and adults with ID. Through early intervention programs psychologist provides support and guidance for parents through individual counselling and Growing up Together Plus workshops. During infancy and toddlerhood parents are faced with different developmental challenges. Psychological support is necessary in the process of acceptance of the child's diagnosis and specificities deriving from it, finding appropriate therapy, returning to work after a (prolonged) maternity leave, integration into kindergarten, choosing appropriate forms of education as well as corresponding activities after schooling. The psychologist plays a major role in empowering the parents in gaining more realistic perspective over child's capabilities, independence and required support. Over the last 12 years we have been providing employment opportunities for adults with ID through programs of occupational activities within local community with the support of our team. The psychologist assesses a person with ID as a potential employee, selects and adjusts the appropriate workplace and then monitors and provides support. The program of organized housing with support has been running for the last four years. As part of the preparations for the transition of persons with ID from institution into organized housing, the psychologist gathered information through individual and group interviews that involved their abilities, habits, needs and desires, but also fears, concerns and expectations. Self-advocacy groups were formed with the aim of empowering persons with ID to actively participate in life and represent their interests. As a member of the Team for mental health, which has taken care of the welfare of persons with ID for the last 15 years, the psychologist is involved in the behavior analysis, assessment of person's abilities and creating a stable environment that leads to a balanced functioning. Specific skills, knowledge and experience necessary for working with persons with

ID and their families make psychologists an indispensable expert in providing support in changes and adjustment throughout lifetime.

ERFCON2017.0243 **The Role of Croatian Slt Study Program in the Erasmus+ Project: Abc – Assisting Better Communication**

L. Pribanić*, M. Milković, V. Čavić

University of Zagreb, Faculty of Education and Rehabilitation Sciences, Croatia; Faculty of Education and Rehabilitation Sciences, Croatia

* ljubica.pribanic@erf.hr

ABSTRACT

The applicant of the project „ABC – Assisting Better Communication” is Georgian team from the Ilia State University in Tbilisi. During last 10 years the need for Speech and Language Therapy (SLT) services in Georgia has become more and more evident due to the progressive awareness of communication, speech and language related disabilities, both in children and adults. However, in Georgia, in most cases these clients are being served by persons with no qualification in SLT, but from different related disciplines, such as linguistics, education, and/or psychology, which cannot assure the quality of the SLT services. Development of modern European standards-based specialty in SLT will respond to the increased needs of quality services also in the project participating countries: Israel, and Bosnia & Herzegovina. The project „ABC – Assisting Better Communication” aims to enhance the profession of SLT in participating countries through quality courses and programs offered at different levels of professional education. Besides the universities from Portugal and Netherlands, two departments from the University of Zagreb are involved in the project: Department of Hearing Impairments, and Speech and Language Pathology Department. The role of Croatian team is to support the SLT program in the field of hearing impairments as well as in stuttering. This paper will present details of this three years project with regard to its dynamics, and the specific roles of participating countries, particularly the Croatian team.

ERFCON2017.0281 **The Use of Beekeeping and Apitherapy in Improving the Quality of Life in Elderly and Persons with Disabilities**

R. Martinec*, J. Luketa-Marković , R. Pinjatela , M. Dobranović , J. Šarčević

Faculty of Education and Rehabilitation Sciences, University of Zagreb, Croatia; Association for Promotion of Equal Opportunities, Croatia; University of Zagreb, Faculty of Education and Rehabilitation Sciences, Croatia; Faculty of Education and Rehabi

* renata.martinec@erf.hr

ABSTRACT

Although the use of beekeeping and apitherapy have been presented since ancient times the therapeutic effect of dealing with bees in the field of education and rehabilitation is still poorly considered. Therefore, the aim of this study was to determine the influence of beekeeping and apitherapy on quality of life in elderly and persons with disabilities. For this purpose, a survey was applied that included assessment of demographic data, health status and different kind of benefits that are related to beekeeping and apitherapy. The survey was carried out on a sample of 104 respondents (men 83%, women 17%), average age 51.6 years (range 25-93 years). 63% of respondents had some kind of disabilities, such as visually impairments, hearing disabilities, physical disabilities, chronic diseases or mental disorders. Results obtained in this investigation showed that respondents assessed beekeeping relaxing (89 %), as form of physical activity (75%), or like escape from everyday problems (81 %). 82 % of respondents use own bee products in preventive or curative purpose. Also, 73% of respondents stressed that beekeeping support their social communication. Some respondents (29%) were included in beekeeping because of financial reasons. Respondents younger than 40 years were significantly more involved in beekeeping because of financial reasons than respondents aged 41-55 years ($p = 0.003$). Descriptive analysis of results indicated that beekeeping could improve relaxation, satisfaction, social benefits, financial income, social contacts and physical activity in elderly and persons with disabilities. Further investigation should be done directed to recognition of specific needs of participants included in beekeeping, as well to adjustment specific approaches and tools needed to work in the apiary. In accordance with these findings an appropriate education program could be provided contributing better inclusion of elderly and persons with disabilities in the world of beekeeping and apitherapy. These areas of activity can improve the psychological, physical and health status of the participants that also can be reflected in the improvement of the quality of life in this population.

ERFCON2017.0292 **Run, Forest, Run! – the Assessment of Inclusiveness of a Literary Work**

L. Osmančević Katkić, I. Salaj* , E. Kovačić

Srednja škola Centar za odgoj i obrazovanje, Croatia; Office of the Ombudsman for Children, Croatia;
Center for upbringing and education Tomislav Špoljar; Croatian Association on Early Childhood
Intervention of Varaždin County, Croatia

* ivona.salaj@dijete.hr

ABSTRACT

Inclusive literature is an inseparable part of the process of inclusion. If we include inclusive literature in the school system, it can affect the promotion of positive attitudes towards the peers with different abilities and promote the development of positive self-image of students with developmental disabilities. Some authors, however, point out concerns over still present stereotypes of disability in literature and a small number of literary works with positive and accurate conceptualization of disability. The problems that arise in the context of observing the inclusive process and inclusive literature are focused on the awareness of the positive and negative presentation of disability in the literature, appropriate selection of literary works, proper analysis and discussion of the presentation of disability. The aim of this paper is to analyze the literary work *Forrest Gump* (1986) written by author Winston Groom that is shielded and listed in elementary school reading, using the *Teacher's Guide for Using Literature to Promote Inclusion of People with Developmental Disabilities* (Menchetti et al., 2011, translation and adaptation Osmančević Katkić, Salaj, 2017). Considering the criteria from the Guide the following themes were analysed: Character role, Disability portrayal, Relationship between the character and plot, Stereotype and relation with others, Plot, Language and style of writing and Position of character with disability. The results of the content analysis of the literary work *Forrest Gump* in general indicate a positive presentation of the main character with disability, but inaccurate. In conclusion, the analysis of the presentation of disability in literary works, affects the construction of a constructive discussion in the teaching process, shaping the attitudes of students and improving the process of inclusion.

ERFCON2017.0296 **Differences in Spending Leisure Time Between Students
with Disabilities and Their Peers Without Disabilities**

J. Kudek Mirošević*, L. Masnjak Šušković, M. Masnjak

Dragutin Tadijanović primary school, Croatia; Preschool Matije Gupca, Zagreb, Croatia; Primary school
Alojzije Stepinca, Zagreb, Croatia

* jasna.kudek@zg.htnet.hr

ABSTRACT

The aim of this study was to investigate whether there are differences between students with disabilities and students without disabilities in the perception of leisure time and the manner in which they spend it. Leisure time represents an indispensable part of student's everyday life that with the use conditions can affect their further development. Quality time spent with their parents and hanging out with friends strengthens social interactions of students with disabilities. Through the activities of free time students meet their needs and interests and develop creativity. By different leisure time activities children with disabilities can realize their potential and encourage strengths, as a protective factor in their development positively affecting their self-esteem and self-confidence. In leisure time, through various activities students can achieve success which is harder to achieve in everyday school surroundings. Leisure time should be related to the free choice of each student, but that choice is not equally available for students with disabilities as it is for students without disabilities. In the design of leisure activities, in addition to the students, parents, school and friends, also play a significant role. Children with disabilities due to their specific needs are often involved in activities that are related to a rehabilitation or therapy aimed at overcoming difficulties in everyday functioning. Therefore, it is actually a question how much they do have freedom of choice in designing their free time. The study was conducted on a sample of primary school students from four different schools in Zagreb (N= 188). The results indicate a difference in the perception of leisure time of students with disabilities and students with without disabilities, especially regarding to the importance of leisure time as a time for fun. Students without disabilities often perceived leisure time as a time for a break from school learning and often spend it with friends, while students with disabilities have more structured free time as a time for learning, developing specific skills and creativity, and they often spend it with parents.

SYMPOSIUM Social Pedagogy: Challenges of studying families at risk

ERFCON2017.0299 **Family Resilience Scale: Development and Factor Structure**

I. Maurović, M. Lotar Rihtarić*, D. Dodig Hundrić

University of Zagreb, Faculty of Education and Rehabilitation Sciences, Croatia

* martina.lotar.rihtaric@erf.hr

ABSTRACT

Windle (2011) defines resilience as process of managing and adapting to significant sources of risk. Assets and resources within the individual, their life and environment (protective factors) facilitate this capacity for adaptation and 'bouncing back' (good outcome) in the face of adversity. Construct of family resilience is relatively new and there are many challenges in its conceptualization and operationalization but it could be perceived from aforementioned perspective. The team of the project "FamResPlan" within which the research was conducted encountered difficulty in measuring resilience, mainly due to lack of satisfactory instruments. Therefore, Family Resilience Scale was created based on Walsh model of family resilience (2002). The model consists of three key processes (protective factors) with each process consisting of three sub-processes: 1. Belief systems (make meaning of adversity, positive outlook, transcendence and spirituality), 2. Organizational patterns (flexibility, connectedness and social and economic resources), 3. Communication/problem solving (clear and consistent messages, open emotional expression and collaborative problem solving). Accordingly, Family Resilience Scale was constructed to measure three separate dimensions of family resilience: 1. Family communication and problem solving (13 items, e.g. In our family we show each other how we feel), 2. Family belief system (11 items, e.g. Spirituality gives meaning to our family's life) and 3. Family organization (19 items, e.g. In our family we share responsibilities). Family organization subscale contains 11 items from FACES IV (Olson, Gorall, Tiesel, 2004). Family Resilience Scale was applied to a sample of 403 first year college students (37,5% male students). Average students' age was 19 years (SD=1,238). Separate factor analysis for each dimension of family resilience were conducted. For the Family communication and problem solving factor, analysis had shown that there is one significant factor and that all 13 items have saturations above ,30 on this factor. Items that measure Family belief system also shown one significant factor but two items had nonsignificant factor saturations so they were excluded from the scale. Items that measure Family organization grouped into one significant factor, but two items were also excluded due to a nonsignificant saturation on that factor. Final version of Family resilience scale consists of 39 items and measures three dimensions.

ERFCON2017.0300 **Mosaic of Ethical Issues and Lessons Learnt in the Pilot-
Study of Famresplan Research Project**

I. Kovčo Vukadin, V. Kranželić*, M. Ferić, H. Križan

University of Zagreb, Faculty of Education and Rehabilitation Sciences, Croatia; OŠ Petra Zrinskog,
Croatia

* valentina.kranzelic@erf.hr

ABSTRACT

Ethical issues in family studies are always challenge for researchers no matter what methods are planned to be used in the research design. Plenty of ethical questions and possible answers will be presented in this presentation on the example of pilot study of FamResPlan research project. Ahead of the pilot-study, in the study planning phase, ethical consideration were observed and discussed in research team and it was decided about ethical standard which will be followed by researchers through the pilot-study with special emphasize on ethical challenges with no clear answers (e.g. compensation for participation in the study, providing adequate information about research to participants, gaining the informed consent in adequate way,...). In order to assure high level of ethical principles, all members of research team agreed on decided ethical principles and established a Ethical Committee with internal and external experts who will provide guidance and support in the case of unexpected or expected but sensitive ethical issues as they occur. Experiences gained through the pilot study were useful to modification of beforehand established research team code of ethics and provided helpful insights in variety ethical challenges and possible solutions by which research team was guided in considering ethical issues for main FamResPlan study which is at the beginning of conducting. The basic belief about ethics as a process and not simple "question-answer" phenomenon is widely implemented and accepted in the FamResPlan study by research team and as such will be discussed in the presentation with variety of examples how the ethical issues in the field were addressed.

ERFCON2017.0301 **Specific Characteristics of Families at Risk: Contribution to Complex Interventions Planning (Famresplan): Project Overview**

A. Žižak, I. Jeđud Borić, A. Jandrić Nišević, M. Ferić*, I. Kovčo Vukadin

University of Zagreb, Faculty of Education and Rehabilitation Sciences, Croatia; Faculty of Education and Rehabilitation Sciences, Croatia; Faculty of Education and Rehabilitation Sciences, Croatia

* martina.feric@erf.hr

ABSTRACT

Gaining new knowledge on characteristic and need of families at risk as well as on effective family-based interventions and services are in the permanent focus of researchers. Recent findings indicate that intervention strategy for children, youth and adults with behavioral problems should focus simultaneously on the individual with the problem and his/her family. The overall objective of the research is to identify characteristics of specific groups of families at risk. The main theoretical concepts are family resilience, readiness for change, readiness for intervention and life satisfaction. Specific objectives relate to (1) development of research methodology when researching families at risk and (2) to determine the correlations between characteristics of families at risk described through earlier mentioned concepts. The study sample includes 200 families at risk, with at least one family member who is, due to behavioural problems, a beneficiary of interventions in the area of education, social welfare, mental health and/or justice in the City of Zagreb and Zagreb County. It is expected that outcomes of the research will contribute to development of guidelines for complex family at risk interventions planning based on beneficiary perspective and scientific data. In the presentation project plan will be presented.

ERFCON2017.0302 **Challenges in Defining and Connecting Constructs in
Famresplan Project**

I. Maurović*, V. Kranželić, M. Novak, G. Ratkajec Gašević, J. Mihić, H. Križan

University of Zagreb, Faculty of Education and Rehabilitation Sciences, Croatia; Elementary School
Petra Zrinskog, Croatia

* ivana.maurovic@erf.hr

ABSTRACT

Four complex theoretical constructs that have not been investigated in Croatia in regards to families at risk are studied as part of the FamResPlan research project: (1) family resilience, (2) the readiness for change of family members, (3) life satisfaction and (4) complex interventions. Even though these constructs are often studied with populations at risk and on the level of an individual with behavioral problems, they are rarely all put in relation in a single study and in a family context. The aim of this paper is to present the way in which they are defined and theoretically linked in the research design of the FamResPlan research project. Resilience is defined as the process of negotiating, managing and adapting to significant sources of stress or trauma (risk). Assets and resources within the individual, their life and environment (protective factors) facilitate this capacity for adaptation and 'bouncing back' (good outcome) in the face of adversity. Across the life course, the experience of resilience will vary (adapted from Windle, 2011). In this study the process of resilience will be assessed in families that are exposed to a number of risk factors. Along with resilience, life satisfaction will also be examined. This will test the assumption that families that are affected by the process of resilience (higher resilience) will also have a higher satisfaction with family life and other individual life domains. In addition to resilience and life satisfaction, the third important construct in this study is the readiness for change of family members. Although it is known that the readiness for change is an important predictor of the change of behavior or risk circumstances (Joe Simpson, Brome, 1998; Prochaska, De Leon et al., 1996), it is a construct that is rarely studied as a protective factor for resilience. Therefore, this study will try to determine to what extent the readiness for change of family members is a protective factor contributing to family resilience. Findings about these relations, together with the existing knowledge from the literature on the characteristics of individuals, systems and interventions, will be used in the development of guidelines for the creation of complex interventions for families at risk.

SYMPOSIUM Social Pedagogy: Development of the Models of Social-Pedagogic
Interventions in Primary School

ERFCON2017.0109 “Development of the Models of Social-Pedagogic
Interventions in Primary School”

M. Sitar, D. Bouillet* , Ž. Gomuzak Anić , N. Franić

PS Matija Gubec, Croatia; University of Zagreb, Faculty of Teacher Education, Croatia; Elementary
School Velika Mlaka, Croatia; Elementary School Ivan Benković, Croatia

* dejana.bouillet@ufzg.hr

ABSTRACT

The symposium is directed to the presentation of the main results of the project “Development of the Models of Social-Pedagogic Interventions in Primary School”. The project has been conducted since September 2015 with the support of Croatia’s Education and Teacher Training Agency. The project was conceived as an expression of the need for the standardization of social-pedagogic practice in Croatian school, with the aim of ensuring that all pupils who are dealing with behavioural problems fulfil their right to the development of their personalities. It’s aim is a developing a model of social-pedagogic intervention that would enable the best possible protection of the rights of primary school pupils who are experiencing behavioural problems. Two questionnaire were developed in the project. These are: Assessment of Pupils’ Needs in the Area of Social-Pedagogic Intervention Questionnaire - Pupils’ Version and Assessment of Pupils’ Needs in the Area of Social-Pedagogic Intervention Questionnaire - Parents’ Version. In the symposium, the questionnaires and their implementation in the socio-pedagogical intervention will be presented and discussed.

ERFCON2017.0160 **“The Role of Parents in Social-Pedagogical Interventions in School Environment”**

M. Sitar*

Elementary School Matija Gubec, Croatia

* marijasitar44@gmail.com

ABSTRACT

It is well known that the strong and positive relationships between parents and children, the existence of opportunities for an active involvement of the family in the school life of the child, and the acknowledgments of positive behaviours are all negatively correlated with pupil's behavioural problems and are thus considered as protective factors. That is why the research “The Development of the Models of Social-Pedagogical Interventions in Primary School” includes collaboration with pupil's parents as an important element of social-pedagogical interventions. In this presentation, a measurement instrument for the parental assessment of the pupil's behavioural problem (Assessment of Pupils' Needs in the Area of Social-Pedagogic Intervention Questionnaire - Parents' Version) will be presented. Particular attention will be given to the research of parents' participation in the process of planning socio-pedagogical interventions in three Croatian primary schools. The research is based at the developed protocols for implementation of social-pedagogical interventions, based at the measurement instrument that enable the parents to express their views and assessments of their children's intervention needs.

ERFCON2017.0162 **“ Social-Pedagogic Interventions in Primary School”**

Ž. Gomuzak Anić*

Elementary School Velika Mlaka, Croatia

* gomuzak.anic.z@gmail.com

ABSTRACT

The objectives of the research presented in this presentation are: (1) to determine the proportion of primary school pupils who are experiencing behavioural problems and (2) to establish the model of social-pedagogical intervention that meet their specific needs. The research is based on the data collected in 43 Croatian primary schools in 13 Croatian counties (N = 3301). The applied measuring instruments (Assessment of Pupils' Needs in the Area of

Social-Pedagogic Intervention Questionnaire - Pupils' Version and Assessment of Pupils' Needs in the Area of Social-Pedagogic Intervention Questionnaire - Parents' Version) are standardized and compared. The results show that 13 % of children manifest some kind of behavioral problems (according to the assessment of parents, as well as according to self-assessment of pupils). The collected data about behavioural problems of pupils are used for conceptualization of social-pedagogical interventions that are focused on the selected group of pupils with assessed behavioral problems at an early stage of their development will be also presented.

ERFCON2017.0179 Evidence Based Social-Pedagogical Work with Pupils in Primary Schools

N. Franić*

Elementary School Ivan Benković, Croatia

* nenafranic.st@gmail.com

ABSTRACT

Social-pedagogical interventions in school environment include individual and group counselling or workshops in which pupils can develop their social skills such as communication skills, problem-solving skills, strengthening of self-confidence, organizational skills and other competences that are important for their social and academic development. In this presentation, a part of the research "The Development of the Models of Social-Pedagogical Interventions in Primary School" will be presented. The focus of the presentation is the social-pedagogical work with pupils directed to the achievement of the abovementioned purposes of interventions. This is the evidence based practice which is empirically supported and substantiated with research finding that demonstrate beneficial and predictable outcomes. More precisely, the use of the developed Pupils' Needs in the Area of Social-Pedagogic Intervention Questionnaire – Pupils Version in the educational setting will be presented. This includes: (a) a standardized procedure for identifying the pupils who are having behavioural problems; (b) determining the pupils' needs in the area of socio-pedagogical intervention; and (c) planning and evaluating activities connected with pupil's needs. The preliminary results of the evaluation of this model in three Croatian primary schools will be given.

SYMPOSIUM Social Pedagogy: Mental health for all: crucial need for the
development of mental health policy

ERFCON2017.0213 **Multisectoral MENTAL Health Policy Development**

A. Petek*, M. Novak , M. Barry

Faculty of Political Sciences University of Zagreb, Croatia; University of Zagreb, Faculty of Education
and Rehabilitation Sciences, Croatia; National University of Ireland, Ireland (Republic)

* ana.petek@yahoo.com

ABSTRACT

This paper will be focused on current transformations of mental health policy towards a multisectoral policy and will propose an interdisciplinary research framework for the development of multisectoral mental health policy. There are several important trends evident in mental health policy transformation. Firstly, as mental health policy has a growing importance on European and global level, this policy begins to mainstream. Secondly, topic of mental health is broadening, combining new issues, and becoming more comprehensive. Consequently, thirdly, mental health policy is widening in scope to respond to new needs and to achieve new aims connected to mental health. It is becoming a so called multisectoral policy that is "cut-cross" more classical governmental sector. This paper maps the content of multisectoral mental health policy that is developing primarily on the international level, by listing problems, goals and sectors that it contains. Our research, document and literature review, showed that multisectoral mental health policy contains five basic dimensions: positive mental health for all, mental disorder prevention, mental disorder treatment, its social consequences and human rights issues. As this multisectoral model of mental health policy in most of the countries in the world is still not even on the political agenda, South East Europe being a good example, we will propose a framework for the research of developing multisectoral mental health policy. The framework is based on the cyclical model of policy processes as described by Kingdon's theory of agenda-setting and on Rochefort's analysis of the factors which affect mental health policy-making.

ERFCON2017.0216 **MENTal Health Promotion and MENTal Health for All –
Implementing a MENTal Health in All Policies Approach**

M. Barry*

National University of Ireland, Ireland (Republic)

* margaret.barry@nuigalway.ie

ABSTRACT

This presentation considers the implementation of a 'Mental Health in All Policies' approach in addressing the social determinants of mental health and what it means in practice to adopt a whole-of-government and a whole-of-society approach to promoting population mental health and wellbeing. An integrated policy approach is integral to effective action on mental health promotion, entailing multisectoral action across government, civic society and professional organizations. Working in partnership with other sectors, both within and outside government, is key to enhancing the impact and sustainability of actions for population mental health improvement. Identifying opportunities for intersectoral collaboration, developing workforce capacity, and promoting synergy to facilitate effective partnerships across sectors, are all core elements of implementing a 'Mental Health in All Policies' approach. The infrastructure, skills and capacities needed in adopting a whole-of-government and whole-of-society approach to promoting population mental health and wellbeing are critically considered.

ERFCON2017.0228 **MENTal Health Policy in Croatia**

M. Novak*, A. Petek

University of Zagreb, Faculty of Education and Rehabilitation Sciences, Croatia; Faculty of Political Sciences University of Zagreb, Croatia

* miranda.novak@erf.hr

ABSTRACT

Comprehensive mental health policy in Croatia that would stress holistic approach to mental health issues is underdeveloped and still has to come onto the list of important political issues. Going from the classical cyclic model of the public policy process, Croatian policy for mental health is in the first stage of its creation: agenda setting (Hill, 2010). Goal of the paper is to present a pilot research on Croatian mental health policy in order to inform the debate of the

scientific and professional community, encourage additional research on mental health and possibly contribute to the development of the policy itself. Conducted research collected data on actors of Croatian mental health policy, indicators of the state of mental health in Croatia, on the effects of the current system of mental health care, on the perception of mental health in Croatia, the Croatian political party positions on mental health and on the proposals of Croatian mental health professionals. The main finding of the paper is that currently there is no presumption of setting up a systematic national mental health policy on the agenda of political priorities in Croatia. Results have shown that only one third of experts working in the field of mental health think that Croatia has clear national action plan for mental health promotion and prevention of mental and behavioural disorders. Almost eighty percent of examined mental health professionals think that Croatian policy is more oriented towards treatment of mental illness and neglects mental health promotion. Policy analysis and stakeholders suggest investments in the existing system as well as development of prevention activities and services; investment in better care for children and youth in educational systems to prevent the onset of symptoms; interdisciplinary approach; collaboration of research and translation of evidence into practice and careful priority setting.

SYMPOSIUM Social Pedagogy:

Researching with families- theoretical, methodological, ethical and practical issues

ERFCON2017.0061 **Action Research Project as an Opportunity to Co-Create
New Knowledge with Multi-Challenged Families**

N. Mešl*, T. Kodele

University of Ljubljana, Slovenia; University of Ljubljana, Faculty of Social Work, Slovenia

* nina.mesl@fsd.uni-lj.si

ABSTRACT

Numerous entries and exits of different professionals in family life of multi-challenged families puts special responsibility in front of the researcher, not to be just an extra burden to family members. How to research family life and processes of help and support to develop new knowledge with families was a methodological challenge in an international action research project "Helping families in community: co-creation of desired changes for reducing social exclusion and strengthening health" (2015-2016, Faculty of Social Work, University of Ljubljana, Norwegian Financial Mechanism Programme). Action research as a way of organizing research to contribute to resolving the problems of practice and to the development of new theoretical knowledge of social work was an acceptable and supportive way for collaborating with multi-challenged families. Our basic starting point was that families are not objects of the research, but experts in experiences. Families were our crucial collaborators and actively involved through the whole process of the project. They were needed to define and reach desired outcomes and to develop new understandings of processes of help and support. In the project, we constantly protected space for voice of the families also when recording our work. The complex methodology used in the project will be presented at the symposium and the participatory emphasis of the research will be discussed. Results of the action research project show that multi-challenged families have answers about what kind of social work they need; we only have to make space for them to be heard. Families involved in the project were very satisfied with new experiences they got in the working relationship of co-creation, where all of the participants contribute to solutions, while the social worker is responsible for leading the process of help and creating a safe space for collaboration. A good outcome is one that is co-created with all participants and derives from principle of multiple, all-sided gain and strengthening the resilience of family members.

ERFCON2017.0064 **Family Quality of Life-Narrative Approach Through
Collecting the Life Stories with Parents of Children with
Disabilities**

N. Lisak*

University of Zagreb, Faculty of Education and Rehabilitation Sciences, Croatia

* natalija.lisak@erf.hr

ABSTRACT

This research is based on collecting life stories with parents of children with disabilities in three different regions of Croatia: Central Croatia, Slavonia and Dalmatia. The aim was to conceptualize the basic domains of quality of life of families with children with disabilities and to address the role of society in life experience of these families. Also the findings indicate the level of information families have about guaranteed rights, give the information about the initiatives that parents have in ensuring their rights and their expectations from support system. The participants were members of families with children with intellectual disabilities (nine families in each region) and the research was conducted during 2013. Life Course Event History Model was used to get insight into the significant events and turning points in the life course of the families and factors that have shaped the life experiences as well as further possibilities and expectations. The construction of this model was useful for evaluation of practice and service delivery in the field of disability and to improve decision making, community and policy practice. Specific social context that defines life course of these families represents the influence on societal inequities in society. Based on these findings some new research questions were opened and certain directions for further research in the area of quality of life of people with disabilities were shaped.

ERFCON2017.0065 **Researching in Family Setting- Social Pedagogic
Experiences from Croatia**

A. Miroslavljević, I. Jeđud Borić* , N. Koller Trbović

University of Zagreb, Faculty of Education and Rehabilitation Sciences, Croatia; Faculty of Education
and Rehabilitation Sciences, Croatia

* ivana.jedud.boric@erf.hr

ABSTRACT

Researching in family settings is extremely hard and complex issue on multiple levels. In order to exchange the knowledge and experiences gained so far, the authors will focus their presentation on three key topics: family definitions, research design, and methods of data gathering in researching families. The presenters will open some important questions of defining qualitative research design in family studies. That is: challenges in defining post-modern families (at risk), complexities in studying family as a system and researching multy family perspectives, problems of data analysis in family researches (individual vs. family data), ethical questions in researching with (in) family (family interview as a method and intervention for strengthening families), benefits and disadvantages of family group interview as a method of data collection as well as possibilities of using creative methods and techniques as a complementary data collection methods. The authos will illustrate above stated dilemmas with examples from their (modest) former research experience gained through research in the field of social pedagogy in Croatia, such as research with families at risk and foster families. The aim of the presentation is explorative because presenters want to start scientific reflections and discussion as well as to bring new topics for further implementation and development of these issues in research practice.

ERFCON2017.0144 **Participatory Action Research with Vulnerable Families**

J. Rapuš Pavel*, N. Turnšek, O. Poljšak Škraban , Š. Razpotnik

Faculty of Education, Slovenia; University of Ljubljana, Faculty of Education, Slovenia

* jana.rapus-pavel@guest.arnes.si

ABSTRACT

The article is based on the findings of participatory action research projects of working with vulnerable families, which have been taking place at the Faculty of Education since 2014. The action projects concentrate primarily on providing flexible forms of support to vulnerable families. This has called for the collaboration of experts from various institutions, researchers and a group of students from various departments of the Faculty of Education in Ljubljana. Because they stem from the vulnerable families' living environment, the implemented flexible action research forms of support are respectful of the autonomy of one's way of life, structurally-oriented towards social biography and one's situation in life, and centred on the life-world interests of individual family members' and the family as a whole, rather than on the interests of the system. Such practices are defined by the active participation, solidarity and self-regulation of service users. The starting point and the answer to who determines the problems and the extent to which service users can incorporate their own interests into the support process are crucial here. In presenting an example of introducing flexible support to a specific family in its own environment, we will discuss the implementation of certain principles of participatory action research, such as the active role of the vulnerable family and its members in defining problems, needs and solutions, as well as in becoming aware of their own resources, potential, strengths and opportunities to improve their quality of life.

ERFCON2017.0171 **Ethical Considerations in Family Studies – the Example of
Famresplan Research Project**

V. Kranželić*, I. Kovčo Vukadin, M. Ferić

University of Zagreb, Faculty of Education and Rehabilitation Sciences, Croatia

* valentina.kranzelic@erf.hr

ABSTRACT

Ethical issues in research with the families will be discussed in this paper as a part of symposium about challenges of family studies. Experiences of the research project “The specific characteristics of families at risk: contribution to complex interventions planning (FamResPlan)” conducted at Faculty of Education and Rehabilitation Sciences, University of Zagreb, will be presented and analyzed. The aim of the project is to gain insight and new knowledge about families at-risk, specifically within the frame of concepts as resilience, readiness for change and quality of life. Family studies are very complex and challenging due to many reasons, and especially because of ethical considerations. The FamResPlan research started from well-known ethical principles, which are then developed within the framework of specific ethical aspects of the family studies. General ethical principles of the research process that are followed in the project are (1) importance of full information provision on the objectives and study research procedures, (2) autonomy of subjects in deciding on participation in the study, (3) confidentiality of data, (4) protection of the participants' well-being and (5) benefit from the knowledge (Rimac & Ogresta, 2012). Moreover, attention in the discussion will be paid to ethical issues specific to both, quantitative and qualitative research methods. The research team developed tailor-made model of ethical principles, which provides guidelines for the research and therefore is relevant for FamResPlan research topic and design. Note: This work has been fully supported by Croatian Science Foundation under the project IP-2014-09-9515.

SYMPOSIUM Social Pedagogy: Spirituality and mental health

ERFCON2017.0068 **Aging and Old Age in the Mirror of Spirituality**

A. Štambuk*

Law Faculty of University of Zagreb, Croatia

* astambuk@pravo.hr

ABSTRACT

The paper describes spirituality as an area that is increasingly taking place in working with the elderly in both health and social types of care. Spiritual and spirituality are rarely mentioned in the theories of aging. Within the theory of psychosocial development, spirituality can be recognised in the phase of old age, i.e. stage of gerotranscendence (Erikson and Erikson, 1997). Accepting one's own infirmity or dependence can be a source of growth, and the opportunity to develop spiritual qualities (patience, gratitude, pleasure in small things, satisfaction because I exist and live), but also provides a new opportunity for reevaluation of one's entire life by giving a new meaning to all that was lived. According to the theory of gerotranscendence, people who grow in age gradually approach the meta-perspective, i.e. they gradually abandon the sensible, visible and tangible vision of life and the world and acquire the cosmic-transcendent vision (Tornstam, 1994, 2000). This work points to the need for education of professionals who work with older people on the importance of recognising their spiritual needs (Koenig, 1994, MacKinlay, 2001).

ERFCON2017.0079 **Religious Coping and Stressful Life Situations**

Z. Leutar*, K. Šesto

University of Zagreb, Faculty of Law, Croatia; Dom za starije i nemoćne - Kuća sv. Franje, Croatia

* zdravka.leutar@pravo.hr

ABSTRACT

Background. The goal of religious coping is in the change of consciousness induced by transcendental experience: to be able to forgive, to encourage altruism, to work on changing one's own behavior. Accordingly, numerous studies have confirmed that the practice of spirituality can mitigate the negative effects of traumatic experiences (Seeman, Dubin and Seeman, 2003); that personal spiritual experience has a positive effect on the physiological

functioning of the body and serves to preserve the nervous and immune systems (Levin, 2001); that personal transcendental experience reduces the harmful effects of stressful circumstances and may positively affect the mood of an individual, his overall health and well-being, and, finally, that personal spirituality helps an individual to preserve his mental health. Purpose. The aim of the presentation is to analyse stress situations through religious coping and mental health of the individual. Method and Result. The qualitative methodology and the method of case study were applied. The rationale for choosing a case study approach is based on the above identified advantages. In particular, we have framed this case as an instrumental case study, that is one which is presented specifically for the generation that has a new understanding of the phenomenon of religious coping. Amata's story is about her experience with religious coping, self-identification and personal spirituality, the case of how religious coping helps to activate one's own power, find comfort, reveal a sense of life, accept life circumstances and overcome them, as well as to develop one's own resistance to the oncoming difficulties and stressful situations. To process data, the method of qualitative analysis was used and for the organisation of the collected data, the method of descriptive analysis. Descriptive coding and content analysis techniques were used to develop an iterative code book related to religious coping. Research results show that religious coping directly affect the health of people, promoting both physical and mental health, and has a positive impact on the overall quality of life. An intense life of faith can be recognised as very helpful in maintaining mental health in stressful situations.

ERFCON2017.0297 **Contribution of Spirituality in Overcoming Crises and Recovery from Addiction**

A. Dučkić Sertić, S. Blažeka Kokorić* , G. Berc

Faculty of Law, University of Zagreb, Croatia; University of Zagreb, Faculty of Law, Croatia

* sblazeka@pravo.hr

ABSTRACT

Introduction In this paper will be presented the results of research based on the theory of resilience which emphasizes the role of spirituality in empowering individuals and families to overcome the crises (Walsh, 2006). In the introduction will be explained a model of recovery from addiction, which is based on the spiritual dimension and which describes recovery as a consequence of spiritual experience that enables renewal of personal identity and transformation of lifestyles (White & Kurtz, 2006). **Objective and research questions** The goal of the research is to gain insight and understanding of spirituality contribution to overcoming the crises and recovery from addiction. Research questions are: (1) How do former addicts

describe their own experience of life in the Christian therapeutic community for treatment and addiction rehabilitation process in the Reto center? (2) How do former addicts describe the role of spirituality in overcoming their crises and recovery from addiction? Method (sample, procedure, instruments) This paper will represent the results of a qualitative research, which is carried out by the method of deep interview of 16 participants who were addict to different psychoactive substances. All participants have the experience of inclusion in the program of treatment and rehabilitation of addiction in the Christian community Reto center in Zagreb. Participants successfully abstain in the period from 7 to 20 years. The sample size is defined according to the principle of reaching theoretical saturation. Data were collected by in-depth interview. The content of interviews is transcribed and processed by the procedure of qualitative analysis (interpretative phenomenological analysis). Main results The research results show that intensive spiritual life style in the community, strong support of religious practices and nurturing of common religious beliefs and emotional support of community members represent a strong resource of successful rehabilitation process of addicts. Participants highlight that spirituality became a resource of positive change in their life (the experience of 'rebirth'). Results are represented in the context of the theoretical framework based on the concept of resilience. Implications There is a lack of research on the role of spirituality in work with addicts in their rehabilitation and resocialization process. Therefore, the need for further research in this field in the Croatian context is highlighted.

ERFCON2017.0304 Mindfulness-Based Stress Reduction (Mbsr) for Helping Professions

J. Ivelic*

University North, Croatia

* jelena.ivelic@gmail.com

ABSTRACT

Workplace stress is common to all professions in all fields. Helping professionals are particularly susceptible to workplace stressors because they are tasked with assisting their clients and, at times, the client's family, in times of high need. Research has shown that social workers and other helping professionals can make use of the contemplative practices from religion and spiritual disciplines. These practices can be utilized as tools that help social workers become more intentional and effective change agents as helpers in their work with individuals, families, children, and communities. Mindfulness is meditation in action and involves a 'be here now' approach that allows life to unfold without the limitations of prejudgment. It means being open to an awareness of the moment as it is and what the

moment could hold. Meditation and mindfulness training is a useful tool in the provision of practitioners' self-care and in the prevention of burnout, trauma, and other forms of occupational stress (also called compassion fatigue). Mindfulness and meditation are thought to help practitioners become more present centered in their professional and personal lives and to increase overall life satisfaction, self-esteem, and positive emotions such as warmth, empathy, and compassion. Mindfulness-based stress reduction (MBSR) is a structured group program that employs mindfulness meditation. Jon Kabat-Zinn was the first to introduce mindfulness training into behavioral health in 1979. He developed an eight-week program that was formerly known as the stress reduction and relaxation program for chronic pain and stress called mindfulness-based. The program, nonreligious and nonesoteric, is based upon a systematic procedure to develop enhanced awareness of moment-to-moment experience of perceptible mental processes. The approach assumes that greater awareness will provide more veridical perception, reduce negative affect and improve vitality and coping.

SYMPOSIUM Social Pedagogy: Update on drug use in Croatia and related challenges

ERFCON2017.0138 **Licit and Illicit Substance Use in Croatia: Findings from the Two Consecutive General Population Surveys (2011 and 2015)**

R. Glavak Tkalić*, G. Miletić, I. Sučić

Institute of Social Sciences Ivo Pilar, Croatia

* renata.glavaktkalic@pilar.hr

ABSTRACT

The aim of this study was to compare the data on prevalence and distribution of the consumption of licit and illicit drugs among the general population, and relevant subgroups of the population. Two general population surveys on the extent and patterns of substance use have been conducted on a representative samples of Croatian citizens aged 15 to 64 years, first in 2011 (N=4756), and second in 2015 (N=4992). The same methodological procedures were used in both studies - cross-sectional design was conducted and face-to-face survey was used in data collection. Croatian translation of the European Model Questionnaire (EMQ) was used to collect data on: legal drugs, illicit drugs, attitudes and opinions on drugs, and policies regarding drugs, as well as relevant characteristics of respondents. The analysis of significant differences in lifetime, last year and last month prevalence of licit and illicit substance use was done using the comparison of confidence intervals. Comparison of results from 2011 and 2015 surveys showed that there were no significant differences among the general population in the prevalence of use of licit substances - tobacco, alcohol, sedatives and tranquilisers. Also, there were no significant differences in the prevalence of use of illicit drugs (ecstasy, amphetamines, cocaine, heroin and LSD), except for cannabis use, which was the most commonly used illegal drug. The proportion of respondents who used cannabis at least once in their lifetime was higher in 2015 than in 2011 (19.4% and 15.6% respectively). Higher prevalence in cannabis use was also found in 2015 than in 2011 for last year and last month use. Results will be discussed with respect to differences in attitudes, opinions and risk perceptions of different subpopulation groups.

ERFCON2017.0191 **Drug Market Research in Croatia – the Role of Drug-Related Crime**

D. Doležal, A. Jandrić Nišević* , D. Maracic

Faculty of Education and Rehabilitation Sciences, University of Zagreb, Croatia; University of Zagreb,
Faculty of Education and Rehabilitation Sciences, Croatia; Police Academy, Croatia

* anita.jandric.nisevic@erf.hr

ABSTRACT

The need to reduce drug-related crime is recognized as an important policy objective within the European drug strategy. It is difficult to impose a standard definition of drug-related crime phenomenon however, in the research conducted in Croatia, the term “drug-related crime” is used to encompass three types (models) of crimes: psychopharmacological crimes, economic-compulsive crimes and systemic crimes. The purpose of the study was to obtain the data about the range of drug-related crime in Croatia and to gain insight into some of the aspects of drug-related crime. This paper will present findings from the document analysis of 350 prisoner’s files, 102 files of drug violations and information from the interviews with 5 adult offenders who were sentenced for drug-related crime. Key findings of this study are that most of the drug-related crime is committed in order to obtain money (or drugs) to support further drug use and that drug users commit more crime when compared to prisoners who are not drug addicts. Results also revealed the important role of juveniles in drug market in Croatia which is the problem that should be addressed in further research.

ERFCON2017.0253 **The Moderating Role of Causality Orientations in the Relationship Between Personality Traits and Cannabis Consumption**

D. Jerković*, M. Lotar Rihtarić, V. Kranželić

Government of the Republic Croatia, Office for Combating Drug Abuse, Croatia; University of Zagreb, Faculty of Education and Rehabilitation Sciences, Croatia

* dijana.jerkovic@uredzadroge.hr

ABSTRACT

According to the Self-Determination Theory, causality orientations present relatively enduring aspects of people that characterise the source of initiation and regulation of their behaviour. Individuals with a high-autonomy orientation organise their behaviours according to their own interests and goals, whereas controlled behaviour is initiated and regulated by pressure from internal or external forces (Deci & Ryan, 1985). This research tested a model that incorporated causality orientations, personality traits and cannabis consumption. The sample consisted of 438 (37.9% males and 62.1% females; mean age $M=19.62$, $SD=0.826$) participants comprising first and second-year students at the University of Zagreb that lived in student dormitories. An adapted version of autonomy and control subscales of the General Causality Orientations Scale (Deci & Ryan, 1985), and International Personality Item Pool (IPIP50) - extraversion, conscientiousness and neuroticism subscales were applied. Cannabis consumption was operationalised as the number of days a person has consumed cannabis in their lifetime. A hierarchical regression analysis was conducted with a number of days a person consumed cannabis in a lifetime as a criterion, personality traits and autonomy causality orientation as predictors in the first step, and their interactions in the second step. The same procedure was conducted with control causality orientation. The results showed that moderation effects of autonomy causality orientation and personality traits on cannabis consumption were not significant. There were significant interaction effects of control causality orientation and extraversion, as well as the effects of this motivational orientation and conscientiousness on the frequency of cannabis consumption. Among participants that were average and high in control causality orientation, increase in extraversion was followed with an increase in cannabis consumption, with the effect being stronger among students with a higher control causality orientation. In addition, among high-control oriented participants, an increase in conscientiousness was followed with a decrease in cannabis consumption. These effects of personality traits on cannabis consumption were not present among students that scoring lower when it comes to control orientation.

ERFCON2017.0267 **Substance Abuse Among Student Population in Croatia**

I. Kovčo Vukadin*

University of Zagreb, Faculty of Education and Rehabilitation Sciences, Croatia

* irmakv@yahoo.com

ABSTRACT

Comprehensive studies about substance abuse among higher education students in Croatia are scarce. Substance abuse in this population is very important and still ignored topic. It can affect students' academic achievement, their quality of life, and create problems for future life. Survey on substance abuse that will be presented in this paper was a part of the larger study about quality of students' life in Croatia. The purpose of the study was to gain an insight into the quality of life through the analysis of the following areas: satisfaction with studies, life satisfaction, self-esteem, health status, leisure patterns, and risk behaviors (in sexual behavior and substance abuse). Full-time students of higher education institutions in Croatia participated in this study (N=1880). The survey was conducted via online questionnaire in 2014. In this paper, we are answering to the following questions: 1. what are the prevalence of substance consumption (alcohol, pills-sedatives and concentrations pills, and illegal drugs) among student population, 2. what is the incidence of binge drinking, 3. how do students get these substances, 4. how do students perceive availability of addictive substances, 5. what motives for illegal substance consumption students perceive as the most important. In addition, we wanted to examine gender differences.

ERFCON2017.0273 **Implementation of the European Drug Prevention Quality Standards (Edpqs) in Croatian Prevention Programs – Example of Transferring Knowledge into Practice**

V. Kranželić*, D. Jerković, M. Ferić

University of Zagreb, Faculty of Education and Rehabilitation Sciences, Croatia; Government of the Republic Croatia, Office for Combating Drug Abuse, Croatia

* valentina.kranzelic@erf.hr

ABSTRACT

Since 2010, Office for Combating Drug Abuse of the Government of the Republic of Croatia, and University of Zagreb, Faculty of Education and Rehabilitation Sciences, have been conducting collaborative projects with the purpose of improving Croatian drug use prevention efforts, programs and strategies. Implementing a new program, strategy or in a broader sense knowledge and innovation is a comprehensive process that needs to be facilitated through variety of supporting mechanisms. The exquisite example of knowledge translation into practice is development and implementation of the European Drug Prevention Quality Standards - EDPQS which is adopted in Croatia through collaborative projects of the Office and University of Zagreb (Faculty of Education and Rehabilitation Sciences) and is recognized in EDPQS publications and projects. Efforts in the aforementioned will be presented in the paper through the preliminary results of the project (data collection is still in progress). The needs and resources assessment through program providers', decision makers' and researchers' perspective will be discussed. The aim of this research is to explore opportunities and challenges within the current state of prevention knowledge translation in order to facilitate this process more systematically and in an effective manner. The data was collected by an online survey for prevention programs providers (survey is still active, N=208) and 3 focus groups with program providers, decision makers and researchers (N=23). Concepts of initial readiness for knowledge translation were explored with emphasis on motivation for innovation implementation and organizational capacities specific for innovation adoption. Discussion on how this example could be engaged as a potential approach for culture of prevention development will be facilitated.

Social Pedagogy - Session 1

ERFCON2017.0040 **Social Pedagogy: Developing Resilient Social Work Practice with Youth**

D. Fox*

University of the Fraser Valley, Canada

* darrell.fox@ufv.ca

ABSTRACT

The utility of social pedagogy as an approach to assist in building resiliency in children and youth is currently under developed in North America. However, there are signs of growth in this field, for example, one youth project in British Columbia, Canada, employs relationship building, collaboration and creativity in terms of music or art based community interventions as part of its program. Therefore, despite its underutilization there are some programs where the interventions undertaken with young people can be seen to correlate with the core theoretical principles of social pedagogy. I will be presenting the positive findings from a recent evaluation report of the community youth project mentioned above that works with youth 14-21 with mental health concerns. These outcomes are promising, and, therefore the data will be used to explore the potential of the social pedagogical approach being deployed more widely and possibly more effectively than current social work practice to enhance resiliency among young people involved in the welfare system.

ERFCON2017.0051 **Advantages/disadvantages of a Participatory Discourse in the Field of Institutional Education**

M. Marovič*

Educational home Veržej, Slovenia

* mateja.marovic@gmail.com

ABSTRACT

Participation, as a basic premise of human rights and democratic society, offers different ways of communication, contributes to a more successful sociopedagogical intervening, and significantly correlates with the effectiveness of treatment of children/youth with emotional

and behavioural disorders in the assistance processes of institutional and extra-family treatment. However, the concretisation and implementation of participation in the field of institutional education – which in the baseline of functioning of educational institutions (because of their conceptual foundations and the purpose of those institutions) are derived from both the arguments and counter-arguments of participatory handling of children/youth – are marked by a very extensive and complex dynamics in understanding the sociopedagogical, psychological, organisational, personal and community context. The article reviews the baseline assumptions of the concept of participation, while under sociopedagogical doctrine focuses on the sociopedagogical understanding of discourse. Special attention is paid to the advantages/disadvantages of participatory discourse in the field of institutional education, which in both theory and practice of the sociopedagogical activities (mainly because of the fundamental characteristics of the population of children/youth with emotional and behavioural disorders) constitutes a specific conceptual challenge and supports the thesis that simple and unilateral application of participation in the field of institutional education is not appropriate.

ERFCON2017.0071 **Risk Assessment and Decision in Child Care: a Comparative Study Between Students and Professionals**

P. Delgado*, V. Pinto, J. Carvalho

Porto Polytechnic, Portugal; Porto Polytechnic / Oxford University, Portugal; Porto Polytechnic / Instituto Universitário da Maia, Portugal

* pdelgado@ese.ipp.pt

ABSTRACT

In family contexts of neglect or maltreatment, the State intervenes by safeguarding the development and well-being of the child or young person in danger. In more severe situations, the intervention may lead to their removal. The Portuguese Law on the Protection of Children and Young People in Danger (Law 142/2015 of September 8) favours the placement of the child in a family environment, especially for children up to the age of 6 years old. Despite this, in Portugal, in 2015, 8,600 children were in out-of-home care, of which only 3.5% were placed in foster carer, while the remaining were in residential care. Therefore, one of the fundamental rights of the child – living in a family environment – is compromised in practice. This study aims to understand the decision-making process of 200 higher education students in domains related to children's protection, and 200 professionals, who are responsible for providing case assessments and recommendations for interventions in the Portuguese child protection system. Using the Child Welfare Attitudes Questionnaire (Davidson-Arad & Benbenishty, 2008,

2010), it was aimed to identify the participants' attitudes on: removal of the children at risk from home, reunification and optimal duration of alternative care, children's and parents' participation in decisions, and assessment of foster care and residential care to promote children's development and well-being. We concluded that both participants (professionals and students) can be divided in two groups, one more pro-removal and other less pro-removal. In comparison, professionals are less favourable of the removal of the child and defend more reunification than students. There are no significant differences between participants in what concerns the opinion about the role of foster and residential care, and the participation of the child in decision process. However, professionals support more the participation of the parents in the decision-making process than students. Finally, we present some implications for practice.

ERFCON2017.0096 **Supporting and Developing Social and Civic Competence of Youth Through Education – Overview of Reforms in Croatia?**

M. Horvat*

GONG, University of Zagreb, Croatia

* martina@gong.hr

ABSTRACT

The Council of Europe and the European Union had recognized civic and social competence as one of the eight key competences for lifelong learning that needs to be developed from preschool to higher education, and is important for "personal fulfilment and development, active citizenship, social inclusion and employment". Civic competence includes three interconnected functional dimensions: civic knowledge and understanding, civic skills and abilities and civic values and attitudes necessary to participate in an active and an informed way in a democratic pluralistic society and in the democratic processes. Comparative European and international research of civic education, such as the research of the International Association for the Evaluation of Educational Achievement – IEA, Eurydice EACEA (Education, Audio-visual and Culture Executive Agency) and others, influence the harmonization of civic education and have empirically confirmed the importance of the introduction of civic education in the educational system, but they also provide recommendation to improve implementation. A comparative analysis of integration of content for democratic citizenship in education system showed that the situation in Croatia is quite unusual in a European context. The lack of content related to social skills, modern society and inclusive community, human rights and democratic citizenship in Croatian school is evident from different researches that

will be presented. Also, changes in programs of Civic education and very different implementation from one school to another opens question do children and youth have equal opportunities for civic and social skills development and how could better education policies be created. The aim of the presentation is to provide overview of reforms of civic education in Croatia, the effects of the existing practices on civic competence of youth and the possibilities for enhancement.

ERFCON2017.0112 **The Factors Leading to Successful Educational Integration of Immigrant Children**

A. Sinjur*

University of Primorska, Slovenia

* andreja.sinjur@gmail.com

ABSTRACT

The article reviews a more comprehensive approach to analysing the educational integration of immigrant children and supports the thesis that national immigration and education policy are not the only factors leading to their successful integration. Adopting the host country language and the attitude of the majority to minority is very important but parents income and assets (economic capital), social contacts, social and local participation (social capital), knowledge, skills, competencies and characteristics of the individuals who contribute to the personal, social and economic satisfaction (human capital), and social class, worldview of individuals, value system, mode of expression, social skills, mode of consumption and the way of spending their spare time (cultural capital) should also be considered. The results show this factors could affect academic achievement, development and success of immigrant children. Moreover, family environment characteristics have a significant impact on children's performance, even more than the school environment itself. Therefore, this factors should not be overlooked, ignored or neglected.

Social Pedagogy - Session 2

ERFCON2017.0018 **The Role of Dual Serious MENTAL Illnesses and Substance Use Disorders on U.s. Jail Inmate Assault**

S. Wood*

California State University Stanislaus, United States

* swood1@csustan.edu

ABSTRACT

Recent United States Bureau of Justice Statistics estimates are that local jails admitted 11.7 million people and held 731,000 each day. U.S. jails exist primarily to securely and safely confine persons awaiting criminal justice processing (e.g., probation or parole revocation hearing, trial, sentencing, or transfer to prison) or serving brief custodial sentences (usually less than one year). Most inmates and officials are inherently interested in safe and orderly jails but of concern are inmates who assault staff or inmates. Past research has found elevated risks for assault perpetration among prison inmates with serious mental illnesses (SMIs) and substance use disorders (SUDs) (co-occurring disorders) but jail based studies are rare, if not nonexistent. The current study tested the hypothesis that inmates with co-occurring SMIs and SUDs would report having been officially charged for assaulting staff or inmates more often than inmates without co-occurring disorders. The study relied exclusively on self-report data from 4,642 males, aged 18 years or greater, held in jails across the United States. Inmates were awaiting criminal justice processing or serving brief custodial sentences. Negative binomial regression indicated that relative to inmates with neither SMI nor SUDs, assault charges were most likely to be reported by inmates with co-occurring SMI and substance abuse, co-occurring SMI and substance dependence, and only substance abuse, respectively ($p_s \leq .01$). Having been charged with assault was also strongly associated with assault victimization before and while incarcerated ($p_s \leq .05$). This article concludes with recommendations for jail policies and future research.

ERFCON2017.0180 **The Relationship Between Intelligence and Criminal
Recidivism: the Mediation Effect of Empathy**

M. Lotar Rihtarić*, I. Vrselja , Đ. Badurina-Sertić

University of Zagreb, Faculty of Education and Rehabilitation Sciences, Croatia; Catholic University of
Croatia, Croatia; Center for diagnostics in Zagreb, Ministry of Justice, Croatia

* martina.lotar.rihtaric@erf.hr

ABSTRACT

Many researchers (e.g. Farrington, 2003; Joliffe and Farrington, 2004) state that the mechanism linking empathy and offending needs to be better explored, suggesting several ways in which this relationship can be viewed. One of them is based on the results of Joliffe and Farrington's (2004) systematic review of studies relating empathy to offending. According to these authors, there is a possibility that empathy actually mediates the relationship between some other risk factors and offending. More specific, their review showed that the intelligence is one of these risk factors. Therefore, in order to provide a better understanding of the relationship between intelligence, empathy and criminal recidivism, the aim of this study was to examine whether empathy mediates the relationship between intelligence and criminal recidivism. It was hypothesized that lower intelligence would affect intensity of prisoners' criminal recidivism only indirectly, through lower empathy. The sample consisted of 1600 male prisoners in Croatian prison system who had to serve a prison sentence longer than 6 months. Average prisoners' age was 39 years (SD=11,791) and a duration of the prison sentence was 27 months (SD=34,392). All prisoners came to Center for diagnostics in Zagreb during the 2013., and they all went through psychodiagnostic testing. For the purposes of this paper, data on intelligence, empathy, personality, and criminal recidivism were used. Criminal recidivism was operationalized as number of prison sentences during person's lifetime. Intelligence was measured by Revised Beta test, empathy with the empathy subscale from Eysenck Impulsivity Questionnaire, and personality traits (psychoticism, extraversion, and neuroticism) were measured with the Eysenck Personality Questionnaire – Revised/Adult. In order to test hypothesized link between intelligence, empathy, and criminal recidivism, mediation analysis was conducted using PROCESS macro for SPSS (Hayes, 2014). Personality factors of psychoticism, neuroticism and extraversion were controlled in the analysis. The results have shown nonsignificant direct effect of intelligence on criminal recidivism, and significant indirect effect of lower intelligence on criminal recidivism via lower empathy. Research findings are discussed from theoretical and practical perspective.

ERFCON2017.0221 **Differences in Personality and Behavioral Traits Between
Prisoners with Different Levels of Intellectual Functioning**

H. Križan*, I. Kovčo Vukadin , S. Sekušak Galešev

Elementary School Petra Zrinskog, Croatia; University of Zagreb, Faculty of Education and
Rehabilitation Sciences, Croatia

* helena.cross@gmail.com

ABSTRACT

The relation between crime and intelligence is an old criminological topic of interest. With the development of criminology as a science, the mono-causal approach to the relation between crime and intelligence has been deemed as inadequate and intelligence is today treated as one of the criminogenic factors. The majority of contemporary research in criminology deals with the "average" offenders, while offenders with upper or lower levels of intellectual functioning are marginalized (justified with their minor prevalence in the general population). This lack of interest is evident in correctional researches, too. The relationship between criminal offending and intellectual functioning has not attracted the attention of scientists in Croatia in a significant extent, especially in the last few decades, and the purpose of this study is to fill that gap. The aim of this study was to determine the differences in certain personality and behavioral characteristics of prisoners with regard to their levels of intellectual functioning (above average, average, and below average). The sample consists of 315 adult males who served a prison sentence in the Lepoglava penitentiary in Croatia. A questionnaire was created for the purpose of this study and the data was collected by examining the personal files of prisoners in the penitentiary. The following personality traits were analyzed in this paper: affectothymia, emotional stability, extroversion, dominance, aggression, self-criticism, personality disorder, neurotic disorder, sexual disorder and psychopathic structure. Behavioral features included in this analysis were - self-harm, suicide attempts and substance abuse. In addition, we analyzed crime-related behaviors like - type of criminal offense, the motivational and situational factors related to the crime, the attitude towards the offense, the role in the commission of the offense and previous convictions. The conducted analyses (discriminant analysis and chi-square test) show that there are differences in personality and behavioral traits between prisoners with different levels of intellectual functioning.

ERFCON2017.0260 **Treatment of Drug and Alcohol Offenders in Prison in
Zagreb**

K. Anić Kuhar*, B. Šuljak , A. Mažar

Prison in Zagreb, Croatia; Prison in Zagreb, Croatia

* kristina.anic-kuhar@uzs.pravosudje.hr

ABSTRACT

In the Croatian Prison administration, implementation of rehabilitation programmes for drug and alcohol offenders during imprisonment is based in the article 2. Of the Law of the Enforcement of prison sentence, where the main purpose of the prison sentence is rehabilitation concept. Rehabilitation concept has three main conditions of sustainability; variety of rehabilitation programmes in prisons, specialized prison officers who are conducting rehabilitation programmes and postpenal planned care through resocialization of inmates. Rehabilitation programmes can be divided in three levels. First level of treatment interventions are general treatment programmes (working possibilities, education and organisation of free time). Second level of treatment interventions are specialized treatment programmes that aims specific needs of prisoners (alcohol abuse, drug abuse, sexual offence). Third level is combined variety of so called „small rehabilitation programmes“, which are aiming towards prisoners development and reinforcement of social skills. Latest studies in the field of prison treatment are showing that cognitive-behavioural approach in working with drug or alcohol offenders gives statistical significant results so in Prison in Zagreb practical implementation of specialized treatment programs for drug and alcohol addicts is based on cognitive-behavioural approach. With the support of the Head Office of the Prison Administration of the Ministry of Justice in RoC, treatment experts in the field are conducting the treatment of prisoners with alcohol induced disorders under the name TALK-treatment of alcohol offenders and the treatment of prisoners who are drug addicts under the name PORTOS- program for drug offenders through reinforcement and enhancing of cognitive and behavioural skills. Those programmes are structured programmes of psychosocial treatment based on cognitive behavioral approach. Programmes contains 17 workshops, which are provided once a week for a time period of 90 minutes. There are about 10 prisoner in the groups. The general objectives of the programs are to reduce criminal recidivism and create a new lifestyle. The program contains the preparation phase of motivational interview, phase of education, introspection and encourage lifestyle changes, stages of development of skills and empowerment for change, prevention of relapse and the evaluation. Evaluation of both programmes is carried out through questionnaires whose results show that there has been a positive change in all aspects of the test.

ERFCON2017.0294 **The Factor and Conceptual Structure of the Mqpl in
Croatian Prisons**

I. Sekol*, T. Vidranski

Josip Juraj Strossmayer University of Osijek, Faculty of Education, Croatia; Faculty of Education, Osijek,
Croatia

* ivana.sekol.mail@gmail.com

ABSTRACT

'Measuring the Quality of Prison Life' (MQPL) is a widely used 126-item scale designed at the Prison Research Centre, Institute of Criminology, University of Cambridge. The scale measures 21 dimensions of prison life, which could be classified into five broad categories: 1) harmony dimensions; 2) professionalism dimensions; 3) security dimensions; 4) conditions and family contact dimensions; and 5) well-being and development dimensions (Lieblieng, Hulley & Crewe, 2011). This paper aims to assess the structure of the MQPL when applied to Croatian prisons. Four hundred and ninety-three prisoners from 11 Croatian prisons filled in the MQPL. The results demonstrated that virtually all of the 21 original dimensions were reliable in the Croatian sample, providing a good conceptual fit of the scale (i.e. 16 out of the 21 dimensions had Cronbach's alpha higher than 0.70). The factor structure of the scale differed somewhat from the original scale dimensions, but some factors nevertheless made conceptual sense. It is concluded that the conceptual structure of the MQPL is retained in the sample of Croatian prisoners and that the current translation of the original MQPL scale could be used for future prison research in Croatia.

Social Pedagogy - Session 3

ERFCON2017.0173 **Sexting, Cyber-Violence and Sexually Risky Behaviour
Among College Students**

D. Kričkić, D. Šincek* , A. Babić Čikeš

Elementary School "Ivan Meštrović" Drenovci and Elementary School "Davorin Trstenjak" Posavski podgajci, Croatia; Josip Juraj Strossmayer University of Osijek, Faculty of Humanities and Social Sciences, Croatia

* daniela.sincek@gmail.com

ABSTRACT

Sexting and cyber violence are often seen as a forms of a risky behaviour performed via Internet by the adolescents, and risky sexually acts corresponds to it in real life. The goal of this research was to explore the relations of sexting, committing and experiencing cyber violence and risky sexually behaviour among college students. Total of 202 college students fulfilled adjusted version of Sex and tech survey questionnaire (STSQ), Committing and experiencing cyber violence scale, and subscale Risky sexually explicit behaviour from Youth self-reported delinquency and risk behaviours questionnaire (SRDP-2007). It has been found that a total of 60.89% of participants had sent a sexually explicit text message and/or video content at least once, 60.33% had received such content while 13.12% had forwarded or shown the received content to other people, 3.5% of the participants had experienced and 2.01% had committed cyber violence. The majority of participants had sent explicit content to their boyfriend/girlfriend, and most of the participants had perceived sexting as a form of joke, a gift to their partners or as an answer to receiving sexually explicit content while the minority of participants had stated negative motives for practicing sexting such as peer or partner pressure. Almost all of the participants are aware of the danger sexting bears but still most of them indulge into sexting, stating its' positive outcomes, such as excitement that follows it. Sexting and committing/experiencing cyber violence, and sexually risky behaviour correlate positively and moderately. Additionally, positive and moderate correlations are found among committing and experiencing cyber violence. Also, positive but weak correlations are found among practicing/experiencing cyber violence and sexually risky behaviour in real life. Predicting sexting by experiencing and committing and experiencing cyber violence and sexually risky behaviour had shown that only sexually risky behaviour is significant predictor, probably serving as a mediator for the relationship of committing cyber violence and sexting, and explaining solely 8.2% of sexting variance, while the whole model explained almost 20% of sexting variance. Results indicate that different forms of risky behaviour are correlated, and

that sexting is perceived as not only as a risky behaviour, but as a behaviour that can be used to facilitate committed relationship in young adulthood.

ERFCON2017.0206 Problem Gambling of Youth in Bosnia and Herzegovina and the Estimated Incidence of Gambling Parents

M. Bijedić*, L. Kuralić - Čišić

University of Tuzla, Faculty of Education and Rehabilitation Sciences, Bosnia and Herzegovina;
Education and Rehabilitation Faculty, Bosnia and Herzegovina

* meliha.bijedic@untz.ba

ABSTRACT

The aim of this paper is gaining insight in gambling activities of parents and relation with the level of adolescent gambling risk. This research is the key part of the scientific research and technically applicable project „Gambling of youth in Croatia“ which is being carried out on the Education and Rehabilitation Faculty, University of Zagreb since 2010. The sample was 1036 students (M=50,3%; F=49,7%), from freshman to senior year of high school, in two cities of Bosnia and Herzegovina, Sarajevo (N=532) and Tuzla (N=504). The age of students ranges from 14 to 19 (Mage=16,7). The data was collected by questionnaires given out to students, and it consists of questions about basic characteristics of participants, habits and consistency of gambling activities and risks of gambling of participants. Through their answers the data about the gambling habits of parents was collected. The results have shown that the parents of all adolescents are generally playing games of chance and that the fathers play more often bingo(35,5%), sport betting (18,1%), lottery(14,6%) and scratchers(11,8%), while mothers play bingo(25,5%), scratchers(9,5%) and lottery(9,2%). Very often the parents involve adolescents in the listed games of chance, and high risk adolescents (red light), where they are more likely to develop pathological gambling behaviour, parents practiced dangerous gambling games. Conducted a discriminative analysis of gambling activities of family members of high-risk show that mothers play sport betting, roulette in casinos and internet gambling, and fathers play sport betting and internet gambling intensively. This paper is directing on the need for a more serious approach to these issues especially through education of parents and raising awareness about harmful effects of gambling.

ERFCON2017.0229 **Cyber Violence, Gender, Affective and Cognitive Empathy
in Adolescents**

I. Duvnjak, D. Šincek*, J. Tomašić Humer

Josip Juraj Strossmayer University of Osijek, Faculty of Humanities and Social Sciences, Croatia

* daniela.sincek@gmail.com

ABSTRACT

Lack of empathy may contribute to the commission of cyber violence (Jolliffe and Farrington, 2004). In their analysis of the relationship between gender and empathy, Ang and Goh (2010) found a three-way interaction among gender, affective empathy, and cognitive empathy. The main aim of this research was to compare male and female participants with high/low levels of affective and cognitive empathy in order to determine the effect on cyber violence. A total of 1175 pupils from elementary and high schools filled out The Empathy Questionnaire (Ivanović and Buško, 2008) and The Cyber Violence Inventory (Šincek, Tomašić Humer, Duvnjak, and Milić, 2015). Participants ($n=396$; 202 girls and 194 boys) with results in the first (low) and fourth quartile (high) for their affective and cognitive empathy were compared using MANOVA ($2 \times 2 \times 2$; commission of cyber violence as a dependent variable). After the analysis, two significant interactions were found: first, between affective empathy and gender; and second, between cognitive empathy and gender. Boys with a low level of empathy (both affective and cognitive) commit more cyber violence than those in the other three groups (boys and girls with a high level of empathy, and girls with a low level of empathy). Additionally, there was no significant difference among the boys and girls with a high level of empathy, and girls with a low level of empathy in terms of their likelihood of committing cyber violence. The results strongly suggest that boys low in affective and/or cognitive empathy are at the greatest risk of committing cyber violence. Therefore, gender sensitive interventions that foster empathy should be implemented.

ERFCON2017.0232 **The Psychological Outcomes of Cyber Violence on Victims,
Perpetrators and Perpetrator/victims**

D. Šincek*, I. Duvnjak, M. Milić

Josip Juraj Strossmayer University of Osijek, Faculty of Humanities and Social Sciences, Croatia

* daniela.sincek@gmail.com

ABSTRACT

Adolescents can take different roles in cyber violence, and one of the most common classifications recognizes victims, perpetrators, perpetrator/victims and uninvolved. They experience some common outcomes, but also there are psychological outcomes specific for a particular role. In literature depressive symptoms and low self-esteem are found as common outcomes for both victims and perpetrators, while distress is related only with being a victim. Since those in the group perpetrator/victim display both types of roles in cyber violence, they are assumed to be the group with the most negative outcomes, the group that per se experiences lower academic achievements. In this research, youths with different roles in cyber violence are compared regarding various psychological outcomes (depressive symptoms, stress, anxiety, and self-esteem) and hours spent on the internet and academic achievement. Total of 1124 participants were divided in groups of victims (n=173), perpetrators (n=85), perpetrator/victims (n=142) and uninvolved (n=724). Differences between groups were found in all psychosocial variable where perpetrator/victims show highest results on depression, anxiety and distress symptoms and the lowest level of self – esteem. Perpetrator/victims on all variables in this research differed from uninvolved and had more negative result supporting the claim that they are the group with the most negative outcomes, followed by victims. Perpetrators showed only higher level of stress and had lower grades than uninvolved suggesting that the costs of committing cyber violence are much lesser than costs of experiencing it. The results provided insight into psychological outcomes suggesting that perpetrator/victims is the group that should be included into programs for selective or even indicated prevention programmes focused on reducing involvement in cyber violence, and known outcomes especially depression, anxiety and stress. Indicated prevention for perpetrators should include problematizing lack of guilt and promoting empathy for victims, while universal interventions should address the issue of reducing positive outcomes of cyber-bullying (e.g. gaining social status via violence).

ERFCON2017.0250 **The Correlation of Parents' Attitudes Towards Gambling
and Their Gambling Related Problems**

D. Dodig Hundrić*, N. Ricijaš , M. Ferić, T. Maglica , V. Kranželić

University of Zagreb, Faculty of Education and Rehabilitation Sciences, Croatia; University of Zagreb,
Faculty of Education and Rehabilitation Sciences, Croatia; CSO MOST, Croatia

* doradodig@gmail.com

ABSTRACT

Predictors of involvement in gambling activities and the development of problem gambling are numerous, and inevitably involve attitudes towards gambling. Children and young people are a particularly vulnerable group with their behaviour being significantly influenced by the characteristics of their parents' cognition and behaviour. Therefore, the general aim of this study is to explore parents' attitudes towards gambling as well as possible differences regarding their gambling involvement and the level of gambling related problems. Research was conducted on a sample of $n=770$ parents ($m=36,8\%$; $f=63,2\%$) of high-school students from all grades in three types of schools (gymnasium, four-year vocational and three-year vocational program) located in two Croatian biggest cities (Zagreb and Split). The age of the respondents ranges from 30 to 67 years ($M_{age}=45,66$). In order to achieve the aims of the paper, a following battery of instruments was used: (1) Questionnaire on basic socio-demographic characteristics, (2) Gambling Activities Questionnaire (Ricijaš et al., 2011), (3) South Oaks Gambling Screen – SOGS (Lesieur & Blume, 1987) and (4) Attitudes towards gambling scale (Jelić, Huic & Dinic, 2013). Results show that parents generally have negative attitudes towards gambling. What is interesting is that parents who have developed a moderate gambling related problems have more positive attitudes when compared both to those whose have serious gambling problems and to those who gamble socially. Since the sample is consisted of a specific group of adults i.e. parents, the results will be interpreted in the context of the importance of family variables, and their contribution to gambling of children and young people. Special emphasis will be placed on the possible application of this knowledge in the design of treatment and preventive interventions aimed at young people, which must necessarily involve working with parents.

Social Pedagogy - Session 4

ERFCON2017.0100 Perception of a Croatian Juvenile Justice System -
Professionals' Perspective

S. Mandić, D. Dodig Hundrić, N. Ricijaš*

University of Zagreb, Faculty of Education and Rehabilitation Sciences, Croatia; University of Zagreb, Faculty of Education and Rehabilitation Sciences, Croatia; University of Zagreb, Faculty of Education and Rehabilitation Sciences, Croatia

* neven.ricijas@erf.hr

ABSTRACT

This paper presents part of the results of the study conducted within the Committee for monitoring and improving the work of criminal proceedings and the execution of juvenile sanctions in the Croatian Ministry of Justice. Research provides an insight into the perception of judiciary and interdepartmental cooperation between professionals working within Social Welfare Centers, State Attorney's Offices and Juvenile Courts. The focus of this work is to explore the satisfaction with the functioning of juvenile justice system as a whole. There are two main objectives – (1) to describe to what degree are the employees of Social Welfare Centers, State Attorney's Offices and Juvenile Courts satisfied with the main elements and principles of juvenile justice system in Croatia, mostly proscribed in the Juvenile Courts Act, and (2) to explore possible differences in their perceptions/satisfaction. A total of N=309 professionals participated in this study, n=129 of which work in the Social Welfare Centers, n=98 in State Attorney's Offices and n=82 at Juvenile Courts. Only the first two parts of a comprehensive survey instrument were used, which included general questions about the System and questions about the perception of the functioning and basic principles of the juvenile justice system in Croatia. The data were gathered during November and December 2015 via an online survey. The results indicate general satisfaction with the juvenile justice system in Croatia as a whole. Professionals especially perceive positive it's principles, content of the law regulations, and community (alternative) educational measures. However, they were the least satisfied with sentencing of young offenders in the disciplinary centers, with intensified care and supervision in extended day program of an educational institution, and with sanctioning young offenders to correctional institutions. When it comes to differences with regard to the institution of employment, professionals working in State Attorney's Offices are the least satisfied with the functioning of the juvenile justice system. Results provide the basis for further research and are interpreted in order to discuss possible implications and the possibility of improving the system.

ERFCON2017.0209 **The Importance of the Relationship Between Penology,
Penitentiary Law and Croatian Social Policy Through the
Prism of the Sanctioned Population**

V. Žakman-Ban, M. Dropuljić-Jujnović*, K. Špehar Fiškuš

University of Zagreb, Faculty of Education and Rehabilitation Sciences, Croatia; Pušća Elementary School, Croatia; Centre of Special Education Lug Samoborski, Croatia

* marija.mareli@gmail.com

ABSTRACT

The interdependency of penology, penitentiary law and social policy is fairly disregarded in our country, even in its very definition. The proof of this can be found in different university textbooks of our region, as well as in other relevant scientific literature dealing with penology and its related disciplines, social policy and the entire crime prevention policy. Therefore, the goal of this paper, among other issues, is to draw attention to the importance of studying their relationship and functional interconnection. The abovementioned issues are analysed through the prism of social protection of certain population of offenders undergoing an institutional treatment, that is, of some categories of socially excluded persons. These involve a very specific population of minor offenders and young adult offenders who have received particular sanctions. These include reference to a special education institution, female population under institutional penal treatment and older offenders. Moreover, the paper examines the characteristics of the rehabilitation process of the mentioned population, including groups recognized as "vulnerable" or excluded groups, and it also takes into account the features of the social protection system within the entire social policy of the Republic of Croatia. The analysis is based on the Croatian and international positive laws (the so-called convention laws), and the problem is considered to be one of the basic segments of human rights protection in general. The goal and purpose of this paper have been achieved by analysing recent Croatian and international papers, decisions, plans, blueprints, reports and statements of the authorised institutions, organisations and services, as well as press releases from the media. In addition, different programmes and measures in the area of social policy have been estimated, particularly those concerning the mentioned population, including the role of social policy in post-prison support and treatment. The paper critically observes some of the legal and practical solutions in this area, while offering more adequate solutions, whereas the social protection status of the treated population is chiefly discussed through pension insurance, family and health protection measures, education, skills training and integration.

ERFCON2017.0220 **Analyses of Judges' Perspective in Family Mediation –
Contribution to the Implementation of Family Mediation**

K. Urbanc*, V. Branica, B. Sladović Franz

University of Zagreb, Faculty of Law, Croatia

* kristina.urbanc@pravo.hr

ABSTRACT

Stronger development of family mediation in Croatia is boosted with the Family Law in 2015. Presentation will bring results of qualitative research with family judges (N=10) concerning their perspective on family mediation in general, current implementation and suggestions for implementation improvements. Interviews were undertaken in 2016 at Local courts in five bigger towns with judges working with family disputes and willing to participate. Preliminary data analyses show that there are differences among judges in the level of knowledge, understanding and supporting implementation of family mediation. Although all participants suggest generally positive perception of family mediation, they are arguing about models of implementation and how and where processes of family mediation should be performed. Family mediation is perceived as available psychosocial intervention within social service, rather than an alternative dispute resolution procedure at courts. The recommendations are an outcome of combining preliminary results and experiences from the practice as well as reflections from the dialogue of all professions involved in family mediation. Although, it can not be generalised, we suggest that practice of family mediation in Croatia is not consistent and professionals would need well structured and focused support and further education in order to be prepared for challenges in family mediation and to take the best of it to their users.

ERFCON2017.0246 **Penal Attitudes of Criminal Justice Professionals and
Perception of Probation System Effectiveness**

I. Kovčo Vukadin*, J. Špero , S. Maloić

ERF, Croatia; Ministry of Justice, Croatia

* irmakv@yahoo.com

ABSTRACT

A penal attitude is a term used for attitudes about justification and the purpose of punishment. These specific attitudes are integral part of the sentencing theories in the criminal law. Criminal justice professionals' penal attitudes have not attracted much interest of social scientists in Croatia. Penal attitudes of criminal justice professionals may reflect personal attitudes that may be (or not) aligned with officially declared crime policy. Significant departures of personal penal attitudes of criminal justice professionals from officially declared crime policy may result in inequality in the implementation of the criminal law and may affect effectiveness of criminal justice institutions in achieving declared mission and goals. Following De Keijser (2000) theoretical integrated model of penal attitudes, the purpose of this quantitative study is to get an insight into different perspectives on the purpose of punishment (deterrence, incapacitation, desert, moral balance, rehabilitation and restorative justice) and to test difference in these perspectives in relation to participants' gender, institution of their employment, profession and age. In addition, we also wanted to assess the perception of Croatian probation system effectiveness. This study is a part of a broader study on cooperation between different stakeholders of the Croatian probation system. The sample (N=109) included probation officers, public prosecutors and judges who filled out online questionnaire in 2015. Results show that participants tend to be more favourable towards rehabilitation and less favourable toward desert. There are no difference regarding participants' gender, institution of their employment, and age. There are some differences regarding participants' profession. Effectiveness of the Croatian probation system is rated with medium grade.

ERFCON2017.0287 **Child Protection in Bosnia & Herzegovina- Social Service
Workforce Mapping**

E. Muratbegović*

University of Sarajevo, Bosnia and Herzegovina

* emuratbegovic@cprc.ba

ABSTRACT

This paper aims to provide an overview of the existing professional and community-level child protection practice and the social service workforce in Bosnia and Herzegovina. The results should allow a critical analysis of the needs and gaps to be addressed in order to offer appropriate support to professionals from different fields and disciplines in improving the quality of child protection interventions and response. This review of the child protection system and workforce needs in Bosnia and Herzegovina is based on a comprehensive review of the existing laws, bylaws and strategic documents in this area. A review encompasses many relevant formal and informal documents, reports and analyses dealing with social inclusion, status of children and families and analyses of the functioning of centres for social welfare and other institutions and services in the social welfare system. For the field work author used semi-structured in-depth interview methodology and focus group discussion. Focus groups and interviews were made on the basis of the protocol defined by the author. All respondents filled in a uniform questionnaire with demographic data, while the questions from the given fields were formulated according to respondents and interpersonal and group dynamics. The fields in which questions were posed encompassed general questions about social work and child protection, questions related to curriculum and obtaining of formal and informal education in the field and questions related to practice, research and policy as well as knowledge and skills related to the use of information technologies in learning. Field research was done in Sarajevo, Banja Luka and Mostar. In total, 3 focus groups were organized (1 with students of social work at MA level, 1 with managers/ trainers and 1 with child protection practitioners). All focus groups also took part in an effort to reach group consensus regarding knowledge and skills needed for the experts working in the area of child protection. This was followed by 8 interviews: 2 with academics/ trainers, 2 with managers of the child protection services and 4 with child protection practitioners/professionals. The interviews also included a case study (as a practical example that the social worker had in his/ her work experience). The participants were selected from the three selected cities, based on their position in the child protection system. The selection was started based on the initial insight into their work and experience, which was carried out by author of this paper. Thus, through respondent driven sampling, i.e.

chain sampling method, adequate sample was created reflecting the diversity of positions in the BiH system of child protection.

Social Pedagogy - Session 5

ERFCON2017.0073 **Parental Attitudes Toward Behaviour Patterns in Conflicts
and Their Children's Behaviour Patterns in Conflicts**

V. Družinec*, N. Vlah , A. Nikolić

Elementary School Josip Broz Kumrovec, Croatia; University of Rijeka, Faculty of Teacher Education,
Croatia; unemployed, Croatia

* vlatka.druzinec@gmail.com

ABSTRACT

The concepts of behavioural patterns in conflicts are known within the theory of conflict management while developmental and social learning theories suggest that they are transferred generationally from parents onto children. The aim of this paper was to determine the relationship between parental attitudes towards behavioural patterns in social conflicts (winning, avoidance/adjustment, cooperation) and the contribution of parental attitudes to each behavioural pattern of the child. In Rijeka, 404 parents (M=40, aged 27-54; 79% mothers) have, anonymously and voluntarily with informed consent, completed in a questionnaire using the Scale of Attitudes towards behavioural patterns in social conflicts of parents and the Scale of Estimate of children's patterns of behaviour in conflicts (M=10 years, ages 7-15; 51% boys). The parents attitudes towards winning and avoidance/adjustment were weakly positively, but towards winning and cooperation they were weakly negatively correlated. The winning behaviour of children was in weak to moderate positive correlation with avoidance and in weak to moderate negative correlation with cooperation behaviour in conflicts. Parents attitudes towards winning were weakly positively correlated with winning behaviour and weakly negatively correlated with cooperation behaviour of their child. Parents attitudes towards avoidance/adjustment were weakly positively correlated with avoidance behaviour and weakly negatively with cooperation behaviour of their child. Parents attitudes toward cooperation were weakly to moderately positively correlated with cooperation behaviour of their child. There was no age correlation with the observed constructs in either parents nor children while the fathers more often stated their own attitudes toward winning and the mothers towards cooperation. By utilizing regression analyses it has been determined that, based on the parents' attitude towards winning, the future behaviour winning can be predicted and, based on the parents' attitude towards avoidance/adjustment, the future behaviour of avoidance in the child and according to the parents' attitude towards cooperation the future cooperation behaviour of the child can be predicted. These insights could be relevant in the planning of prevention of undesirable behaviour in one segment of children at risk. The results confirm

previous theoretical insights about primary parental influence in the shaping of children's behaviour and suggest we should simultaneously work with both parents and children who are considered at risk of changing their attitudes towards a more constructive behaviour in conflict situations.

ERFCON2017.0131 **Challenging the School-to-Prison Pipeline: the Role of School and Teachers in Fostering Positive Youth Outcomes**

L. Liebenberg*, J. Sanders , R. Munford

Dalhousie University, Canada; Massey University, New Zealand

* Linda@LindaLiebenberg.com

ABSTRACT

The school-to-prison pipeline – where youth from socio-economically marginalised communities leave school prematurely and graduate into the prison system -- is now a well documented phenomenon. This presentation draws on data from a longitudinal mixed methods study of marginalized youth from New Zealand and their transitions to adulthood to review the interactive relationship between personal, contextual and school variables (school exclusion in particular) and their impact on engagement in high risk behaviour and subsequent criminal justice engagement. Using quantitative data (n = 495) in a path analysis we identify the direct causal link between harsh disciplinary practices and later criminal justice system involvement for both males and females. We then draw on the qualitative data of a sub-sample of these youth (n = 107) to develop a deeper understanding of the quantitative findings. This analysis identifies the centrality of a sense of belonging at school, or the lack thereof in understanding vulnerable youth outcomes. Drawing on this analysis, the presentation concludes with five orientations to practice that made the most difference to youth capacity to stay at school and that are relevance to school professionals to enable youth to successfully stay in mainstream educational settings and achieve to their abilities.

ERFCON2017.0177 **The Correlation Between Students' Risky Behaviour and the Mobility Rate**

M. Radetić Paić*

Juraj Dobrila University of Pula, Faculty of Educational Sciences, Croatia

* mradeticpaic@hotmail.com

ABSTRACT

The aim of the research is to determine the correlation between the students' mobility rate and their risky behaviour. The sample of examinees is made of 119 students of the Faculty of Educational Sciences, Juraj Dobrila University of Pula, Croatia. The purpose of the research is linked to planning adequate activities for students of the first study years who manifest risky behaviour. The standardized American questionnaire National College Health Risk Behaviour Survey by the Centre for Disease Control and Prevention has been used in the research. Some of those risky behaviours represent a predictive group of fragments. The criteria fragment is mobility rate. The basic statistical values of the observed items have been calculated during data processing, while the regression analysis has been used as the multivariate method of data processing by which the prognostic value of the predictive variables set is determined. The results have shown that there is a connection between a lower mobility grade into the next academic year and the students' use of alcohol and marihuana. The applicative value of the obtained results is manifested through the identification of guidelines for individual and group counselling, as well as the organisation of thematically aimed working groups and tribunes serving as a help in overcoming various difficulties during studying at a university.

ERFCON2017.0200 **The Role of Family, Peers and School in Externalised Adolescent Risk Behaviours**

G. Livazović*

Faculty of Humanities and Social Sciences Osijek, Croatia

* goran_livazovic@yahoo.com

ABSTRACT

This paper analyses the theoretical background and empirical research data on externalised adolescent risk behaviour conducted with 133 participants in 2016. The research sample consisted of 69 male (51,9%) and 64 female (48,1%) participants, aged from 15 to 19 years.

Out of 133 participants, 79,7% (N=106) adolescents live with both parents, 15% (N=20) live with their mother, and 5,3% (N=7) live with someone else. 33,8% (N=45) of the sample attend gymnasium schools, 28,5% (N=38) attend vocational schools, and 37,6% (N=50) attend art schools. The survey results provide an insight into the complex relation between sociodemographic traits, family life quality, school achievement, peer relationships and externalised risk behaviour in adolescents from the Osječko-baranjska region in Croatia. The preliminary statistical analyses (t-test, ANOVA) show multiple significant differences in the protective role and importance of family support, peer relations and school attainment in relation to alcohol, tobacco and drug consumption, verbal and physical violence, high-risk gambling behaviour and school truancy, as well as risky sexual behaviour and vandalism among adolescents. Correlation analysis results show distinct significant trends in the nature of the relation between risk and protective factors in adolescent externalised risk behaviour etiology. The paper emphasises the most important risk and protective factors in adolescent active risky behaviour etiology, as well as recommendations for future expert prevention activities.

ERFCON2017.0215 **Parental Self-Efficacy and Adolescent Antisocial Behavior:
the Mediating Role of Parental Punishment and School
Engagement**

M. Pandžić*, I. Vrselja, M. Merkaš

Catholic University of Croatia, Croatia

* mario.pandzic@unicath.hr

ABSTRACT

The relation of parental self-efficacy and adolescents' school engagement to adolescents' antisocial behavior is still empirically underexplored. Thus, the aim of this study was to examine direct and serial indirect, through parental punishment and adolescents' school engagement, effects of parental self-efficacy on adolescents' antisocial behavior. Data used in the paper are collected in a two-wave longitudinal study conducted within the research project „Parents' work, family economic hardship and well-being of parents and children“. In this paper, only data collected from 193 adolescents (120 girls) and their parents are used. Adolescents completed the Self-Reported Risk and Antisocial Behavior Scale (Vrselja, Sučić, & Franc, 2009), the School Engagement Measure (Fredricks, Blumenfeld, Friedel, & Paris, 2005), and the Punishment Subscale of the Parenting Behavior Questionnaire (Keresteš et al., 2012). Mothers and fathers completed the Parental Self-Efficacy Subscale of the Parental Competence Scale (Keresteš, Brković, & Kuterovac Jagodić, 2011). Process macro (Hayes, 2012) for SPSS was used

to test the proposed direct and indirect effects. The results showed that paternal, unlike maternal, self-efficacy had a direct effect on adolescents' antisocial behavior. Lower self-efficacy in fathers contributed positively to more pronounced antisocial behavior in adolescents. Further, maternal self-efficacy had an indirect effect, through the maternal use of harsh punishment and lower adolescents' behavioral school engagement, on adolescents' antisocial behavior. There were no significant indirect effects of maternal and paternal self-efficacy on adolescents' antisocial behavior in models with emotional and cognitive school engagement as mediators. The findings of the study point to different mechanisms by which maternal and paternal self-efficacy and adolescents' school engagement can contribute to adolescents' antisocial behavior.

Social Pedagogy - Session 6

ERFCON2017.0043 **Child Sexual Abuse in Croatia: Review of Prevalence
Research and Analysis of Official Data**

S. Popović*

University of Rijeka, School of Medicine, Croatia

* stjepka.popovic@medri.uniri.hr

ABSTRACT

The objectives of this paper are 1) to evaluate available prevalence data of child sexual abuse (CSA) in Croatia, 2) to analyse contemporary trends of official CSA cases reported to the Croatian authorities, 3) to identify obstacles in determining the true prevalence and trends of CSA. A descriptive review of CSA prevalence research in Croatia is presented (unknown cases, reported cases, confirmed cases). In order to estimate the quality of the existing CSA prevalence data, different types of research are evaluated according to research methodology (definitions of CSA, sampling, methods of data collection). With the intention of analysing contemporary trends of CSA cases reported to authorities, documentation analysis of the Ministry of the Interior (2002 – 2015) and State Attorney's Office (2003 – 2015) is conducted. The review of prevalence research indicates that only a few high-quality studies allow estimates of CSA prevalence: approximately 8,5% - 13,7% of children in Croatia have experienced contact CSA, or 16,5% to 18,1% if non-contact CSA is included. Analysis of cases reported to police in the time period of the prevalence research indicates that the annual average of reported cases is 201. The lack of uniformity in recording CSA cases in the Ministry of the Interior prevents firm conclusion on CSA reporting trends over time. However, overall data suggest that the majority of sexually abused children in Croatia do not report CSA. Those who report it, often face with the reluctance of the judicial system to convict defendants. Although the number of convictions (confirmed CSA cases) has increased in comparison to the first observed year, an annual average of convictions is nearly half the number of criminal charges. The detailed framework of difficulties in determining the exact prevalence and trends of CSA in Croatia is developed. Three different types of obstacles are identified and explained: a) obstacles at the personal level of disclosing, recognising and reporting CSA; b) obstacles at the level of conducting CSA prevalence research in population; c) obstacles at the level of national institutions responsible for monitoring CSA.

ERFCON2017.0107 **A Comparative Study on Missing Persons in Croatia, the
United States and Slovenia**

L. Mikšaj - Todorović*, M. Šuperina , L. Decker , D. Frangež

University of Zagreb, Faculty of Education and Rehabilitation Sciences, Croatia; University of Sarajevo,
Faculty of Criminalistics, Criminology and Security Studies, Bosnia and Herzegovina; Indiana State
University, United States; University of Maribor

* miksaj@gmail.com

ABSTRACT

Introduction The literature available concerning missing persons addresses this issue in different discourses. Most prevalent are studies of incidence, forensic studies and police guidance manuals. Within the available literature, it was not possible to find national uniformed method of dealing with missing persons issues in different countries: the police have different policies, responses, report taking methods, etc. This leads to a varied level and style of response throughout the country. Both the missing person phenomenon and the society's response of each country are related to the socio-economic, cultural and governmental characteristics of the certain social environment. On the whole, there is a serious lack of comprehensive and comparative studies as to missing persons issues. The aim In this regard, the international comparative project that has already started in Croatia, US (State of Indiana) and Slovenia would be beneficial to carry out extensive comparative study including examination of different profiles of missing persons and the evaluation of the police work in relation to the profiling results. This scientific approach will contribute to the practical field in terms of exchange of the experience and knowledge in order to develop and employ a best evidence-based practice. **Starting point** Until recently in Croatia, the literature on missing persons has been very scarce and related mainly to practical issues. In last three years, thanks to the project conducted by a group of authors, several scientific papers were published. They relate to socio-demographic and psychological characteristics of missing persons, reasons and motifs of their disappearance, as well as reporting and police search quality. Likewise, in the United States literature on missing persons is sparse. The few recent scholarly articles are mainly limited to topics such as the efficacy of missing persons alerts, the forensic identification of missing persons found deceased and missing persons in the context of serial murder investigations. In recent decades in Slovenia, there have been only few scientific articles on missing persons. Most of the literature deals with practical aspects and cases with high suspicion of criminal offence as the reason of disappearance. Some research has been done within the framework of diploma and master thesis, but there was to date no comprehensive research in this field.

ERFCON2017.0237 **Prevention of Teen Dating Violence: Effectiveness of the
Large-Scale School-Based Intervention**

A. Löw*, D. Ajduković

University of Zagreb, Faculty of Humanities and Social Sciences, Croatia; University of Zagreb, Faculty
of Humanities and Social Sciences, Croatia

* ajana.low@ffzg.hr

ABSTRACT

Teen dating violence is associated with severe mental health consequences and is one of the strongest risk factor for partner violence in adulthood (Lormand et al., 2013; Miller et al., 2013). Prevalence ranges from 25 % to over 80 %, depending on the type of violence, sample characteristics and method of assessment (Ajduković, Löw & Sušac, 2011; Haynie et al., 2013; Niolon et al., 2015). Over the past two decades several teen dating violence prevention programs were developed (e.g. Foshee et al., 1998). However, only a few have been rigorously evaluated (Niolon et al., 2016). The aim of the study was to evaluate the effectiveness of the large-scale teen dating violence preventive intervention (Ajduković et al., 2011), which is delivered to 5000 third grade secondary school pupils each year in different parts of Croatia. The intervention includes four 45-minutes interactive classroom workshops, addressing the following topics: (1) changing unhealthy relationship beliefs and reducing gender stereotypes, (2) violence recognition, (3) interpersonal conflict resolution skills and (4) seeking and providing help. The evaluation included 184 classes from 39 secondary schools randomly assigned to intervention (N = 1503) and control (N = 1446) conditions (63% female, average age 17). After the baseline test, the intervention was delivered in early 2015, with a 6 months follow-up. Instruments with good metric properties (alpha from .74 to .92) were used for effectiveness assessment. Controlling for the results at baseline, the intervention group reported increased recognition of violent behaviors, less justification of partner's controlling behaviors, and more help seeking intentions ($p < .01$). There was also a significant reduction of specific perpetrating behaviors ($p < .05$), such as grabbing, slapping, threatening to gain sex, and respective victimization experiences. Although the effect sizes for the overall sample were small, the results suggest that this brief school-based preventive intervention is effective in changing knowledge, attitudes and behaviors associated with risks for teen dating violence. Notably, in some schools the effect sizes were considerably higher, indicating that delivery adherence to the guidelines may be important effectiveness factor.

ERFCON2017.0278 **Unaccompanied Children in Croatia - What Their Needs are and What We Can Provide to Them**

D. Marušić*

Centre for Missing and Exploited Children, Croatia

* dubravka.m67@gmail.com

ABSTRACT

The Republic of Croatia has been part of the world's migrant flows for a long time, especially over the last 20 years. During the migrant crisis in 2015, about 650.000 refugees and migrants passed through Croatia, and for most of them, Croatia was a transit country. About 30% of the migrant population were children, including identified twenty unaccompanied children. Currently forty unaccompanied children are staying in Croatia, and they are placed in social welfare institutions or in the Reception Centre for asylum seekers. Unaccompanied children are the most vulnerable group of migrant populations. These are children, who are travelling alone and are completely unprotected, mainly from Asian countries. They are exposed to various risks in their lives, threatened and degraded the overall integrity, often completely dispossessed personal dignity, the right to a childhood and all the rights that belong to childhood and to a child. Unfortunately, unaccompanied children often make the official statistics and the "black" figures of missing children. The association "Centre for Missing and Exploited Children" in partnership with Save the Children is implementing the project "Children of refugees and migrants in Croatia", which is financially supported by the Department for International Development of the British Government. The project included the needs assessment for capacity building system for the protection of unaccompanied children, which was conducted in January and February 2017. The main objective of this activity was to gain deeper insight into the experiences and needs of different stakeholders in the system of childcare for refugees and migrants in Croatia. Therefore, a qualitative research approach was used, and during field research, focus groups and interviews were conducted with three groups of participants: decision-makers, professionals and unaccompanied children. The aforementioned resulted with three different, relevant perspectives on the needs of children and the need to build and to improve the capacity of the system. Findings suggest the need for improvement in the following areas: housing and foster care; guardianship; providing communication in their mother tongue; learning the Croatian language; participation of children in decision-making, connection with their families, information and access to the rights; health care and the model of care focused on permanent solutions, integration and full protection of the rights of unaccompanied children.

Social Pedagogy - Session 7

ERFCON2017.0013 **Risk Factors and Prosocial Tendencies Among Students
Enrolled in Primary School Day Intervention Program**

N. Vlah*, D. Majić, R. Pavlović

University of Rijeka, Faculty of Teacher Education, Croatia; Dom za odgoj Rijeka, Croatia; Elementary
School Turnić, Croatia

* natasa.vlah@gmail.com

ABSTRACT

The aims were (I) to define relations between risk factors and prosocial tendencies among students enrolled in day intervention program, (II) to determine whether gender, age or length of intervention could predict students' prosocial tendencies and (III) to determine if gender, age or length of intervention could predict any of students' risk factor dimensions. Educators and students enrolled in intervention guided by Youth Correctional Public Institution in Rijeka, Croatia which operates in six primary schools in Rijeka participated in this research. Eight educators and 64 students, 27 (42,2%) of whom were boys and 37 (57,8%) were girls responded positively to our request for participation in this research. Two instruments were used to collect the data: Risk Factor Questionnaire which measured 18 risk factor dimensions and Prosocial Tendencies Measure-Revised adjusted for young adolescents. In order to test the hypotheses we used factor analysis, descriptive statistics, correlation, differential method and regression analysis. The data showed low risk rates among students. The students manifested highest risks in coping styles, hyperactivity and locus of control. Students who were involved in intervention for a longer period expressed emotionally-reactive prosocial behavior more often. Peer group risk was negatively connected to prosocial behavior. Compared to boys, greater risks at coping styles, hyperactivity and achievement were found among girls. Regression analysis showed that neither gender, age nor length of intervention were predictors of prosocial tendencies in students. Regarding risk factor dimensions, female sex was a significant predictor of hyperactivity, negative coping styles and achievement. Older age was a predictor of negative coping styles and a lack of motivation. Interestingly, length of intervention was not a predictor of decrease of any risk factor dimension. The results of this study indicate that girls possess more risks than boys regarding certain risk factors. Moreover, girls act less prosocially than boys. These unexpected findings are sufficiently interesting to foster further research. All in all, these findings can help educators set specific aims and plan their programs properly. The lack of decrease of risk factors in students who were in the intervention for a longer period can be explained by various reasons. First of all, overcapacity can be regarded as an essential

problem. Furthermore, educators' focus on writing homework and tutoring as well as the scarcity of pedagogic interventions should be also taken into consideration. Accordingly, educators should focus on those dimensions that have been proven by this research as potentially risky among students. They should also focus their attention to individual plans and programs for girls since they have proven to be at greater risk than boys, as well as it has been indicated that they tend to act less prosocially than boys.

ERFCON2017.0052 **"early Detection of MENTAL Health Problems in Preschools and Preadolescent Children in Zagreb" – the Preliminary Results of a Pilot Project**

V. Boričević Maršanić*, I. Zečević, L. Paradžik

Psychiatric Hospital for Children and Adolescents, Croatia; Psychiatric Hospital for Children and Adolescents, Croatia

* tajnistvo@djecja-psihijatrija.hr

ABSTRACT

Childhood mental health disorders are often undetected and hence remain untreated. World Health Organization (WHO) data show that 20% of children and young people up to 18 years have some form of developmental, emotional or behavioral problems. Therefore, WHO strongly recommends the introduction of screening programmes. Psychiatric Hospital for Children and Adolescents, Zagreb, conducted a pilot project "Early detection of mental health problems in preschools and preadolescent children in Zagreb" in 2015/2016. The pilot project included the following activities: psychoeducation for parents and professionals in kindergartens and primary schools with a lecture and educational brochure, screening and early intervention for children in the clinical range. The following tools were used for screening after the parental consent: Socio-demographic questionnaire and Strengths and Difficulties Questionnaire (SDQ) for the parents, and SDQ and Children's Depression Inventory (CDI) for preadolescents. The results were submitted exclusively to parents. Children with elevated results were recommended to contact their pediatrician or school doctor/general practitioner for further clinical assessment and referral to specialist services if needed. In case of borderline results, retest was recommended after 6 months. The total number of children included was 292; 136 children in the age of 5 years from 8 kindergartens and 156 pupils in the age of 12 years from 12 primary schools in the Zagreba area. 11% of preschool children and 19% of preadolescent children had borderline or clinical level of mental health problems. Depression symptoms had 12.5% preadolescent children. Our results are consistent with the WHO data and provide support for screening of childhood mental health disorders improving referral to

specialist services. Epidemiological data on the prevalence of mental health needs in youth are useful for creating mental health policy and organization of services (comprehensive assessment, counseling, institutions).

ERFCON2017.0054 Self-Assessment of Teacher's Efficacy in Preschool Institution

N. Vlah*

University of Rijeka, Faculty of Teacher Education, Croatia

* natasa.vlah@gmail.com

ABSTRACT

Teacher's Efficacy has proved to be powerfully related to many meaningful educational outcomes such as teachers' persistence, enthusiasm, commitment and instructional behavior, as well as student outcomes such as achievement, motivation, and self-efficacy beliefs. As Tchannen-Moran and Hoy (2001) constructed an scale Teachers' Sense of Teacher Efficacy Scale to measure this construct, numerous of authors validated it's characteristics on different samples. Subject of a particular interest of a present study is a preschool teacher's sense of Efficacy focused on behaviour of a specific child. One of the reasons of scientific interest is a reflection and possible implications to an early child development. Aims are to find out self-assessed preschool teacher's efficacy and subsequently to find out relations of the teacher's self-assessed efficacy with teacher's age, education, the need for professional help and length of work with a child. A total of 50 preschool teachers from 22 Early and Preschool Institutions of Rijeka, Croatia participated in this research ($M_{\text{age}}=44y$; $M_{\text{work experience}}=19y$). All of them anonimously and voluntary assesed their self- efficacy in teaching of total of 128 children average age of 28 months. At the moment of assessing, all of the teachers have been working with children at least for six months. There is valid and reliable factor structure of three dimensions: Effective involvement and individualization, The efficient provision of practical instruction, and Effective facilitation of problem behavior. The Efficient provision of practical instruction is the mostly and Effective facilitation of problem behavior the least self evaluated by the preschool teachers. Preschol teachers have a high estimations of their Efficacy wherein there is no relation between selfestimated Efficacy and age, years of work experience, level of education, need for additional professional assistance. The length of working with child is positively conected with Effective involvement and individualization. It is recomended to verify and adjust obtained measuring characteristics of the scale, in future studies. So, implication of the results of present study is reflected in possibility of a use of the scale in further studies which will have aims to investigate competencies and skills of

preschools teachers in working with early and preschool age children, especially with children with behavioural difficulties in inclusive classrooms.

ERFCON2017.0085 **School as a Protection Factor. an Analysis of Achievements, Obstacles, Collaboration, and Identities in Senior High School Work with Students Who Use Alcohol and Drugs**

G. Basic*, D. Wästerfors, M. Hugo , M. Ekberg, M. Alm , P. Wahlgren

Linnaeus University, Faculty of Social Sciences, Sweden; Jönköping University, Sweden; Linnaeus University., Sweden; Lund University, Sweden

* goran.basic@lnu.se

ABSTRACT

School as a protective factor. An analysis of achievements, obstacles, collaboration, and identities in senior high school work with students who use alcohol and drugs Authors: Goran Basic, Martin Hugo, Margareta Ekberg, Maria Alm, Paula Wahlgren and David Wästerfors This research project is inspired by ethnographic methodology, where researchers reside within the environments, situations, and interactions they want to learn about. By observing what happens, listening to what is said, asking questions and collecting documents in the practice, the researcher can come to an understanding of the participants' experiences. Adolescence is a unique period in which there is a high potential to influence and change both issues at school and drug abuse problems. However, it may require productive collaboration between professional in the social services and treatment centers and school staff. The environment at school can help create stability in a drug-abusing youths' life, and the combination of education and treatment is a key factor necessary for these students to build independence. Much remains unknown about improving schooling for students with alcohol and drug problems and the factors involved should therefore be investigated. This project aims to identify and analyze (1) factors in practical and organizational work at senior high schools that are obstructive and promotive to students with alcohol and drug problems; (2) the circumstances teachers and other professional actors in the Swedish school system need to promote the success of students with alcohol and drug problems; (3) implications of school attendance for inclusion, learning, and change in these youths; and (4) implications for the identity construction of these young people related to school situations. By examining the details of the work done by professionals, the results from this project will provide missing knowledge about how to improve schooling for young people with alcohol and drug problems and how this contributes to their inclusion and participation in society. Our hope is that the project will identify conditions and opportunities needed to support young people with alcohol

and drug problems in senior high school. Additionally, the information obtained will be used to develop a model for improved collaboration between schools, social services, and various treatment services to improve graduation rates for young people in the target group. In this specific target group, studies are lacking that identify factors that promote or obstruct such cooperation.

ERFCON2017.0090 Risk for Behavioral Problems in the Early and Pre-School Age: Proposal of Assessment Measure

N. Vlah*, S. Smojver-Ažić, T. Dorčić Martinac

University of Rijeka, Faculty of Teacher Education, Croatia; University of Rijeka, Faculty of Humanities and Social Sciences, Croatia; University of Rijeka, Faculty of Humanities and Social Sciences, Croatia

* natasa.vlah@gmail.com

ABSTRACT

On the continuum of behavioral problems in early and the pre-school age only the level of risk for these problems could be recognized. Spectrum of behavioral disorders is through decades theoretically defined as 1) behaviors that deviate from the norm, 2) require additional professional help and 3) represent difficulty in social integration to a child and / or the child's environment. Preschools could be institutions where these risks could be detected. Previous studies suggest that preschool teachers assess each child's behavior in accordance with perceived self-efficacy. The aim of this study is to evaluate the traditional definition of behavioral problems with new assessment measure applicable in preschools. Thereby, three items, mentioned as the elements defining spectrum of behavioral disorders, are the only criterion and new measure does not contain any other items besides. A total of 50 preschool teachers, average age of 44 years and 19 years of service, assessed their self-assessed efficacy in professional work with a specific child (Teacher's self-efficacy scale). Additionally, they estimated behavior of 128 children (average age of 27.5 months, 51% girls) using Social Competence Behavioral Evaluation scale and the new measure Risk for Behavioral Disorders in Early and Preschool Age. This measure contains three items corresponding to previously described definition of behavioral disorders on the three-point scale. In determining construct validity component analysis was used; while multiple regression analysis was used to check criterion validity for Risk for Behavioral Disorders in Early and Preschool Age. The contribution of externalized and internalized problems was tested after controlling preschool teacher's self-assessed efficacy. Exploratory analysis for The Risk for Behavioral Disorders in Early and Preschool Age extracted single-component solution explaining 86.49% of variance ($\alpha = .92$). After controlling self-assessed efficacy, externalized and internalized behavior additionally

explained 13% variance of the risk for behavioral problems in early and preschool age. The results of this study empirically confirm construct and criterion validity and reliability of the assessment instruments. When preschool teacher detects and indicate risk for behavioral problem, it could be relevant information for providing additional support and help.

Social Pedagogy - Session 8

ERFCON2017.0027 Educational Pathways of Care Leavers in Austria

S. Sting, M. Groinig*

University of Klagenfurt, Austria; IFEB, Austria

* maria.groinig@aau.at

ABSTRACT

In today's society the acquisition of formal education in the form of school qualifications, vocational training and tertiary or post-secondary education is an essential prerequisite for the realization of life options, the conduct of a successful, self-determined life and for social integration. With regard to the educational situation and the educational chances of „care leavers“, it can be stated that these were not considered in any Austrian study. Although, it is known that these group is heavily disadvantaged in their live options, interactional relationships and because of institutional, sociostructural, sociocultural and individual factors. Through the research project "Educational opportunities and the impact of social context on educational biographies of care leavers", the formal education and work situation of care leavers in Austria will be examined systematically for the first time. The study provides on the one hand representative, quantitative data on the education, training and work situation of 20 to 29-year-old care leavers. On the other hand, in a biographical-oriented qualitative study, interviews and network analysis will be used to investigate whether and how care leavers were hampered in their educational pathways and in which way social frameworks have influenced their educational biographies. From this perspective, prospects for possible support for care leavers will be developed to improve their educational and professional opportunities. The entire research process follows the premises of "participatory research" by including two reference groups, consisting of care leavers, in the development of the research design and in the process of data analysis.

ERFCON2017.0037 **Building Communities of Care: Understanding Service
Provider-Community Partnerships in Establishing
Community Resilience Across Cultures and Contexts**

L. Liebenberg*, D. Hutt-Macleod

Dalhousie University, Canada; Eskasoni Mental Health Services, Canada

* Linda@LindaLiebenberg.com

ABSTRACT

Introduction Between 2008 - 2010, the Indigenous community of Eskasoni, Canada, experienced an increase in suicides amongst its youth. Consequently Eskasoni Mental Health Services (EMHS) changed its service model, adopting a community-development approach that has increased community resilience. Increased social capacity has expanded their own service delivery capacity. EMHS has placed informal supports at the forefront of their service provision, without relinquishing their responsibility as a mental health service provider. Additionally, they assume an integrated approach where they form a central part of the community. **Aim** This presentation will review the approach of EMHS and key lessons learned from their approach. **Method** This presentation is based on the findings of 2 separate studies, and a review of administrative health data. In the first mixed methods study, 224 youth completed a survey of contextual and personal risks, contextual and personal resources, and personal outcomes. This quantitative phase was followed by a qualitative individual interviews component with 11 youth. The second study is a Participatory Action Research project, conducted with 8 youth, focused on how communities can support civic and cultural engagement as a component of healthy psychosocial outcomes. **Results** Both studies and the review of administrative health data highlight the profound impact of the EMHS service provision approach on mental health outcomes. In both studies for example, youth underscore the important role of extended and renewed social supports and community based activities in facilitating their own wellbeing. The impact of this approach is seen in the significantly reduced rates of completed suicides and other related mental health outcomes documented in administrative health data. **Implications** At a time globally when we are faced with significant increases in mental health needs together with mounting human tragedies that take the form of suicides, mass shootings, and acts of domestic and international terrorism; when human disasters related to climate change and conflict has resulted in an increase in refugees; and when we experience significant strain on families and service providers, the lessons that we can we learn from Eskasoni of how formal services can meaningfully re-establish social threads that support functional and safe communities with better educational, health and social outcomes for its members is critical.

ERFCON2017.0039 **Using Participatory Visual Methods to Understand Youth Resilience**

L. Liebenberg*

Dalhousie University, Canada

* Linda@LindaLiebenberg.com

ABSTRACT

Despite the increased effort to understand resilience processes in the lives of youth facing higher than normal risks, definitions and theories remain largely homogenous, and reflective of westernized cultures. Consequently our understanding of resilience needs to be challenged, allowing for a more diverse understanding resilience processes and required resources. In this way our understanding of resilience can become more relevant to children and youth around the globe. However, many of the resilience processes youth engage with to do well despite the adversity that they are facing, are obscured to them. This is because these processes may be taken-for-granted everyday aspects of their lives, or aspects that remain outside of their literal line of sight. This raises questions about the ways in which we research young lives. Additionally, a core goal of resilience research is to facilitate positive change in the lives of marginalized youth and the environments through which they move. This goal raises questions regarding the impact (or lack thereof) of our research findings and the ways in which we increase knowledge uptake. This presentation will review the use of participatory visual approaches in research with youth and the ways in which this facilitates exploration of the taken-for-granted and youth engagement as knowledge mobilisers of research findings. Specifically, it will outline the ways in which participatory action research aligns with the challenges of resilience research, situating participatory visual methods within these two theoretical frameworks. The presentation will conclude with a research exemplar.

ERFCON2017.0088 „For Them” or „About Them” How Staff Training Focused
& Based on Practice Can Contribute to Quality Help for
Youth with Problematic Behavior: Bridging Theory and
Practice

Z.B. Major*

Corvinus University of Budapest, Hungary

* 4081237@t-email.hu

ABSTRACT

It is always a big challenge to meet the needs of professionals for training and support. They want concrete methods and techniques and distrust theories. But without some theoretical background, it is impossible to act properly in a consistent manner in everyday situations. Kurt Lewin, the influential American social theorist, famously stated: "There is nothing more practical than a good theory." Based upon this belief, this presentation will present some elements from a training program on treatment and prevention of aggression with young people. Relevant factors – based on the use of the "why-what-how" logical triumvirate during problem-analysis – will be examined as a way to bridge theory and practice. thus increasing both the predictability of problematic situations for staff, and the efficiency of their activity. Also, Bormann's "symbolic convergence" theory, which uses, stories told during training sessions, will help to gain the participants' inner motivation for professional development, and will lead to more successful training. Several real-life successful cases will help the professionals, to feel that the training is not just "for them", but "about them" which can deepen their commitment. In conclusion, findings from the facilitator's qualitative research, using a special focus group method designed to discover colleagues' cognitive representations about key factors during training will also be presented.

ERFCON2017.0286 **Strengthening Families Program in Slovenia -
Implementation Challenges and Barriers**

S. Talić*

Institute Utrip, Slovenia

* sanela@institut-utrip.si

ABSTRACT

Institute "Utrip" implements several evidence-based programmes in Slovenia as part of a community-wide strategy for the prevention of substance use and juvenile delinquency. One of those programmes is Strengthening Families Program (SFP) 6-11 in duration of 14 weeks. The target group of the original programme were high risk families but many implementations around the world showed that the SFP offers learning of basic principles in parenting that can reduce several risk factors. SFP has been adapted, translated and implemented as a pilot in Slovenia in the period of 2010-2011 at the universal level but the evaluation still showed strong and positive effects and outcomes for the families that attended the programme. At the pilot phase the families were recruited with the help of school counselors and the rate of drop out families was very low. The main promoters and motivators for attending the programme were children and our facilitators with their attitude and approach. The evaluation found out that it had been implemented with high fidelity, integrity and innovation and the results of Slovenian pilot exceeded the findings from previous evaluation studies of SFP. Based on positive findings and experiences, a set of recommendations were developed by UTRIP regarding continuation and further dissemination of SFP in Slovenia and expansion of it to other interested communities, social services etc. After several years of struggling, promoting SFP and looking for potential facilitators, the Ministry of Health recognized the programme again and assured some funds for its continuation and expansion to other regions in Slovenia (besides Ljubljana). UTRIP had established good cooperation with one group of teachers and youth centre (in two different regions) who had implemented SFP in the period of 2015/16 and the programme will continue in both regions in 2017 as well. Mainly due to the promotion of SFP by families who have already participated in it. Those two regions established a sustainable system to implement SFP in the future, which is a great success with limited resources. The future expansion and dissemination of SFP depends again on available funding and recognition by authorities, which appears to be continued reality. Despite clear evidence of effectiveness, there are still many challenges, which UTRIP has to overcome in the future and assure sustainable implementation of this evidence-based practice. Some of these will be presented at the conference.

Social Pedagogy - Session 9

ERFCON2017.0022 **Coach's Perspective of the Effectiveness and Improving of
Playing Capoeira for Children in Croatia**

N. Vlah*, K. Križić

University of Rijeka, Faculty of Teacher Education, Croatia; OŠ Profesor Blaž Mader, Croatia

* natasa.vlah@gmail.com

ABSTRACT

The main objective of this study was to gain insight into capoeira coaches' perception of criteria for children's inclusion in capoeira, benefits of capoeira training and recommendations for the improvement of capoeira training for children and young people in psychosocial risk. Semi-structured interviews were used in this qualitative research. Data were processed by the thematic data analysis. All interviews were recorded, transliterated and respondents were asked to authorize their own transcript. They had the right to opt out of the interview at any time. The sample consisted of 9 capoeira coaches from Croatia who are part of Tribo moderna project. The average age of respondents was 26 (ranging from 19 to 31), 5 of them being male and 4 female. Their experience in capoeira training ranged from 2 to 10 years with the average being 5 years. The results of this study showed that there were several criteria for the inclusion in capoeira training: school professionals who choose school children, the age criteria and voluntary involvement. The second part of the results relates to coaches' perceptions of the benefit of capoeira: growing sense of acceptance and belonging, tolerance, improvement of social skills, self-esteem and self-confidence, flexibility according to individual children's needs, participation in non-competitive and collaborative environment, physical development, greater opportunities for socialization and re-socialization, openness to different cultures and development of musicality. The last part of the results deals with the challenges and possibilities related to the improvement in guiding young people in psychosocial risk through capoeira. The results showed that it is necessary for capoeira coaches to respect children's individuality, understand each child's developmental needs, monitor and integrate children's individuality into their work and motivate them to be creative. Other recommendations relate to the needs of monitoring, educating and encouraging the self-development of capoeira coaches, i.e., of investing in their professional and personal development. According to coaches' perceptions, the study showed that children and youth in psychosocial risk who are involved in capoeira training could benefit from it in social and psychophysical area, especially if coaches are educated, motivated and supported by the local community.

ERFCON2017.0247 **MENTal Health and Risky Behaviors Among West
Ukrainian Adolescents**

K. Okulicz - Kozaryn*, S. Shchudlo , H. Herasym , I. Mirchuk , L. Klymanska , V. Savka

PARPA, Poland; Drohobych Ivan Franko State Pedagogical University, Ukraine; Lviv Polytechnic National University, Ukraine

* katarzyna.okulicz@parpa.pl

ABSTRACT

Background: Since 1995 data on substance use among 15- to 16-year-old Ukrainian students have been collected regularly in a frame of the European School Survey Project on Alcohol and Other Drugs (ESPAD). However, this national-scale survey provides too general data to inform local policies and preventive activities. Aim: This study examined the prevalence of psychoactive substance use, violence and depressive symptoms, as well as a broad range of their risk and protective factors, among ninth-grade students (15-year-old) in Lvov and Drohobych county. Methods: Data were collected (Fall 2016) from random samples of ninth-grade students from Lvov (N = 1246, 50% females) and Drohobych county (N=555, 48% females). The self-administered anonymous questionnaire was completed during school lessons. Findings: For a period of 1 year prior to the research, 46% of the students faced violence either virtual (25%) or in real-life (35%). Fights were more prevalent in Drohobych (38%) than in Lvov (32%), especially among boys (55% vs. 45%). Higher rates of alcohol use in the past 30 days were observed in Drohobych (45%) than Lvov (35%) but Lvov girls drunk alcohol more often than boys (39% vs. 32%). The past month prevalence of cigarette use and past year prevalence of illicit drug use were similar in both sites (13% and 4% respectively) but use of psychoactive medicines was more prevalent in Lvov (24%) than in Drohobych (16%) and among girls (31%) than boys (13%). Also rates of depressive symptoms and mental health disorders were higher in Lvov (6% and 15%) than in Drohobych (3% and 7%) and among girls (9% and 16%) than boys (2% and 9%). Conclusions: Study results provide strong arguments for strengthening preventive activities, especially aimed at reduction of alcohol consumption among adolescents in West Ukraine and supporting mental health of Lvov students.

ERFCON2017.0309 **Media in Prevention of MEB Problems: Relevant?
Irrelevant? Beneficial? Harmful?**

A. Čakmazović*

Najlon, Croatia

* alma.cakmazovic@stud.erf.hr

ABSTRACT

The aim of the paper is to raise a broad theoretical question of media related to prevention of mental, emotional and behavioral (MEB) problems. Although most of us take media for granted in our everyday life, it is a complex phenomenon researched and approached from diverse disciplines. Communication, psychology, philosophy, sociology, economics, political science, cybernetics, arts, literature, biology, mathematics and linguistics are some of them. As integral part of children's lives, media has been increasingly researched and was found to be related to their learning, attention, cognition, emotions, relationship and risky behaviors. Media can be considered from different academic positions and research paradigms. Preventionists themselves have been interested in media at least since the 1960s. Nevertheless, within the discipline of prevention there seems to be a lack of theoretical consideration of media in favour of its utility. Contemporary accounts of media show that the media is predominantly viewed from the perspective of functionality and effectiveness of prevention interventions. Recent efforts suggest framing of media as a tool in prevention and including media-related interventions to prevention taxonomy. Seeing media only as technology, a functional tool, can make theory, knowledge or reflection about media seem unnecessary. Except for a lack of systematic theoretical approach and methodical observation of media, this view also stands in contrast to those critical accounts of media which call attention to their pervasiveness expressed in multitude ways media create our environment and influence our lives. In this paper we mostly focus on different interpretation of media arguing that the meaning we assign to media largely influences our perception of its role and relevance in prevention science as well as its effects that could possibly be linked to MEB problems and their prevention.

Social Pedagogy - Poster Session

ERFCON2017.0017 **A Breath of Death in Auto-Aggressive Behaviours of
Prisoners Functioning in the Polish Penitentiary Space**

S. Przybyliński*

University of Warmia and Mazury, Poland

* k.cwirynkalo@uwm.edu.pl

ABSTRACT

The article discusses the phenomenon of self-harm occurring among prisoners who stay in the penitentiary space. Looking at the background of contemporary Polish prison, the author presents issues related to this problem. The issues include the types of self-harm as well as the reasons that force prisoners to self-harm, to commit or to attempt to commit a suicide. In addition to the typical instrumental behaviors of prisoners that injure themselves, there are also actions whose cause is of emotional nature. Self-injuries are often associated with emotions, which can be placed on the continuum from anger and wrath on the one hand to fear and terror on the other. The aim of such actions is to minimize the emotional states they are in, and at the same time stabilizing the emotional tension. These situations may appear both in case of defendants who are temporarily imprisoned and in case of convicts who were sentenced to prison. Substantive considerations included in the article are supported by prison statistics which constitute a numerical illustration of the problem. The phenomenon of self-injuries is not new, as such cases have been recorded in prisons for many years. Manifestations of self-aggression can be found in all prisons and constitute a significant problem in the process of resocialization of convicts, narrowing the space for corrective work.

ERFCON2017.0038 **Wholistic Approaches to Positive Youth Outcomes: Lessons from Spaces & Places Eskasoni**

L. Liebenberg*, Y. Participant

Dalhousie University, Canada; Spaces & Places, Eskasoni, Canada

* Linda@LindaLiebenberg.com

ABSTRACT

Spaces & Places is a participatory visual methods study that explores what spaces are available to youth that establish a sense of community and cultural connection when facing risks. The study has taken place in three Aboriginal (First Nations, Inuit and Metis) communities in Atlantic Canada. The goal of the study is to understand how physical and relational spaces facilitate a sense of cultural and civic engagement in young people; and how this engagement can foster good social and health outcomes for youth. The study is situated within an Aboriginal social determinants of health framework. Our hope is to expand on the knowledge base of young people's engagement with their culture and to provide communities with practical information on how they can support positive life outcomes for youth. The project was designed in close collaboration with community partners (mental health service providers) so that the study meets both community and academic goals. Photo and video visual elicitation methods were used in this exploratory study. After the data gathering, the research team worked with the youth in each community to analyse the data using thematic analysis. This poster will present findings from one of the three sites, and will describe the holistic approaches needed to support positive youth outcomes and reduce the incidence of delinquency and criminal behaviour. These approaches include an integration of relationships (with family, friends and community members), opportunities (recreational and educational), and physical resources (such as libraries and sports facilities) that support personal characteristics and resources (such as confidence and self-esteem).

ERFCON2017.0045 **Identification of Asperger Syndrome in Perpetrators of Serious Crimes**

N. Glumbić*, N. Kovačević

University of Belgrade, Faculty of Special Education and Rehabilitation, Serbia; OŠ "14. oktobar", Serbia

* nenadglumbic@gmail.com

ABSTRACT

Although there is little evidence of any significant relationship between Asperger syndrome and criminality, numerous case studies point to the possibility that unique clinical characteristics may increase the vulnerability of people with this syndrome in violation of legal norms. The aim of this study was to identify Asperger's Syndrome in perpetrators of the most serious crimes. The sample included 44 male respondents, aged between 17 and 57 years ($M = 22.52$; $SD = 3.54$), who were sentenced to long prison terms for serious crimes (murder, attempted murder, aggravated murder or grievous bodily harm). The study was conducted in the Correctional Institution in Valjevo (Serbia). The Gilliam's Asperger's Disorder Scale was used for identification of Asperger syndrome in order to obtain standard scores for the four subscales and Asperger's Disorder Quotient. Data were obtained through interviews with counsellors who are directly involved in the re-socialization of prisoners, with the prior consent of the prisoners, and licensed by the Ministry of Justice of the Republic of Serbia. Asperger's Disorder Quotient values ranged from 40 to 117 points ($M=75.52$; $SD=18.095$). A score of 70 was used as threshold value. Based on the obtained values of Asperger's Disorder Quotient, respondents were divided into three categories: 17 (38.6%) respondents who do not have traits associated with Asperger's syndrome, 6 (13.6%) respondents with borderline values and 21 (47.7%) with a great possibility of Asperger's syndrome. The highest values of standard scores, indicating significant behavioural problems, were found in the sub-scales for assessment of social interactions ($M=6.50$; $SD=3.71$) and pragmatic skills ($M=6.43$; $SD=3.28$). Significantly fewer problems were found in restricted patterns of behaviour ($M=6.39$; $SD=3.26$) and cognitive patterns ($M=6.00$; $SD=2.68$). Although some of the symptoms of autism spectrum disorder, consistent with the possible occurrence of Asperger's syndrome, were found in large number of respondents, no prisoner met the DSM-5 criteria for Asperger's syndrome. The data obtained are the result of partial overlap of clinical picture and superficial similarities between Asperger's syndrome and antisocial personality disorder that is often being detected in perpetrators of serious crimes. Although none of the participants met diagnostic criteria for Asperger's syndrome almost half of them reached threshold values. That is why The Gilliam Asperger's Disorder Scale is not a suitable instrument for the identification of Asperger's syndrome in penitentiary institutions.

ERFCON2017.0056 **Cyberbullying Among Children and Adolescents – an
Overview on Epidemiological Studies and Effective
Preventive Programs**

S. Capurso*, L. Paradžik, M. Čale Mratović

HRT, Croatia; Psychiatric Hospital for Children and Adolescents, Zagreb, Croatia, Croatia; Public Health
Institute of Dubrovnik-Neretva County, Croatia

* silva.capurso@hrt.hr

ABSTRACT

Bullying is aggression repeated over time combined with power aggression. It has been recognized as a significant social issue and research has shown that bullying behaviors tend to increase during the middle school years. Cyber bullying is a new kind of bullying through email, instant messaging, chat room exchanges, digital messages etc. The goal of this paper is to give an overview on epidemiological studies and effective preventive programs of cyberbullying among children and adolescents. Some authors claim that student is cyberbullied if it happens two or three times a month, while others say they are cyberbullied if it happens once or twice a month. This difference makes the data discrepancies. So today we talk about 4,5% to 24% of cyberbullied children. Croatian data are similar - 4,9 % to 29% of cyberbullied students, depending of the definition. The physical, psychological, and academic correlates of the two types of bullying resembled one another. Social cognitive theory and media effects model are a theoretical framework to identify main categories of actors to explain cyberbullying: individual factor, family, school, peers and media. There is strong positive relationship between cyberbullying behaviors and perception problems, hyperactivity, anger, aggression, problems of behavior control, low sociability, feeling of revenge and feeling insecure at school. School-based intervention/prevention programs for traditional bullying often have reasonable success rates. In Croatia we have several preventive programs aiming bullying in schools made in local communities and paid by local governments or national administration. Cyberbullying needs should be incorporated in components of bullying programs. The aim of conducting effective preventive programs which include cyberbullying interventions is to decrease bullying and cyberbullying in schools and improve school climate. The goal is to reduce students hyperactivity, anger, aggression and problems of behavior control and initiate better self-efficacy.

ERFCON2017.0081 **Reach Strategies for Engaging Families at Risk**

D. Caha*, H. Križan , I. Velimirović

Centre for social welfare, Croatia; Elementary School Petra Zrinskog, Croatia; Center for Rehabilitation Zagreb, Croatia

* dinka.nour@gmail.com

ABSTRACT

Research demonstrates that involvement in evidence based early childhood and parenting prevention interventions can alleviate some of the negative impacts of disadvantage on young children and families (Gross et al., 2009) and create high effect and population impact. However, service providers can find it challenging to reach and engage families at risk to participate in offered interventions, so reach has a valid function in determining public impact. There are various intervention strategies to engage families and children at risk. The selection of an appropriate reach strategy depends upon the identified setback/problem. The solution of this problem can be to 1. increase demand and use (marketing and access problem), 2. extend capacity and efficiency (capacity and efficiency problem), 3. focus on organization development (organization and coordination problem), 4. change goals and analysis (target spectrum and analysis problem) or 5. change the intervention strategy (strategy problem). To provide additional guidance to service providers at reaching their targeted population this paper contains an extended review of strategies for engaging families at risk in prevention interventions. A single strategy will likely not provide long lasting effects. The assumption is that long-term optimized reach can be achieved by knowing evidence-based effect principles and elements, context and target group characteristics, having in-depth needs assessments, multidimensional elaborated reach strategies and an ongoing evaluation.

ERFCON2017.0093 **Challenges of Foster Care for Children with Behavior Disorders from the Perspective of Experts**

M. Laklija*, I. Čičak

University of Zagreb, Faculty of Law, Croatia; CZSS Dugo Selo, Croatia

* maja.laklija@pravo.hr

ABSTRACT

Abstract: The aim of the qualitative study is to gain insight into the challenges of foster care for children with behavioral disorders from the perspective of experts working with these children. Data were collected through semi-structured interviews (N=7). Thematic analysis was chosen as method for processing, analyzing and interpreting data. Both the interpretation and the conclusions of the analysis were subjected to the process of investigator triangulation (use of two researchers in the analysis). This paper discusses the challenges of foster care and expert's experiences in the field of foster care for children with behavioral disorders, as well as their suggestions for improvement of foster care for children with behavioral disorders. The results show that the main problems of the practice of foster care for children with behavioral disorders is that there are no specialized foster parents who are specifically trained to work with those children, although there is some legal basis for this form of foster care. Experts described their experiences in the field of foster care for children with behavioral disorders by themes: undevelopment of specialized foster care, child placement instability, negative experience of placing a child in foster care, the factors which contribute to the positive experience of foster care and the limitations of social welfare system for children in care. As the challenges of foster care for children with behavioral disorders experts emphasize the lack of foster parents preparation for the foster care, difficulties related to the manifest behavior of the child, lack of assistance and support to foster parents and environmental risk factors that have influence on the child. Suggestions for the improvement of foster care for children with behavioral disorders are: to initiate a specialized foster care in practice, to set clear criteria for becoming the specialized foster parent, to organize systematic assistance and support for foster parents, to recruit new foster parents and the professionalization of foster care. The obtained results can be used as a starting point for further research, as well as a starting point for improving the practice of social work in the area of foster care for children with behavioral disorders, as well as the development of specialized foster care

ERFCON2017.0094 **Creative Media as a Tool for Social Pedagogical
Intervention**

M. Bertoncej*

University of Ljubljana, Faculty of Education, Slovenia

* Marusa.Bertoncelj@pef.uni-lj.si

ABSTRACT

Social pedagogical interventions refer to the processes of creating conditions for development, social learning and participation, aimed at various contexts and populations. Thus it takes a certain degree of creativity to support the three core concepts of intervention: relationship, structure and change. Creative media, particularly media consistently used in our everyday lives as a system of communication, information or entertainment, possess a great deal of potential as a flexible intervention tool in the social pedagogical practice. 52 students of the 7th semester of Social Pedagogy study program at the Faculty of Education of the University of Ljubljana were presented with examples of how to intervene by using creative media, e. g. photography, motion pictures, expressive writing or a set of simple mind-body and expressive art techniques as a means to either facilitate self-expression in self presentation, communication, externalization, or for (self)reflection. The students were encouraged to choose one or more of the presented media in their field work while collaborating with different types of population. Our research is based on qualitative content analysis of the students' final papers in which they reported and evaluated their experiences of interventions with creative media. Our poster will present an overview of students' findings, demonstrating overall positive experiences and usefulness of the applied media.

ERFCON2017.0118 **Some Characteristics of Drug Addicts Users of the Harm
Reduction Programmes in the Republic of Croatia**

D. Doležal*, A. Jandrić Nišević

Catholic University of Croatia, Croatia; University of Zagreb, Faculty of Education and Rehabilitation
Sciences, Croatia

* dalibor.dolezal@erf.hr

ABSTRACT

The Croatian Strategy for combating drug addiction was adopted by the Croatian government in 1996. It included the implementation of a balanced strategy to reduce drug demand and supply, as well as the so called "Croatian model" of drug treatment. Furthermore, in order to evaluate the performance of certain forms of substance abuse treatment (cost benefit analysis), the Croatian Society for Alcoholism and Other Addictions of the Croatian Medical Association and Croatian Reference Centre for Substance Abuse initiated the research entitled CROATIAN ADDICTION TREATMENT SURVEY (CATS). The goal was to explore the characteristics of the population of users of psychoactive substances and the specifics of the treatment of drug addicts in Croatia, as well as, experiences in the treatment of opiate addiction replacement therapy. Considering that the project involved three different groups of respondents, the entire project was divided into three smaller projects (CATS-PAC, CATS-USE and CATS-DOC) to make the data collection and analysis easier. In this paper, we will present the data from the sub-project CATS - USE, which included a sample of users who were at the time of testing used the services of non-governmental organizations implementing harm reduction programs. The sample comprised 237 adult drug users who used at least one of the substances specified in the questionnaire longer than 6 months prior to the research. The survey was conducted in partnership with the non-governmental organizations that were providing harm reduction programs in different regions of Croatia. For the purpose of this sub-project a special questionnaire of 26 questions was created and used to obtain, inter alia, data on socio-demographic characteristics of the sample, opinions about the current treatment, current use and misuse of other substances in addition to those officially provided, as well as the experience with the treatment of opiate addiction replacement therapy.

ERFCON2017.0157 „She Used Silence to Explain Everything“

M. Vranko*, D. Novak, T. Dodig, P. Brečić

University Psychiatric Hospital Vrapče, Croatia

* mirta.vranko@gmail.com

ABSTRACT

Paper discusses the psychogenic stuttering as one of the symptoms of anxiety-depressive disorder, that is caused by traumatic experiences. Psychogenic stuttering first time occurs in adulthood. The most common causes are: stressful situations, traumas, anxiety, depression or other emotional crisis, problems of adjustment, problems in the family, post-traumatic neurosis and psychiatric psychopathology. Symptoms in this stuttering are: repetition of initial sounds/syllables, extension notes, interrupts speech, delays or blockages and shallow and rapid breathing. The amount of symptoms depends on the intensity of the mental condition of the person. When a person is mentally well, speaking is fluent which may last several days, weeks. When the mental state of the person worsens it increases the strength of stuttering. The patient (48) to be shown has experienced severe cases of sexual abuse and harassment during two years at work. Also, she lived in a primary family with alcohol addicted father who was aggressive. After she married, she wasn't well accepted by her father-in-law who also was aggressive towards her, especially during periods while her husband was absent. First time she comes in psychiatric hospital in 2003 year because of depression and suicide attempt; poorly controlled anxiety, depressive-dysphoric mood, deficits of interests, will and energy, also utter lack at all levels of functioning (especially cognitive and social functioning). During her treatment, it is noticed that in the situations of overwhelming anxiety, psychical suffering and strong emotional involvement, patient starts to stutter. While in ambulant treatment, it is observed that psychogenic stuttering is symptom of underlying disease. Within the anxiety-depressive disorder, there is a symptom of psychogenic stuttering. Better control of anxiety and depression led to significant remission of symptoms of the anxiety-depressive spectrum; in a way that the result of depression (Beck's depression inventory - II) and anxiety measurement (Social anxiety questionnaire for adults, SAQ-30) at the beginning of current hospitalization indicated a major depressive disorder - the current episode of severe and poorly controlled anxiety. By evaluating treatment upon completion of hospitalization by conducting the same questionnaires, the patient achieves better results of lower intensity of depressive symptoms as well as better control of anxiety. Stated is in accordance with the clinical impression - better control of psychogenic stuttering. The paper will present above explained and will reflect on the possibility of treatment.

ERFCON2017.0193 **Police College Students' Attitudes About Human Trafficking**

I. Kovčo Vukadin*, D. Martinjak , R. Odeljan

University of Zagreb, Faculty of Education and Rehabilitation Sciences, Croatia; Police College, Croatia

* irmakv@yahoo.com

ABSTRACT

It is believed that human trafficking, due to its lucrative nature, is important part of organized crime. Human trafficking victims are often fearful of seeking help or reporting their victimization to the police because of intimidation from traffickers and lack of any knowledge about their rights. Moreover, victims sometimes deny their victimization because they are embarrassed about things they were forced to do. All of that implies importance of proactive policing. In order to achieve better detection and identification of human trafficking victims and to conduct victim-sensitive criminal investigation, police officers have to be well trained and qualified. Police College students' attitudes about the specific topic may give some answers to the question of current education on this specific topic. This study sought to get the insight into: 1. main sources of knowledge about human trafficking, 2. attitudes about the main reasons of victimization, 3. attitudes about the best anti-trafficking measures, 4. perception of the potential efficiency of various institutions in suppression of human trafficking, and 5. perception of personal competencies for work in this area. Apart from that we wanted to test differences in regard to participants' gender. Police college students in Zagreb (N=234) were asked to fill out the questionnaire in January of 2017 in their classes. Results show that media coverage of human trafficking and reading professional literature are the main sources of knowledge about human trafficking. Students perceive naivety, poverty, and poor education as the main push factors. Severe offender punishment, better international cooperation, and good control of state border are listed as the best anti-trafficking measures. The Ministry of the Interior, the United Nations and the Ministry of Justice are seen as most powerful institutions in anti-trafficking efforts. Self-perception of competencies for working in this field is quite low. There are some differences in sources of knowledge about human trafficking, push factors and powerful institutions in anti-trafficking efforts regarding students' gender.

ERFCON2017.0199 **The Role of Parents' Depression and Parental Behaviour in
Relationship Between Economic Adjustment and
Adolescent Self-Esteem**

M. Matijaš*, M. Merkaš, M. Anđelinović, B. Brdovčak

Catholic University of Croatia, Croatia; Catholic University of Croatia, Croatia

* mmatijas@unicath.hr

ABSTRACT

Based on the application of the expanded Family Stress Model to children's life (Conger et al., 2010), the aim of this paper was to explore direct and indirect, via depression of parents and parental behaviour, effects of family's economic adjustment on adolescent self-esteem. Data used to test the proposed effects were collected within the research project "Parents' work, family economic hardship and well-being of parents and children". In this study, we used data collected from 267 children (102 boys) ranging from 11 to 19 years, from seven primary and four secondary schools from the City of Zagreb and its surroundings, as well as their mothers and fathers. The children filled out the Self-Esteem Scale (Rosenberg et al., 1989) and Parental Behaviour Questionnaire (Keresteš et al., 2012). Both parents completed the Depression Anxiety Stress Scales (Lovibond & Lovibond, 1995), and provided information about the family's economic adjustment (Elder et al., 1992). Results of the serial mediation analyses, conducted using PROCESS MACRO for SPSS (Hayes, 2012), have shown that there was a direct effect of family's economic adjustment on adolescent self-esteem. Pronounced family's economic adjustment, due to economic hardship, was associated with lower adolescent self-esteem. The serial indirect effect of family's economic adjustment on adolescent self-esteem, via parents' depression and parental punishment, was not significant. However, pronounced family's economic adjustment estimated by mother, indirectly through the mother's use of punishment, contributed to lower adolescent self-esteem. The findings of the study point to different processes by which economic adjustment affects the self-esteem of adolescents.

ERFCON2017.0223 **Assessment of Metric Characteristics of Coping Strategies Scale in Dealing with Negative and Harassment Behavior at Workplace in Police Profession**

Ž. Radošević, S. Blažeka Kokorić, M. Laklija*

Split-Dalmatia County Police Department, Croatia; University of Zagreb, Faculty of Law, Croatia

* maja.laklija@pravo.hr

ABSTRACT

Exposure to negative and harassment behaviors at the workplace has been recognized in previous researches a significant psychosocial risk and a major source of stress, that negatively correlates with the quality of work and mental health of employees. Some organizations and professions, such as police profession, due to the hierarchical and authoritarian structures, can especially be suitable for expression of negative behaviors and harassment at workplace. In Croatia there has been no research about dealing with negative and harassment behaviors at workplace in the context of police profession. This paper will present the results of a preliminary study that include a convenience sample of 209 employees of one police authority in Croatia (Policajska uprava splitsko-dalmatinska). The specific goal of this paper is to describe construction and psychometric characteristics of the Coping strategies scale in the case of negative and harassment behavior at workplace in police profession. Participants were instructed to indicate the extent to which they used the various coping strategies/behaviors to cope with negative and harassment behaviors at workplace, using a 5-point scale. The coping behaviors were drawn from study conducted by Lim (2011), who used the same 24 items scale. For the purpose of this study authors added two more items to the questionnaire. The scale has shown good metric characteristics and reliability of the scale. Factorial analysis suggested the existence of three factors: (1) focusing on own emotions and facilitate stress symptoms (Cronbach's alpha = 0,834); (2) tendency to calm the situation – avoiding problems strategy (Cronbach's alpha = 0,835); (3) active problem solving strategy (Cronbach's alpha = 0,719). In this presentation authors will represent the final form of the questionnaire and theoretically predictable factors.

ERFCON2017.0257 **Social Work Students' Attitudes About Human Trafficking**

I. Kovčo Vukadin*, I. Krišto , A. Begić

University of Zagreb, Faculty of Education and Rehabilitation Sciences, Croatia; Faculty of Humanities and Social Sciences, Bosnia and Herzegovina

* irmakv@yahoo.com

ABSTRACT

Human trafficking is one of the major global problems. Victim of this crime is in central focus of international policies and strategies due to severe consequences of victimization and grave violations of the basic human rights. Victim assistance, support and protection are the main imperatives when dealing with such cases. Therefore, it is very important that professionals who work with victims are competent and fully aware of different aspects of each case. Main United Nation and European Union policy documents in this area emphasize the importance of trained and qualified professionals in identifying and helping victims. Social workers are professionals who can identify a victim and work as a member of interagency teams in cases of identified victims. Therefore, their full awareness of the problem and competence in identifying and working with victims is very important. This study aims to find out: 1. main sources of students' knowledge about human trafficking, 2. attitudes about the push factors, 3. attitudes about the best anti-trafficking measure, 4. perception of the powerful anti-trafficking institutions, and 5. perception of students' personal competencies for work in this area. In addition, we wanted to test differences between undergraduate and graduate students. Social work students at the University of Mostar (N=132) were asked to complete the questionnaire in paper-pen format in January 2017. Results show that media coverage of human trafficking cases and reading professional literature are the main sources of knowledge for students and that they perceive violence and abuse as the main push factors. According to participants, severe punishment of offenders is the best anti-trafficking measure, and the United Nations and the Ministry of Justice are the most powerful anti-trafficking institutions. Perception of personal competencies for working in this field is very low. There were differences between undergraduate and graduate students in their attitudes toward effective anti-trafficking activities and powerful anti-trafficking institutions. No differences were found in the main sources of knowledge about human trafficking, push factors, and personal competencies for working in this field.

ERFCON2017.0258 **Enhancing Resilience in Teacher Education: Innovative
Curricula for Creating Supportive Learning Environment**

D. Roviš*, V. Vasiljev Marchezi, T. Rukavina, G. Šimunković, J. Bašić, A. Matsopoulos, M. Gavogiannaki, M.A. Zanetti, G. Gualdi, C. Cefai*, P.A. Bartolo, N. Galea, R. Spiteri, C. Simões, P. Lebre, A. Caetano Santos

Medical Faculty University of Rijeka, Croatia; retired professor from Faculty of Education and Rehabilitation Sciences University of Zagreb, Croatia; University of Crete, Greece; Università degli studi di Pavia, Italy; Università ta Malta* the Coordin

* darko.rovis@zzjzpgz.hr

ABSTRACT

Contemporary Europe is facing a growing set of social, economic and cultural adversity. Increasing social differences and inequalities are putting children in risk for variety of social, academic and mental health problems. Schools are widely recognised as “the best” place for prevention and therefore hold huge responsibility in assuring the conditions for overcoming the obstacles for positive development of all children. This paper will present project ENRETE (ENhancing RESilience in Teacher Education) which is aiming to strengthen the capacities of teachers to promote resilience and growth among vulnerable children. The consortium of six European universities will develop an innovative curricula for teacher training at Masters Level. The curriculum will focus on the knowledge and skills for addressing the academic, social and emotional needs of children at risk, particularly children from minority communities, socially disadvantaged children and children with learning difficulties or special educational needs. Using a blended learning approach, a ten face to face and online modules will be developed and piloted during 2016-2018. Final goal of the project is to develop a European Masters in Resilience which will contribute to creating supportive learning environments across Europe. The project is co-funded by Erasmus+ and coordinated by the University of Malta.

ERFCON2017.0262 **MENTal Health and Adult Social Competence**

P. Hruškar*, M. Vranko

Primary School Podmurvice, Croatia; University Psychiatric Hospital Vrapče, Croatia

* petra.hruskar@yahoo.com

ABSTRACT

Interest in this topic stems from the daily work with adults in the area of mental health. Markus (2010) describes social competence as a complex construct that refers to the effective functioning of an individual in a social context, while also successfully achieving personal goals. The foreign literature describes social competence as part of emotional intelligence, which is related to the effective functioning of the social context. Stamp et al. (2009) suggest Dodge's (1985) definition, according to which social competence is a multidimensional construct that includes relationships, the frequency of interaction, a positive self-concept and social and cognitive skills. Literature review suggests that this construct different authors define differently; in a way that usually social competence is being described during childhood and adolescence, while the same construct in adulthood describes inconsistently the same phenomenon. Given the importance and ubiquity of social competence in the prevention, diagnosis, and treatment of adults suffering from mental disorders seems important to clearly define social competence. Due to the damage of social competence in the context of mental disorders like the disturbing quality of life for a large proportion of the adult population is extremely important to know the possibilities of strengthening social competence in order to prevent relapse. For these reasons, it is evident the need for a theoretical overview of the domestic and foreign literature whose results will be presented in this paper.

ERFCON2017.0263 **Elementary Teachers' Confidence in Dealing with Bullying in Schools: Relation to Teacher Training, Professional Support and School Bullying Prevention Programs**

S. Skočić Mihić*, I. Krmpotić, N. Vlah

University of Zagreb, Faculty of Teacher Education, Croatia; Non, Croatia; University of Rijeka, Faculty of Teacher Education, Croatia

* sskocicmihic@gmail.com

ABSTRACT

Bullying affects all aspects of a child's development and abilities. Recent research has highlighted this widespread problem in schools. Despite this, scant attention has been paid to the teachers' ability in preventing and managing bullying. The aim of this study was to determine (1) the teachers' confidence in dealing with bullying issues, (2) the impact of length of service, training, available professional support in managing bullying, and enrollment in bullying prevention programs in school on the perceived ability to cope with bullying, (3) the presence of teachers' evaluation of school bullying prevention programs. This study examined a sample of 127 elementary school teachers from 13 schools in the Primorsko-Goranska County, selected on a convenience basis. The age range was between 25 and 65 years (mean = 45.2), while the length of teaching experience was between 1 and 45 years (mean = 20.3 years). One factor Scale of teachers' confidence in dealing with bullying was used ($\alpha=0,856$). Teachers expressed moderate confidence in managing bullying in classrooms, although confidence grows with the increase in the length of service. Teachers feel significantly more confident in dealing with bullying if they are enrolled in school bullying prevention programs, in-service training about school bullying, and have had available professional support in managing bullying. Most teachers who are enrolled in at least one school bullying prevention programs perceived them as effective. The teacher, as a key person in reducing the problem of bullying in schools, has to be educated in bullying prevention activities and managing bullying. So, it is necessary that teacher-training programs incorporate that knowledge. The results are discussed in line with available school bullying prevention programs and ensured support to teachers in dealing with bullying in classrooms.

ERFCON2017.0284 **Application of Didactic Tools in the Social Pedagogical
Work - Students' Perspective**

N. Zrim Martinjak*, T. Pleško Zalar

University of Ljubljana, Faculty of Education, Slovenia

* Natasa.ZrimMartinjak@pef.uni-lj.si

ABSTRACT

Quality study programme defines also the response to the current needs of the profession in practice. In the social pedagogical practice, the need for greater use of more skilled social pedagogues, able to use didactic tools, is stressed. In some cases, didactic tools are an integral part of social pedagogical work. Thus, it is important for future professionals to attach appropriate value to the field, and have positive stance towards it, because this determines the application of didactic tools to practical work. We have found that for the use of didactic tools in the social pedagogical work professionals' knowledge of the didactic approaches via using didactic tools is not enough. Rather, processuality and creative approach to one's own development in the sense of recognition of professional and useful values of didactic tools are important. Therefore, we included in the education and training of students of social pedagogy the topic of didactic tools in the subject discipline of didactics and methodology of social pedagogical work. The aim of the survey (n = 52) was to analyse and evaluate over the course of study the development of social pedagogy students' (Faculty of Education, University of Ljubljana, Slovenia) attitude towards the use of teaching aids as resources in social pedagogical work. We were interested in the advantages, disadvantages, importance and necessity attributed to didactic tools' usage in social pedagogical work from students' perspective. We researched their stance and assimilation of these contents before and after the study process with analysed contents. The findings show that students positively evaluated the application of didactic tools in the social pedagogical work and that the study process importantly contributes to this. We can conclude that the exposed content is necessary and important in the higher education study programme of social pedagogy and contributes to its professional and applied value.

SYMPOSIUM Speech and Language Pathology: Insights in Early Childhood
Intervention – Scope of ResearchERFCON2017.0204 **The Importance of Routines and Rituals in Early Learning
and Early Intervention**

A. Bohacek*

Center for rehabilitation, Faculty of education and rehabilitation science, Croatia

* anamarija.bohacek@gmail.com

ABSTRACT

Introduction: Contemporary early intervention systems emphasize advantage of a family centred approach and a fact that developmental principles are common to all children, no matter what disability one may have. Among numerous developmental principles, learning by everyday activities (routines) has been recognized as a powerful tool that can be used to teach children numerous developmental skills. Parents of children with autism spectrum disorders have more difficulty than parents of children with other disabilities to include their children in everyday activities and to use daily routines as a teaching tool. To encourage parents with children with ASD to use routine as everyday intervention we have organized group sessions and finally examined effectiveness of such approach. Participants and methods: Group sessions for 5 groups of parents and their children with ASD were organized. Altogether, 21 preschool children with ASD and 35 parents were embraced in this study. Each group had 12 structured sessions. By using visual support for parents and children, and providing always the same group routine, parents with their children were instructed how to organize and use everyday activities/routines to support their child communication and social skills. After completing 12-session programme, parents were asked to fill out the evaluation form concerning the overall satisfaction rate. Results: During group sessions, parents were constantly expressing great satisfaction with this type of intervention. Special satisfaction was expressed for provided advices concerning information about different strategies, such as how to handle children's challenging behaviour and how to organize the physical play with their children in order to fully exploit the capacity of this activity. Parents have also expressed huge need for constant support in their challenging parenthood. Conclusion: Our results have shown that learning by everyday routines represents a very successful and powerful tool which may help parents to teach their children numerous developmental skills. In addition, our study supports the idea that group interventions have large potential of knowledge and experience transfer, and should be used frequently and systematically in everyday practice.

ERFCON2017.0208 **Manual Signs as a Form of Alternative and Augmentative
Communication in Autism Spectrum Disorder**

A. Tomić*, M. Milković

Croatian Association on Early Childhood Intervention (CAECI), Croatia; University of Zagreb, Faculty of
Education and Rehabilitation Sciences, Croatia

* anamaria.miksic@gmail.com

ABSTRACT

Alternative and Augmentative Communication (AAC) is a term used for specialized strategies and forms of support to persons who have difficulties in using conventional methods of communication (speech, writing). AAC users rely on high-tech and low-tech aids. Today, AAC is widespread, and very often used in speech and language therapy because of its great customization possibilities to different disabilities and disorders, and as well as creating communication independence of persons using it. Despite the evidence about the effectiveness of AAC, it is not used enough within the early intervention domain. Autism Spectrum Disorder (ASD) implies difficulties in achieving social communication and interaction, and it is often linked with other difficulties (for example, childhood speech apraxia, ADHD, etc.) which hinder the realization of social and spoken communication. To ensure the independence in communication, greater participation in daily life activities and adequate access to education to children and persons with ASD, AAC is often offered as a choice for communication. The most common forms of AAC used in population of people with ASD are PECS (visual support, picture based system), manual signs and "cued-speech" (van der Meer et al., 2012). Although most children with ASD, due to the specific characteristics of the disorder, use visual support and some kind of picture based system such as PECS (Tincani, 2004), for some of them more appropriate form of support are manual signs adapted from the national sign languages. We will demonstrate the use of manual signs in early intervention with children with ASD. The use of manual signs in early interventions includes teaching children and their families how to use manual signs to make requests, express needs and make comments. The intervention lasting at least 3 months was focused both on the child and the parents and every session was videotaped. After the intervention, children could use 3-10 manual signs in everyday interaction with their parents, brothers/sisters and kindergarten teachers.

ERFCON2017.0218 **Importance of Joint Attention in Early Language
Development**

B. Vogrinčič*, M. Ceganec

University Medical Centre Ljubljana, Slovenia; University of Zagreb, Faculty of Education and
Rehabilitation Sciences, Croatia

* vogrincic.barbara@gmail.com

ABSTRACT

Early language development is built on many preverbal skills such as joint attention, vocalization and characteristics of child's play. Between these factors, joint attention stands out, since it enables sharing the same referent point between two subjects, and these situations help the child to identify relation between word and a referent. Consequently, frequent episodes of joint attention between a child and parent/caregiver increase child's vocabulary. Many studies have shown that the greatest developmental changes in joint attention skills in typically developing children occur between 9 and 18 months. At the age of 9 months, infants start to share attention with another person on an entity, later they learn to follow attention of another person (responding to joint attention) and at the end to initiate another person's attention (initiating to joint attention). Therefore, by the age of 18 months, child learns to monitor adult eye gaze and associate item of adult's interest with word to establish the meaning. The aim of this study is to identify connection between joint attention skills and language skills during early development, as well as compare this connection in typically developing children and children with communication/language disorder/delay. Early Social Communication Scales was used as a measure of joint attention skills, and Short-form version of the MacArthur Communicative Development Inventories was used as a measure of receptive and expressive vocabulary. Study included 30 typically developing children aged 9, 12 and 18 months and 10 children with communication and language disorders. All children with developmental disabilities/delay were included in speech and language therapy. Clinical implications of this study are directed toward the importance of strengthening joint attention skills as one of the primary aims of speech and language therapy in early childhood.

ERFCON2017.0234 **The Role of Health Care Systems in the Field of Early
Childhood Intervention**

T. Matijaš*

Centre for Rehabilitation Zagreb, Croatia

* tena.matijas@gmail.com

ABSTRACT

Inspired by the current state of Early Childhood Intervention in the Republic of Croatia and the needs of families, Croatian Association for Early Childhood Intervention initiated a project in cooperation with the UNICEF Office in the Republic of Croatia in 2011, "E-information and referral center for Early Childhood Intervention". One of the project goals was to create a unitary database of early intervention services in Croatia that provides easy access to comprehensive and verified information about the services of early childhood intervention. The system of collected data is public and available on the website <http://raniklik.hr/trazilica>, and contains information on services in the field of early intervention in the area of preschool education, the system of health care and social welfare system. In this presentation will be presented data obtained in the public and private health care institutions. Data were collected with the consent of the Ministry of Health. Data were collected through questionnaires in the form of Internet applications. The sample consisted of 41 state health care institutions and 32 private institutions registered in the health care system. Results of statistical analysis indicate geographical centralization of professionals who provide services in the field of early intervention within the health care system in the City of Zagreb. At the same time, no statistically significant differences between counties and different kinds of disabilities, professionals and services provided was found. Uneven distribution of professionals and whereby the volume of services was perceive in relation to the entire country. Results and clinical practice suggest a lack of educated professional staff on the principles and methods of early intervention and overcapacity number of clients why the parents are directed to locations that offer greater range of services. A comparison between private and public health care institutions showed that private organizations by the structure of employees and the type of services are closer to the modern concept of early intervention with a focus on the child and his parents, and not predominantly focused on the aspect of the child's motor development. The private sector brings what the public sector does not offer, but the parents have to pay for the services in the private sector. The creation of a unitary database is one of the contributions to solving these problems.

ERFCON2017.0293 **Peer Mediated Instruction and Intervention (Pmii) for
Preschool Children with Developmental Disabilities**

K. Bašić*

Kindergarten Medo Brundo, Croatia

* kristinakobaslic@gmail.com

ABSTRACT

Children with developmental disabilities usually experience difficulties in social communication that influence peer interaction and making friendship during their stay in preschool setting. Regardless of the presence of assistant teacher in the kindergarten group, peers rarely spontaneously engage in interaction with children with developmental disabilities. One of numerous interventions for children with developmental disabilities in inclusive settings is peer mediated instruction and intervention (PMII). PMII is primarily designed to improve the social and communicative interactions among young children with developmental disabilities (autism spectrum disorder, deaf- blind, intellectual disabilities, etc.) and their typically developing peers. In this study, children with disabilities were already included in the regular preschool setting so the goal of the study was to raise the quality of their inclusion through PMII. The program focused on two children with developmental disabilities (autism spectrum disorder and childhood apraxia of speech) and 6 previously prepared social competent peers all educated in the kindergarten group of 24 children. Socially competent peers in existing groups were thought ways how to help and reinforce communication skills. The main goal was to implement appropriate mean of communication for child with apraxia and enhance interaction and communication skills of both children with disabilities. The program lasted four months. Results have shown that both children with disabilities have initiated and responded on peer interaction more often and maintained in parallel play with peers longer after implementation of the intervention. Child with apraxia more often used appropriate mean of communication then before intervention. Intervention has motivated not only previously prepared and educated peers, but also other peers in group, respectively, to include target children more often in play and interaction. Advantages, limitations and results of implementation of program PMII in kindergarten group will be demonstrated. Results encourage us to continue exploring new ideas and implement different types of supporting inclusive settings and therapy.

SYMPOSIUM Speech and Language Pathology:

Spoken Corpora in Child Language and Adult Language Research

ERFCON2017.0130 **Spoken and Written Language of Adult Speakers: How
Much Do They Differ?**

M. Olujić*, A. Matic

University of Zagreb, Faculty of Education and Rehabilitation Sciences, Croatia

* marina.olujic@erf.hr

ABSTRACT

Spontaneous spoken language, as well as written language of adult speakers of Croatian language thus far have not been vastly compared. According to this, characteristics of these two forms of language production have also not been explored. The representation, i.e. the presence of particular lexical, semantic, syntactic, morphological etc. characteristics in spoken and written language gives us information on the complexity of these two modalities of language production, and also provides insight into characteristics of language production of adult speakers of Croatian language. The aim of the current study is to present and compare lexical features of spontaneous spoken and written language. For this reason, features and differences in lexical diversity and syntactic complexity have been explored, as well as the features and differences in the representation of particular parts of speech. The research has been conducted using the independent samples of participants. The samples of spoken and written language have been taken over from the Croatian Adult Spoken Language Corpus (HrAL) and Croatian Corpus of Non-professional Written Language (CCONWL). The results suggest that 1) lexical diversity of written language is significantly higher than lexical diversity of spoken language; 2) written language has higher syntactic complexity and productivity than spoken language; 3) spoken language has greater representation of verbs, pronouns, adverbs, conjunctions and particles, while written language has greater representation of nouns, adjectives and prepositions. No differences were found in the representation of numbers as parts of speech. The analyses of specialised language corpora such as HrAL and CCONWL are especially interesting to experts in the field of speech and language pathology, a scientific discipline oriented to fundamental and applied research in the area of language and language pathology. For example, they are rather useful for developing diagnostic instruments, for conducting an authentic assessment of spoken and written language or for developing different language norms. Comparative studies of spoken and written language are also useful for investigating and teaching a second language (L2). In order to i.e. create language norms

and describe characteristics of certain language impairments, more comparative studies of specialised corpora of spoken and written language need to be conducted.

ERFCON2017.0174 Code-Switching in Bilingual Speakers with Different Ses

M. Camber*

University of Vienna, Austria

* marina.camber@univie.ac.at

ABSTRACT

Within a multilingual society language acquisition of bilingual children is a topic of interest. Since Austria is a country with a large immigration movement, growing up with two or more languages is a common phenomenon. The largest group of speakers with a different first language than German is the speaker group of Bosnian/Croatian/Serbian in Austria. Therefore, it is of psycholinguistic and sociolinguistic interest to determine how simultaneous first language acquisition of Croatian-German speaking children proceeds, considering the factor of different socioeconomic backgrounds of families. Beginning at the age of three, children in this study are examined at four data points over a period of 1.6 years. Their language development is investigated at home in Croatian and at the kindergarten in German. The research is carried out with four children, half with parents of high socioeconomic background and half with parents of low socioeconomic background. Language data is conducted at families' homes and in the kindergarten, focusing in this samples on spontaneous speech recordings and their analysis of transcripts. This study follows the University of Vienna's INPUT-project ("Investigating Parental and Other Caretakers' Utterances to Kindergarten Children") which focuses primarily on German and Turkish-speaking children in Viennese kindergartens. An interesting sociolinguistic fact in this study is that most parents (at least one parent of each child) are second-generation immigrants to Austria. These parents completed their education in Austrian schools and speak German at the level of a mother tongue. These parents are likely to use both German and Croatian in communication with their children. The input children receive at home is examined via spontaneous speech recordings, interviews and language tests of receptive vocabulary, grammar knowledge, plural formation, narrative competence and (mor)phonology. Also the same tests will be carried out in both languages to make the language acquisition in both L1s comparable. I will present research results about the language use at home in dependence of socioeconomic status, analyzing spontaneous speech data and particularly code switching activities from home recordings. First results show that especially the low SES families in this sample tend to switch a lot between Croatian and German whereas high SES families implement a "one language at home" approach.

ERFCON2017.0195 **Croatian Discourse Corpus of Persons with Aphasia:
Overview and First Data**

J. Kuvač Kraljević, A. Matić*

University of Zagreb, Faculty of Education and Rehabilitation Sciences, University of Zagreb, Croatia

* ana.matic@erf.com

ABSTRACT

Corpus-based research is a common practice for studying language variations in the field of linguistics (Svartvik, 1992). Over the past few years, it has also become the most prominent method in speech-language pathology (Ferguson et al., 2009). Although corpora are objective and comprehensive resource of language data collected in different modality (written vs spoken) and in various situations (formal vs informal), there is still a considerable lack of the ones that provide data about language of speakers with aphasia (SwA). Croatian Discourse Corpus of Speakers with Aphasia (CroDA), developed within the project Adult Language Processing (HRZZ-2421-UJP-11-2013), is the first specialized corpora which contains discourse samples of Croatian SwA. By creating such a database, we are now able to gain different findings about language and communication of SwA. Currently CroDA includes discourse samples of 14 speakers with fluent (7) and non-fluent (7) aphasia, with all the demographic data registered, as well. The aim of this presentation is to provide a general overview of the CroDa and to present first data extracted from it. The sampling protocol has been done according to the AphasiaBank Protocol which includes the following discourse tasks: free speech samples, picture descriptions, story narrative and procedural discourse. The analyses were completed using basic language measures. The preliminary analyses show that SwA have the biggest production during their spontaneous speech (T: $M=762,64$; $SD=405,32$), which is also a discourse in which their syntactic complexity seems to be the biggest (MLU: $M=5,37$; $SD=1,76$), but on the other hand, then their lexical diversity is the smallest (T/T ratio: $M=0,25$; $SD=0,08$). This measure seems to be the biggest in the procedural discourse task ($M=0,51$; $SD=0,19$), in which these persons produce the least words ($M=60,07$; $SD=38,53$). Even though a certain production pattern is obvious, quantitative analyses are not sufficient and informative enough when it comes to language of SwA. Corpora are therefore a great tool from which researchers and practitioners can extract data regarding qualitative characteristics of production (i.e. articulation or syntactic errors, neologisms, paraphasias...). According to these kinds of data, researchers can possibly gain better insights into the underlying mechanisms of the condition, and practitioners can plan their therapy sessions in order to make them more effective.

ERFCON2017.0244 **The Role of Socioeconomic Status in the Narrative Abilities
of Preschool Children Acquiring Croatian**

G. Hržica*, D. Knezevic , M. Roch

University of Zagreb, Faculty of Education and Rehabilitation Sciences, Croatia; University of Zagreb,
Faculty of Education and Rehabilitation Sciences, Croatia; University of Padova, Italy

* ghrzica@erf.hr

ABSTRACT

First graders enter school equipped with a number of language skills needed for the acquisition of literacy. Therefore, it is important to explore factors that promote language development in preschool children. Studies on language development outline socioeconomic factors (SES) as one of them (Alt et al., 2016). Much of the work on SES and language performance has focused on very young children with the sole emphasis on standardised testing. In this research we have examined how parents' level of education and family income relate to narrative abilities and more general language abilities which are relevant for future literacy skills. 40 preschool (6 years) monolingual children were tested with two standardised language tests (PPVT-HR - Dunn, Dunn, Kovačević et al., 2010; TROG-HR - Bishop, Kuvač Kraljević et al., 2013). Parents' Questionnaire was used to collect general socioeconomic data (mother's educational level (MEL), father's educational level (FEL) and family income (FI)). Multilingual Assessment Instrument for Narratives (MAIN – Gagarina et al. 2012; Croatian version - Hržica, Kuvač Kraljević) was used to obtain and analyse narrative samples (story structure and story comprehension). Results show that there are significant correlations between SES factors and language abilities. MEL correlates with the results on PPVT ($r=.372$, $n=39$, $p=.02$), while FEL correlates with the results on TROG ($r=.450$, $n=39$, $p=.004$). FEL correlates with the story comprehension ($r=.425$, $n=33$, $p=.014$). However, none of the SES factors show correlation with the story structure. FI has no correlation with test results or with narrative abilities. Test results, however, moderately correlate with narrative abilities (TROG and story structure: $r=.429$, $n=33$, $p=.013$; TROG and story comprehension: $r=.519$, $n=33$, $p=.002$; PPVT and story comprehension: $r=.465$, $n=27$, $p=.014$). These results point to the connection between narrative skills and more general language abilities, but also outline the role of parents' education in language development. While the role of MEL has been well researched, the role of FEL has been less explored (overview: Pancsofar, 2010). Although most of the families have middle-high family income, and individual differences in that respect were not high, this research showed strong effects of other SES factors on language development.

ERFCON2017.0271 **Longitudinal SAMples of Children with Autism Spectrum
Disorder Acquiring Croatian: Insights**

J. Ivšac Pavliša*, N. Jezernik , G. Hržica

Faculty of Education and Rehabilitation Sciences, Croatia; Practice ofr Early Intervention, Croatia;
University of Zagreb, Faculty of Education and Rehabilitation Sciences, Croatia

* jasmına.ivsac.pavlısa@erf.hr

ABSTRACT

Language acquisition varies across the autism spectrum (ASD). While the core features of language have historically been described as relatively intact, the ability to appropriately use language shows constant impairments (Tager-Flusberg 2006). Language knowledge in population with ASD is typically assessed through language testing or language tasks, while language sampling is not that well documented. However, the studies researching the relationship of test results and measures of spontaneous spoken language show correlations between these two types of measures (overview: Condouris et al, 2003). Apart for measures of spoken language, language samples analysis provides the opportunity for qualitative research. The goal of this research was to use measures of spoken language and error analysis to examine the language of two participants with ASD. Additionally, we wanted to establish the error classification suitable for morphologically rich Croatian language. Method Individual speech and language therapy sessions of two Croatian speaking five-year-old ASD+MSD participants (uneven developmental profiles, ≥ 1.5 SD below the mean on language tests) were recorded during a five-month period (40 sessions). Speech samples were transcribed in CLAN (MacWhinney, 2000). The errors were classified by type, part of speech, and grammatical category. Basic measures (mean length of utterance, mean length of turn, vocabulary diversity) were calculated per sample. Results Both participants displayed both low results on language tests (≥ 1.5 SD below the mean), low results on language measures when compared with peers of same chronological age and high percentage of errors (10% to 12% of erroneous tokens). Qualitative analysis showed large array of errors, from phonological to semantic. However, most of the errors were morphological, morphosyntactic and syntactic errors (together they account for almost 80% of errors). Conclusion All results suggest that participants display symptoms of morphosyntactic deficits. Although it is typically assumed that the formal features of language are not core deficits of ASD, contemporary research is trying to define language subtypes in ASD. Namely, part of the ASD population show performance consistent with morphosyntactic deficits (Walenski et al. 2014). This group is often referred as an ALI (children with ASD & language impairment).

Speech and Language Pathology - Session 1

ERFCON2017.0014 **Autistic Children's Drawings as Evidence of Visual
Communication and Learning**

N. Charalambous Darden, P. Antoniou*

Cyprus Ministry of Education and Cultural, Cyprus; Ministry of Education, Cyprus

* phivi.antoniou@hotmail.com

ABSTRACT

From a post-modern perspective, drawings and visual images in general are regarded as documents. As such, they are carriers of meaning and therefore have a communicative role in post-modern human societies (Wolcott, 1996). Visual literacy, the ability to extract meaning and communicate successfully via visual images, develops in a way similar to verbal literacy, through exposure to visual stimuli over time, most often without any formal instruction. When working with children with autism spectrum disorders, where impairments in social interaction and communication are prevalent, the use of drawings can have multidimensional benefits for them as well as their educators. They function both as a means of communication and interaction among the autistic children and their peers and they provide their teachers with evidence of their interaction and learning. This project is based on five longitudinal case studies, with each one following the evolution of drawing by a child with autism influenced by other children with autism. The five children are pupils at a special education unit of an elementary school in Cyprus. The data analysis was based on the application of inductive methods for decoding the drawings made by each child, while using videos of the children being involved in the drawing process, as well as their oral descriptions of their drawings for triangulation purposes. Through a thorough examination of these children's spontaneous and non-spontaneous drawing production, the findings of this project reveal signs of unforced peer learning which occurs naturally, alongside the conventional class learning context. They also provide evidence that the use of drawing in the special unit classroom context and practice can foster the interaction among children and teachers and serve as tool of communication.

ERFCON2017.0046 **The Usage of Virtual Reality Systems in Process of
Rehabilitation for Children with Disabilities**

K. Posavec*

University of Zagreb, Faculty of Education and Rehabilitation Sciences, Croatia

* kristina.posavec@gmail.com

ABSTRACT

Virtual reality is computer based technology that allows children with disabilities new ways of rehabilitation and facilitates their process of integration in social activities. This paper will present review of researches on influence of virtual reality in process of rehabilitation for children with disabilities and it will put emphasis on advantages and methods for using models of virtual reality for improvement of life quality, learning abilities and inclusion in regular education system and community. Virtual reality enables formation of safe virtual environment where children with disabilities can conduct their therapy. This kind of technology enables learning, rehabilitation and interaction with virtual objects in real time and also stimulates, vision, audition, haptic sense and improves speech. With its possibilities and customized mode it can be used for improvement of hearing, vision, speech, communication, learning, social, motoric and cognitive skills in children with disabilities. Virtual reality is assistive technology that helps children with disabilities to accomplish higher degree of independence in everyday life through usage of interactive activities in virtual environment where they can gain experiences and use objects they could not use in real life thus improving their self-confidence and motivation for social inclusion. Forms of rehabilitation that use virtual reality enable children immersion in computer generated virtual world in which they can accomplish interaction with objects, persons and environment. Virtual environment stimulates and raises child's motivation for performing necessary process of rehabilitation and improves quality of life. The paper explores possibilities of virtual reality in process of rehabilitation, educational and social inclusion in children with disabilities with special emphasis on autism, motoric disorders and speech and language disorders.

ERFCON2017.0145 **Performance of Dyslexic Children During Reading a Text
with Increased Letter Spacing and Dyslexie Font**

M. Duranovic*, S. Smajlagic

Faculty of Education and Rehabilitation, Bosnia and Herzegovina

* mirela.duranovic@bih.net.ba

ABSTRACT

Different studies have shown that increased letter spacing has positive effect on reading of dyslexic children. The aim of this study is examination whether increased spacing is effective if we do not use recommendations of British Dyslexia Association (2012) for creating "dyslexia friendly" written material in preparing experiments. Previous studies used larger fonts (18-point font: Marinus et al., 2016; 14-point font: Perea et al., 2012; Zorzi et al., 2012; Duranovic et al., 2017), avoided text in block capitals, used left-justified with ragged right edge and used simple, short sentences. In this study we used standard chapters from the basal readers of the elementary school children with characteristic sentences usually provided for particular grade. In the experiment the only difference from regular chapters was increased letter-space or using of Dyslexie instead of standard font. Sample consisted of three groups of children, dyslexic group, chronological age and reading level controls. Four different texts were prepared for the experiment. The text with increased letter spacing was printed in: Condition 1 - Dyslexie font, Condition 2 - Times New Roman interspaced font, Condition 3 - Arial interspaced font. In the Condition 4, text was presented in Times New Roman with the default inter-letter spacing. Results suggested that increased letter spacing improve reading speed and accuracy in dyslexic children.

ERFCON2017.0225 **Developmental Profiles of Children with Autism Spectrum Disorder on Developmental Test Cuturic**

S. Šimleša*, A. Šimir , M. Capanec

University of Zagreb, Faculty of Education and Rehabilitation Sciences, Croatia; University of Zagreb,
Faculty of Education and Rehabilitation Sciences, Croatia

* sanja.simlesa@erf.hr

ABSTRACT

Research has shown that uneven developmental profiles with better nonverbal than verbal abilities are a common characteristic of children with Autism Spectrum Disorder (ASD). Developmental (dis)harmony to a greater extent may depend on the participants' age, but also on the measuring instrument applied. In Croatia, Developmental test Čuturić (RTČ-P) is the only standardized test used for the assessment of cognitive abilities in preschool children. Since the number of items on RTČ-P is relatively small, it is not known whether this test enables recognition of developmental disharmony in children with ASD. Therefore, the aim of this research was to get an insight into the developmental profiles of the children with ASD on RTČ-P and to describe their characteristics in relation to their cognitive abilities and differences between developmental areas. Sample consisted of 25 children diagnosed with ASD. The developmental profiles were based on scores achieved on RTČ-P. Both children with average (n=6) and below average intellectual abilities (n=19) showed uneven developmental profiles on RTČ-P. Nonverbal abilities scores were higher than verbal abilities scores. The highest scores were achieved in visuo-perceptive abilities. With respect to verbal abilities, language expression scores were slightly higher than language comprehension scores, which is also a hallmark of children with communication difficulties. Overall, the results on RTČ-P do show unevenness of the developmental profile of children with ASD. Moreover, the disharmony is the same as described with the use of other instruments (higher nonverbal than verbal scores, higher results on language production than language comprehension). That is important information for clinicians, who should analyze child's developmental profiles and consider the need for further diagnostic procedures is this type of atypical profile is noticed in a child.

Speech and Language Pathology - Session 2

ERFCON2017.0055 **Attitudes Towards Stuttering: a Preliminary Study on the Unhelpful Thoughts and Beliefs About Stuttering Questionnaire in Croatia**

E. Klarin*, A. Leko Krhen , S. Jelčić Jakšić

Kindergarten Vrbik, Croatia; University of Zagreb, Faculty of Education and Rehabilitation Sciences, Croatia; Children's Hospital Zagreb, Croatia

* enovina1991@gmail.com

ABSTRACT

Along with disrupted speech fluency, people who stutter often develop a fear of speaking or fear of social situations that may lead to the emergence of social anxiety disorder. This was a subject of numerous studies during last decades and specific questionnaires had been developed to assess relationship between stuttering and anxiety. Unhelpful Thoughts and Beliefs About Stuttering questionnaire (UTBAS, St Clare et al. 2009) was developed recently and have been applied since to evaluate the frequency and belief in thoughts about stuttering and the degree of anxiety induced by such thoughts. The aim of our preliminary study was to test Croatian translation of UTBAS (UTBAS-C) on people who stutter and those who do not stutter and to determine whether there is a statistically significant difference between these two groups, or whether people who stutter are more socially anxious than people who do not stutter. Participants were 16 adults who stutter and 16 normally fluent controls, aged 18-40 years. All data were analyzed with nonparametric statistical methods. The results showed statistically significant difference between adults who stutter and those who do not stutter. People who stutter have proven to be significantly more anxious than normally fluent adults. The results of our preliminary study are not unexpected and are consistent with most of those previously done on relationship between stuttering and anxiety. However, as there is a lack of specific instruments in Croatian language that can be used in diagnosing adults who stutter, especially their attitudes and beliefs, our translation of and further research on Unhelpful Thoughts and Beliefs About Stuttering questionnaire should help to fill that absence. This study should also alert clinicians working with adults who stutter of the importance and influence of attitudes and beliefs on therapy outcome.

ERFCON2017.0075 **Objective Voice Quality Analysis in Unilateral Vocal Fold Paralysis**

G. Blatancic*, A. Bonetti, T. Živković-Ivanović

Private Practice of Speech and Language Pathology Verbum Sanum, Croatia; University of Zagreb,
Faculty of Education and Rehabilitation Sciences, Croatia; Clinical hospital Rebro, Croatia

* gabrijela.blatancic@gmail.com

ABSTRACT

Voice disorders resulting from glottic insufficiency are a significant clinical problem. Dysphonia is the most common symptom in unilateral vocal fold paralysis (UVFP). Unilateral Vocal Fold Paralysis is related to a set of perceptive alterations such as weak voice, breathiness, hoarseness, reduced voice intensity, vocal effort, diplophonia, and air loss. The aim of this study is to investigate objectively the voices of patients with unilateral vocal fold paralysis before and after voice therapy. Voice assessment includes acoustic analysis and aerodynamic voice measurements. This study included 9 female patients age ranged from 27 to 66. Each patient had voice therapy with an experienced speech language pathologist three times a week for a period 3 to 6 months. Recorded samples of sustained phonation of vowel /a/ were analyzed in Praat for acoustic analysis using the following parameters: mean fundamental frequency (F0), perturbation measures, including jitter and shimmer, mean harmonics-to-noise ratio (HNR). Pre- and posttreatment data were compared by means of the Wilcoxon signed rank test. Mean MPT increased significantly. For values of shimmer and jitter differences were also significant. The results of the acoustic analysis indicate the importance of voice therapy for people with unilateral vocal fold paralysis. It is important to notice that voice therapy is a noninvasive form of rehabilitation and should be the first choice for patients who experience dysphonia as the most severe symptom of unilateral vocal fold paralysis.

ERFCON2017.0274 **The Prognostic Value of Indicators for Identifying Risk in the Development of Speech in Children and Their Timely Assessments in Order to Prevent**

N. Dobrota Davidovic*, J. Otasevic

Faculty of Special Education and Rehabilitation, Serbia

* jadrankastevovic@yahoo.com

ABSTRACT

The goal of our research has been to study possible indicator which could be used for early detection of articulation disorders (speech disorders), and based on which children could be timely included in the appropriate preventive programmes. The basic method of the research organization was quasi-experimental design with two parallel groups: the experimental group consisting of 30 children who have an articulation disorder diagnosed and the control group consisting of 30 children with normally developed speech – articulation. Methodology. The observed indicator was the development of orofacial motor movements (if the child can/cannot execute the movement shown to him/her). In order to establish the quality of the developed movement and the intensity of the present disorder, we have used the standardized oral praxis assessment test. Results. The average number of correctly/well-executed movements in the control group is larger ($M=19.6\pm 2.20$) in comparison with the experimental group ($M=18.1\pm 3.64$). At item no. 8 (Put the tongue between the teeth and lower lip), the movement exists in all control group subjects (100%), while it does not exist in 20% of the experimental group subjects, and it exists partially in 3.3% of the subjects, which means there is statistically significant difference between the two examined groups ($\chi^2=7.92$, $p<0.05$). There is also statistically significant difference regarding the possibility to make tongue movements, item no. 18 ($\chi^2=10.17$, $p<0.01$). This movement exists in 93.3% of the control group subjects and in 60% of the experimental group subjects. Conclusion. Motor movements of orofacial region are significantly worse in children with articulation disorders in comparison with the children with normal/good articulation. The movements that require stronger differentiation of oral motor patterns (item no. 8 and item no. 18) are considerably worse, which means that articulation disorders could be prevented by timely assessment and stimulation of oral motor skills (respecting instructions for feeding children and target practice). Finely differentiated motor skills are certainly a prerequisite for development of articulation and hierarchically they develop prior to speech, which is why they should be monitored and stimulated continuously.

ERFCON2017.0305 **Is Multidisciplinarity Fashion, Necessity or Luxury in
Research Today? Language, Mind and Brain Perspective**

M. Kovacevic*

University of Zagreb, Faculty of Education and Rehabilitation Sciences, Croatia

* melita.kovacevic@unizg.hr

ABSTRACT

The major aim of this paper is to provide arguments of different views on multidisciplinarity in research, in particular in the area of language and language pathology. The arguments will explore variety of different aspects of multidisciplinarity, considering also different forms of interaction of two and more disciplines, i.e. interdisciplinarity, multidisciplinarity and transdisciplinarity. The trigger and motivation for this paper comes from a view that today, the main insights in research and science are outcomes from interaction and cross-fertilization of different approaches and methodology applied within individual disciplines. The paper will discuss pros and cons for multidisciplinarity. Although it is frequently overtly preferred format of research, multidisciplinarity and/or interdisciplinarity in research and teaching is difficult. It requires breadth of knowledge that it is not easy for anyone. Is our knowledge today sum of many individual disciplines or we need to understand and study language faculty, its influence on our thinking and verbal behaviour as well as how the brain and language are connected differently? It is not intention to give answers to all the possible questions and dilemmas, but to reflect on some of the most prominent challenges.

Speech and Language Pathology - Poster Session 1

ERFCON2017.0005 **Croatian Differential Object Marking in the Lifespan Perspective**

G. Hržica*, J. Kuvač Kraljević

University of Zagreb, Faculty of Education and Rehabilitation Sciences, Croatia

* ghrzica@erf.hr

ABSTRACT

Differential object marking (DOM) (Bossong 1991) refers to the differential marking in a subset of direct objects. The choice between the two markings of an objects depends on several factors, among them animacy, relevant for Croatian. It has been shown that in the acquisition of DOM in Croatian children erroneously extend the marked forms to inanimate nouns. This has been explained by the principle of contrast in morphology (Clark 2007) according to which there should be, ideally, a one-to-one correspondence between form and function. This holds importance for using DOM as a clinical marker, but also corroborates the principle of contrast in the acquisition of morphology. However, the usage of DOM from lifespan perspective has never been researched. Accordingly, the aim of this paper is to define the DOM in the language of adult Croatian speakers because descriptions of some Croatian dialects state that they do not mark inanimate and animate forms differently (e.g. Šojat 1979). Method Language samples of 100 adult speakers of Croatian have been collected. Five dialectal areas have been established: 3 areas without DOM (DOM-) and 2 control areas with the DOM marking (DOM+) (20 speakers per area). All relevant tokens were marked as animate or inanimate and marked or unmarked. Results Results show that in each of the DOM- areas there is a certain amount of DOM, i.e. speakers do tend to mark animate and inanimate objects differently in 75%. Areas differ in this respect: DOM-(D1)–97%, DOM-(D2)–72%. DOM-(D3)–59%. Northern areas show less DOM. More so, using DOM shows significant negative correlation with chronological age ($r=-,454$, $n=60$, $p=.039$), pointing non-DOM might not be evidenced in contemporary language, i.e. it is slowly disappearing form dialects traditionally perceived as non-DOM. Speakers in DOM+ areas show high percentage of DOM usage (above 97%).

ERFCON2017.0069 **Project: Education and Introduction of Innovative Approach – to Better Support for Hard of Hearing and Those with Autistic Spectrum Disorders**

D. Kavčić*, K. Lattinger Kadić

National Association of Croatian Sign Language Interpreters, Croatia; Elementary School "Nad lipom", Croatia

* dorijana.k@gmail.com

ABSTRACT

The beginnings of sign language usage in the processes of language and speech development, and consequently in cognitive and socio-emotional development of students with autism spectrum disorders (ASD) goes back to the 1960's. Positive results of then innovative method include understanding and expression as well as improved facial recognition ability and focusing attention. Using alternative and augmentative communication methods such as sign language enables students with ASD to express their desires, needs and feelings, to reduce frustrations and inappropriate behavior and to create conditions for personal psycho-social-emotional progress. Pilot project "Education and introduction of innovative approach – to better support for hard of hearing and those with autistic spectrum disorders" was developed in partnership of Primary School "Nad lipom" and National Association of Croatian Sign Language Interpreters. The objective of the project is an introduction of innovative approach in breaking communication barriers that students with autism spectrum disorders have. The project has two phases executed in two periods. First phase, from October 14, 2016 to February 3, 2017 includes training of school employees through precisely defined set of Croatian Sign Language signs. The second phase, conducted after the training, during the school year, includes the usage of the set in a communication situations between the teachers and the pupils. Being aware of the challenges that the children have we did thorough analysis and a selection of the students involved as well of the sign language elements. The selection of vocabulary and grammatical components is based on real and everyday communication needs of students and phonetic-morphological specifications of signs themselves. Basic selection criteria include perceptibility, adoptability, simplicity of articulation and directness or clarity in conveying the lexical and grammatical meaning. After the evaluation, we wish to implement the results of this study into educational processes with goal of developing social communication of students with ASD. Being exposed to an alternative communication tool we expect to confirm results that are achieved by conducting the approach in other countries.

ERFCON2017.0128 Socioeconomic Characteristics and Language Abilities of Children from Rural Areas Attending a Preschool Programme

I. Srebačić, A. Matić*, S. Čačko, J. Jurjević, M. Ćurić, B. Brdarić>

Elementary School Kuršanec, Croatia; University of Zagreb, Faculty of Education and Rehabilitation Sciences, Croatia; General Hospital Zabok, Croatia; Logopedski kabinet Verbum sanum, Croatia; Poliklinika Plavo svjetlo, Croatia; >Društvo Naša djeca ZI

* ana.matic@erf.com

ABSTRACT

Attending a preschool programme prepares children for later formal education and has a positive impact on their cognitive and socio-emotional development. Unfortunately, in Croatia, not all children have an opportunity to attend a preschool programme. This is especially true in rural areas. In order to solve this problem, the government has introduced an obligatory kindergarten programme that is free of charge for all children. However, because these children have not previously attended any form of early-childhood education programme, they have not received equal support in the development of the language skills expected of them by the time they reach elementary school. This research was based on the assumption that attending a preschool programme from an early age and parental socioeconomic status affect children's language abilities. Therefore, the aim was to determine whether preschool-aged children who attend a preschool programme achieve better results on language abilities test than children who only attend kindergarten. In addition, the aim was to find out whether there is a significant difference in the socioeconomic status between the families of preschool-aged children who attend preschool and those who attend kindergarten. 93 preschool-aged children (47,3% of five-year-olds and 52,7% of six-year-olds) have been tested on the Screening test of language abilities (e-POTJEH; Kuvač Kraljević et al., 2015). In addition, their parents filled up a questionnaire concerning their socioeconomic status. The results suggest that: 1) children who attend a preschool programme achieve significantly better results on all language components (phonology, lexicon and morpho-syntax) of e-POTJEH than children attending only an obligatory kindergarten programme; 2) parents of children attending a preschool programme are more educated, more often employed and have a higher income per household member; 3) the number of books per household also differs significantly between the two groups in a way that families of children who attend a preschool programme possess more books. The results of this research are in line with some previous studies (e.g., Lee and Burkam, 2002; Nelson et al., 2011) and highlight an important role that an early and well-designed preschool programme plays in child's language development. All children need equal starting points and opportunities so they can adequately build skills and knowledge during their further education.

ERFCON2017.0219 **Building National Capacity to Support Augmentative and Alternative Communication (Aac) as an Early Intervention**

Method for Children Aged 0-8 Years with Developmental Delay/disabilities

K. Popčević*, J. Ivšac Pavliša , Ž. Car , M. Vuković , R. Magušić

Center for rehabilitation, Faculty of Education and Rehabilitation Sciences, Croatia; University of zagreb, Faculty of Education and Rehabilitation Sciences, Croatia; University of Zagreb, Faculty of Electrical Engineering and Computing, Croatia; Cente

* kpopcevic@gmail.com

ABSTRACT

One of the essential rights for the youngest children who have complex communication needs and cannot use standard means of communication is to have access to intervention and support mechanisms that improve communication, including the right to have access to Augmentative and Alternative Communication (AAC) and other assistive technology (AT) services and devices at all times (Communication Bill of Rights, National Joint Committee for the Communication Needs of Persons with Severe Disabilities). All children with developmental delay/disabilities who are eligible for early intervention services should, where appropriate, be provided with AT as part of the individualized plan (IP). If interventions are required to aid in developmental tasks, such as interaction with the environment, communication or cognition, then Augmentative and Alternative Communication (AAC) devices and services should be considered. Trained professionals are essential for its proper use as well as for beneficiary training and follow-up. The high cost, limited availability and inadequate financing as well as widespread lack of awareness and suitably trained professionals has resulted in only limited access to AAC devices for children with disabilities. There is a need to increase awareness among decision makers and to create an enabling environment that will foster the creation of policy and legislative frameworks that will improve access to high quality affordable ACC devices and services. All mentioned above motivated UNICEF office for Croatia to establish partnership with the Faculty of Education and Rehabilitation Sciences to provide technical assistances to the relevant organizations: (1) 31 institutions/CSO from the health, education and social sector; (2) Key stakeholders for setting up assistive technology service provision, especially ACC devices and services, for children aged 0-8 years. The main goals of the technical assistance programme are to: (a) Build the capacity of the healthcare, education and social institutions, and CSO through training on ACC and early childhood intervention concept, and (b) Increase awareness and knowledge among key stakeholders that will initiate national policy dialogue on creating assistive technology service provisions, standards and financing mechanisms related to access to ACC devices and services. The poster will depict the current

status of the use of the AAC in Croatia as well as the goals and activities developed within the programme.

ERFCON2017.0226 **Augmentative and Alternative Communication as an Early Intervention Method Among Speech and Language Therapists in Goljak**

M. Ivkić, K. Matijević, K. Popčević, I. Babić*, L. Batistić Pešić

Special Hospital Goljak, Croatia; Center for rehabilitation, Faculty of Education and Rehabilitation Sciences, Croatia

* ivababic@net.hr

ABSTRACT

Many children with developmental delays face specific problems in language acquisition and speech development. These problems often rise from difficulties in early interactions and communication. Intervention methods based on communication means other than speech (such as manual signs or visual support) can be used to prevent language problems in children who are at risk for delayed or atypical communication and language development. Data showed that even low-technology means of communication are still not a standard type of early support for young children in Croatia (Horvat, 2014). Strategies that incorporate augmentative and alternative means of communication (AAC) and put special attention to active communication role of child have immediate and long-lasting effects on language and communication development. AAC makes many communication functions possible which would be out of the children's reach with nonverbal means of communication only, such as making requests, questions and comments, getting information and sharing one's experience. Using AAC is also likely to have affected the spoken input to the children in a way that made it easier for them to obtain information and understand the utterances. Contemporary literature shows that augmented language development, when it is incorporated into the child's communication from very early on, may also enhance cognitive skills and speech development. In this process of development, the communication partners closest to the child play a central role. This poster presentation will demonstrate the process of assessing communication development and needs and implementation of some AAC methods in clinical work of speech and language therapists in Special hospital for children with neurodevelopmental and motor disorders Goljak*. The importance of introducing AAC will be elaborated as well as the role of the family.

ERFCON2017.0238 **Influence of Demographic Variables (Age, Gender and Education), Time Post Stroke and Aphasia Type on Trog-2: Hr Test Results in Adults with Aphasia**

M. Vuković Ogrizek*, K. Lice

Polyclinic SUVAG, Croatia

* martina_vukovic85@yahoo.ca

ABSTRACT

During the years different versions of TROG-2: HR test were used in studies examining comprehension in adults with aphasia because of its sensitivity (Grayson et al., 1997; Nestor et al., 2003; Knibb et al., 2009), although TROG-2: HR test is not primarily constructed for diagnosing aphasia patients. The aim of this study is to show the influence of variables such as age, gender, education level, aphasia type and time post stroke on TROG-2: HR test results in aphasia patients. Participants were 50 aphasia patients, diagnosed in Polyclinic SUVAG, Zagreb and involved in speech and language therapy on verbotonal method. All participants have suffered ischemic stroke. After the initial examination, descriptive and statistical analyses were conducted. Participants were divided in groups by age, gender, education level, time post stroke and aphasia type – global aphasia, senso-motor aphasia, Wernicke`s and Broca`s aphasia and anomia. Descriptive analysis showed that the highest percentage of participants was successful in first set, while no one solved the last set in the TROG-2: HR test. Patients with senso-motor aphasia had the largest variability in results, depending on their comprehension and expression difficulties level. Statistical analyses showed negative correlation between age and TROG-2: HR test results -the older the participants get, the worse is their result. As expected, participants with Wernicke`s, senso-motor and global aphasia had worse results than the participants with Broca`s aphasia or anomia. On variables such as gender, education and time post stroke no statistical significance was found. It is noticed that many participants with aphasia made only one error on set during TROG-2: HR test appliance. This can be interpreted as difficulties in processing, rather than difficulties in understanding grammatical structures. Qualitative analysis is important during interpretation of TROG-2: HR test results especially because of these occurrences in adults with aphasia, as much as their lack of concentration and fast fatigue.

ERFCON2017.0265 **Pseudoword Processing: Two Types of Pseudowords in an 3-Timulus Oddball Paradigm**

M. Olujić*, L. Matas , J. Kuvač Kraljević , G. Hržica , M. Krbot Skorić , N. Padovan

University of Zagreb, Faculty of Education and Rehabilitation Sciences, Croatia; University of Zagreb, JEKON - Language and cognitive neuroscience, Croatia; Faculty of Education and Rehabilitation Sciences, University of Zagreb, Croatia; University Hos

* marina.olujic@erf.hr

ABSTRACT

Lexical access is the way in which an individual accesses word located in his/her mental lexicon. In the explanation of the processes underlying this access, neuroimaging studies are highly valuable since they provide insights into temporal and/or spatial dimension of these processes by using different paradigms with linguistic stimuli (e.g. words and pseudowords). The aim of this study is to investigate both unattended and task related language processing using event-related potentials (ERP) in a 3-stimuli oddball paradigm with two types of pseudowords (phonological and orthographic) stimuli when the attention is moved from lexical to semantic decision. Certain aspects of the words such as visual and phonological properties were modulated using pseudowords, expecting that their effect will be more prominent in early phases of word processing, while semantic and task related properties will show differences between words and pseudowords in later phases. In total, 19 adult Croatian native speakers (F=12; M=7) were included in the study. Recording was performed using BrainVision Recorder software and Brain Products QuickAmp136 amplifier with actiCAP containing 32 active electrodes. The experimental task was the semantic decision task in which the participants had to press the button each time the displayed word belonged to a specific semantic category (animal/food). The obtained results show marginal ERP difference between phonological and orthographic pseudowords considering the latency of N400 component for the phonological pseudowords, which can be interpreted as prolonged processing. Prominent ERP differences can be observed in later phases for all three main groups (control word, target and pseudoword). Strong P600 can be observed for the pseudowords despite the fact that they were not in the focus of the attention. Also quite clear distinction between P3b for the target group and P600 for two the pseudoword groups has been found. P3b for words is a strong frontal component that starts around 300 ms, reaches its peak at 550 m and it has a different latency then P600. The obtained results didn't show any significant difference in early ERP response regarding two types of pseudowords.

ERFCON2017.0282 **Something Old, Something New, Something Borrowed, All the True (Paper Related to Cerebellar Deficitt Hyphotesis**

M. Usorac, M. Lenček*

University of Zagreb, Faculty of Education and Rehabilitation Sciences, Croatia; University of Zagreb,
Faculty of Education and Rehabilitation Sciences, Croatia

* mirjana.lencek@erf.hr

ABSTRACT

Something old (introduction): One of the well-known explanations of dyslexia is the cerebellar deficit hypothesis, proposed by Nicolson and Fawcett (1995; 1996; 1999). The authors suggest that children with dyslexia suffer a general impairment of ability to perform skills automatically. This ability is thought to be dependent upon the cerebellum. Disorders of cerebellar development can in fact cause impairments in reading and writing that are characteristic of dyslexia, a view consistent with the presumed role of the cerebellum in language-related skills. Cerebellum has traditionally been considered a motor area, so motor and balance tasks may indicate problems in the function of the cerebellum. Something new (the aim of study): The aim of this study was to determine whether there are differences in tasks of balance and motor performance between one group of students with specific learning disabilities (32) and another group consisting of typically developing students (32). Moreover, an additional aim of the study was to determine whether there is a correlation between reading skills and the success in balance and motor tasks in all 64 subjects - students of the fourth grade of elementary schools in Zagreb. Something borrowed (materials): All subjects were tested with tasks taken from research of Yap and van der Leij (1994) and Ramus and colleagues (2003). All the true (results and conclusions): The results of Mann Whitney U test showed statistically significant difference between the students with specific learning disabilities and typically developing students in the balance tasks performance as well as in the motor tasks performance. Typically developing students reached a better total score in balance and motor tasks than students with specific learning disabilities. These results support the cerebellar deficit hypothesis in terms of the existence of difficulties in balance and motor tasks performance for children with specific learning difficulties. The results of Spearman's rank correlation coefficient showed statistically significant correlation between some balance and motor tasks and reading tasks. Further research is needed to clearly determine the correlations between reading skills and balance and between reading skills and motor skills, and why these connections co-occur.

ERFCON2017.0288 Aphasia and Dementia- Differences in the Language and Communication

T. Prizl Jakovac*

University of Zagreb, Faculty of Education and Rehabilitation Sciences, Croatia

* tatjana.prizl@erf.hr

ABSTRACT

The most common cause of irreversible dementia is Alzheimer disease. Individuals with early Alzheimer's disease consistently perform poorly on test of episodic memory, such as verbal recall tasks, working memory, deficits in verbal and visuospatial tasks, and semantics memory such as naming, category knowledge, attribute knowledge and verbal fluency. The aim of this study was to examine and compare speech-language functioning on persons with aphasia and persons with dementia. The survey comprised 6 subjects (3 aphasics, 3 AD patients) of both genders, aged between 54 and 60. In this study Everyday Life Activities, Object Photo Series (Stark, 2003.) manual was used with which we tried to provide insight in characteristics of speech-language functioning in above mentioned groups. We also wanted to see if there are any differences between them. Study material consists of four groups of tasks. Two of them are verbal and the other two are non-verbal. Verbal tasks examine comprehension and usage of prepositions and vocabulary, whereas non-verbal tasks examine the memory abilities and structure of words. Qualitative Analysis of Errors was made because of small number of examinees. All results are presented numerically and in percentages. According to our expectations AD Patients showed significantly worse results on all applied tasks than aphasia patients. Subjects with aphasia had most difficulties in tasks which were more linguistically demanding, while the subjects with dementia had difficulties also in cognitive task that examined memorizing. The group of examinees with Alzheimer dementia achieved 16 points (22%), while the group of examinees with aphasia achieved 50 points (70%). Considering speech-language and cognitive difficulties noticed at people with dementias, the achieved results are in concordance with various literature quotations. Memory loss is the hallmark symptom of Alzheimer disease. Although, there is a gradually worsening of semantic abilities, including increased word –finding deficits, increased use of indefinite pronouns and difficulty comprehending complex instructions. Short-term memory losses are reflected in increased forgetting a topic conversation and receptive verbalization. All AD patients showed outstanding language difficulties, just like examinees with aphasia.

Speech and Language Pathology - Poster Session 2

ERFCON2017.0012 **Significance of Touch and Eye-Contact in the Polish Deaf Community – Ethnographic Observation**

U. Bartnikowska*

University of Warmia and Mazury, Poland

* ubartnikowska@gmail.com

ABSTRACT

Some people with hearing impairments belong to a special community – the Deaf Community. They use natural sign language (in Poland it is Polish Sign Language – Polski Język Migowy PJM) to communicate and they appreciate this form of communication. Using sign language causes the occurrence of specific behaviors including eye-contact and touch. These behaviors are typical of Deaf Community but atypical of hearing people. The aim of a conducted research was to show the specificity of touch and eye contact among Deaf people. An ethnographic observation was used as a research method. The Deaf Community were filmed in their natural places of meetings (community meetings, celebrations, family homes, etc.). Over 4 hours of recordings were transcribed and analyzed. Films analysis showed e.g. characteristics of eye contact (frequency, making and interrupting eye contact), characteristics of touch contact (parts of body which can be touched, frequency, using touch to make contact with other person). The study allows to understand the differences between Deaf and hearing people more deeply. It is possible that this understanding will help to reduce the mutual distance between the two groups.

ERFCON2017.0044 **Understanding Notions in Deaf and Hard of Hearing
Children of Elementary School Age**

T. Kovačević*, L. Isaković, N. Dimić

University of Belgrade, Faculty of Special Education and Rehabilitation, Serbia

* 122tamara@gmail.com

ABSTRACT

The aim of this research was to evaluate the level of adoption Serbian sign language and spoken language in deaf and hard of hearing children of elementary school age, and their understanding of concepts within the lexical area Time. The population sample consisted of 91 deaf and hard of hearing children of elementary school age. In the research, a list of 20 stimulus words was used, within the lexical field of Time (Dimić, Kovačević, 2013). The lexical field of Time contained 20 words, that pupils were to read, then demonstrate by a gesture - a sign and pronounce. The study was carried out in relation to age, degree of hearing loss, mark in Serbian language and gender. A quantities and qualitative analysis was completed of the obtained linguistic data. Age, i.e., belonging to different school grades, affects the knowledge and understanding of concepts ($p=0.01$), mark in Serbian language does, as well ($p=0.05$). It is characteristic that junior pupils show only in Serbian sign language that they understand certain concepts. The deaf and hard of hearing children made specific errors both in reading and understanding certain concepts. Acquiring of knowledge in school is one of important factors which affect understanding of concepts of deaf and hard of hearing children. The deaf child learns to pronounce words and their factual meaning, meaning both the word and concept signified by that word. Work on formation concepts is an important part of working with a population of deaf and hard of hearing children.

ERFCON2017.0049 **The Specific Factors of Sports Participation by the Deaf in
the Republic of Croatia**

A. Vuljanić, S. Jenko Miholić* , D. Tišma

Association of Sports Recreation and Kinesitherapy, Croatia; Faculty of teacher education, University of Zagreb, Croatia; Zagreb Health School, Croatia

* srna.jenko@ufzg.hr

ABSTRACT

The aim of this study was to determine, for the first time, specific, non-sporting factors which affect participation of top elite Croatian deaf athletes in the sport, and to collect information about their family hearing status, the use of hearing aids, difficulties and ways of communication and their educational structure. The research sample included a total of 31 top athletes (20 male and 11 female athletes) from altogether seven sports, which is 58.5% of the entire Croatian elite deaf athlete's population. For the purpose of this investigation, a questionnaire on the participation of top deaf athletes in the sport was used (Kurkova, Valkova, & Scheetz, 2011). Research results of family hearing status show that most top deaf athletes in the Republic of Croatia have hearing parents as well as hearing siblings, which is consistent with other research (Gallaudet Research Institute, 2006; Kurkova et al., 2011). Given the high frequency of hearing aids use, most deaf athletes rely on the ability to communicate using total communication, or the combined use of sign language, spoken speech, lip reading the speech from the face and lips and written text. Little tendency to use sign language as their primary mode of communication probably stems from the fact that it has only recently become an officially recognized language in the Republic of Croatia and is still not used in schools. Deaf athletes believe that the hearing people mostly do not have enough information about the communication modes of deaf people and the specifics of their community and that it what causes problems in mutually communication. The research results of education research reveal a slight difference in preschool education, i.e. in attending preschool for deaf and regular preschool, while the majority of deaf athletes attended mainstream primary and secondary schools. Inclusion of athletes who have a hearing impairment in Deaf Sport is extremely important since Deaf Sport is still not sufficiently recognized in the general population and in the mainstream education system, therefore, presented information is useful especially in creating policy-guidance to the Deaf Sport system.

ERFCON2017.0074 **Voice Quality in Hearing Impaired Persons**

T. Brusich*, J. Pankas

Clinical hospital Rijeka, Croatia; Clinical hospital Rijeka, Croatia

* tatjanabusich@gmail.com

ABSTRACT

The incidence of voice disorders damage in the population with hearing loss is significant. People with hearing loss tend to increase the intensity of their voice in order to improve auditory control of spoken content to themselves and to others. The increased intensity of speech is one of the most common causes of voice disorders. Following the results from other studies we tried to examine the relationship between hearing loss and voice characteristics in hearing impaired speakers by using a acoustic voice analyzer. The study was conducted by employing acoustic analysis of voice samples of 28 patients (16 women and 12 men) at the Center for Audiology and phoniatics Clinical Hospital Center Rijeka. For this purpose, the Voice Protocol program for the acoustic analysis was used, which gives graphical and numerical analyzes of voice and compares it with the reference values. Objective measures included in the value of MPT, the ratio S/Z, jitter, shimmer, intensity and tone of voice, the voice range, DSI and voice quality during speech, habitual values. These are patients who are in treatment or are involved in the functional rehabilitation of hearing and those who are first reviewed by a specialist audiologist, hearing therapist and speech therapist in our Center. All patients had a diagnosis of conductive hearing loss over a long period (5 years), and 5 patients had mixed hearing loss (perceptive and conductive). Ages ranged from 48-60 years. Obtained results indicates deviations in in the observed voice measures in all studied patients. For good quality of voice in patients with conductive hearing loss good auditory rehabilitation and instructions on voice hygiene are significant is order to prevent voice problems.

ERFCON2017.0110 **The Importance of Early Identification in Children with a Unilateral Hearing Loss**

D. Kogovšek*, R. Osman , I. Žolgar

University of Ljubljana, Faculty of Education, Slovenia; University of Witwatersrand, South Africa;
University of Ljubljana, Slovenia

* Damjana.Kogovsek@pef.uni-lj.si

ABSTRACT

Children born with a hearing loss, or who lose their hearing in the early stages of their development, are predisposed to missing out on fundamental elements in their development, and professionals in the fields of health and education, stress the importance of the early identification of any hearing loss, as being the first and central step in addressing it. Researchers have purported that every hearing loss is consequential, even those regarded as minimal, and in the field of unilateral hearing loss (UHL), parents and teachers face a greater tendency to overlook characteristics of a hearing loss, due to a child's ability to hear in one ear. This article, discusses the definition of a unilateral hearing loss (UHL), the impact of it, as well as discusses how the early identification of this hearing loss, can serve to minimize the effects on a child's development. Aspects such as characteristics of UHL which parents and teachers need to be informed about, the subsequent impact of a hearing loss on a child's speech, language and development, as well as on their social and communication needs will also be discussed. The results of qualitative research of two persons with UHL will be presented in this paper.

ERFCON2017.0117 **Contemporary Rehabilitation of Adults with Acquired Hearing Loss**

L. Bonetti*

University of Zagreb, Faculty of Education and Rehabilitation Sciences, Croatia

* luka.bonetti@erf.hr

ABSTRACT

Acquired hearing loss is among the most common chronic health conditions in the elderly. The consequences of hearing loss on the quality of life are comprehensive, since it has a negative impact on communication, and thus the interpersonal relationships, family and social life,

emotional well-being, functional status and mental health. Therefore, the modern intervention seeks to reorient from medical to psycho-social model, which pays the same part of the professional attention to hearing aid fitting, as well as mitigation of social and emotional consequences of hearing loss and the empowerment of individuals for personal and social reactivation. Such a paradigm shift is possible only with an interdisciplinary approach and only with the acceptance of the fact that optimality of the final outcome of the rehabilitation depends on the success of the rehabilitation in (at least) five areas: early detection of hearing impairment, early and appropriate sensory management of hearing loss, supportive instructional activities, perceptual training and communication strategies training, and support aimed to evoke the acceptance of hearing loss and to develop an identity as a person with hearing loss. This paper offers an overview of the implications of acquired hearing loss and, in accordance, an overview of the components of contemporary rehabilitation for persons with hearing loss, with an emphasis on its holistic, and therefore multi- and interdisciplinary character, on the individual's experience of hearing loss, and on the evaluation of the rehabilitation outcomes in terms of positive changes in quality life.

ERFCON2017.0120 Voice Quality in Actors

A. Bonetti*, L. Alagić

University of Zagreb, Faculty of Education and Rehabilitation Sciences, Croatia; -, Croatia

* ana.bonetti@erf.hr

ABSTRACT

The aim of this research was to examine the relationship between the results of the voice quality self-assessment and the objective voice evaluation in the group of 37 professional theater actors from the City of Zagreb. The voice quality self-assessment was performed by using the Voice Handicap Index (VHI) questionnaire, and the objective evaluation included the acoustic analysis of the sustained phonation of the vowel /a/, carried out by using the PRAAT Program. In the self-assessment area, the highest average score was observed in the physical subscale of the VHI questionnaire (M=7.81), followed by the score in the functional (M=3.08), and emotional subscale (M =2.49), respectively. Among the items with the highest score were P2 item (The sound of my voice varies throughout the day) and the P7 item (I try to change my voice to sound different). The objective voice evaluation included the acoustic analysis of three variables: jitter, shimmer and the harmonics-to-noise ratio (HNR). Although the obtained mean values for all of the observed acoustic parameters were within the normal range, more detailed analysis revealed that in 20% of the subjects the acoustic measures exceeded the expected range. The results of the statistical analysis showed significant positive correlation between overall score on F subscale of the VHI and the observed acoustic variable HNR.

ERFCON2017.0133 **Temperamental Characteristic – Extraversion in Slovenian
Preschool Children Who Stutter**

J. Novšak Brce*, D. Kogovšek, J. Jerman, S. Košir

University of Ljubljana, Faculty of Education, Slovenia; University of Ljubljana, Faculty of Education,
Slovenia

* jerneja.novsak@pef.uni-lj.si

ABSTRACT

Different authors agree that stuttering is a multifactorial disorder that manifests itself in verbal, psycho-logical, physiological, physical and social field and requires correspondingly evaluation, diagnosis and treatment (Conture 2001; Logan, Yaruss, 1999; Vanryckeghem, Brutten, 1997; Zebrowski, Kelly, 2002). Modern researches link the development of stuttering with certain temperamental characteristics among them extraversion plays important role. The aim of this study was to investigate one of the temperamental characteristics - extraversion in Slovenian preschool children who stutter, and to compare them with their peers who speak fluently. Extraversion as temperamental characteristic was assessed in 49 children who stutter and in 75 children who do not stutter, aged 3 to 6 years, by a parent administered questionnaire (Inventory of Individual Differences, Zupančič, Kavčič, 2009). The results showed that preschool children who stutter, compared with preschool children who do not stutter in the dimension of extraversion, on average achieved a statistically significant lower score. Children who stutter are not as extraverted, active, sociable and open to experience as children who speak fluently.

ERFCON2017.0151 **Educational Sign Language Interpreting in Croatia**

S. Bradarić-Jončić*, R. Möhr Nemčić

University of Zagreb, Faculty of Education and Rehabilitation Sciences, Croatia

* sandra.bradaric-joncic@erf.hr

ABSTRACT

While sign language interpreting in medical, legal and religious settings has been present in Croatia for a relatively long time, educational interpreting is only at its beginning. In order to get insight into some demographic characteristics of the interpreters (their age, educational background and training in interpreting, working experience in interpreting), the challenges they face during interpreting in educational settings, as well as perceived benefits of interpreting for their deaf students, the online-survey responses of 11 sign language interpreters, supporting 10 students attending elementary school and 5 students attending university programs, were analyzed. The interpreters were mostly aged between 25 and 35 years, have completed secondary, mostly vocational education and the majority of them have been interpreting in educational settings for less than 5 years. Six of them were children of deaf parents (CODAs); the rest have attended sign language courses organized by associations of deaf and deaf-blind persons, on the average, for two years, mostly learning signed Croatian there. They had a training in general interpreting, however no particular training in educational interpreting has been available to them. The vast majority of interpreters reported positive attitudes of teachers toward their presence in the classroom, as well as their satisfaction with collaboration with teachers. They face challenges during interpreting all subjects that include extensive use of spoken language, especially subjects such as Croatian language, history, English and courses in university programs, especially during the group discussions, pointing out thereby the lack of HZJ academic vocabulary used in educational settings. Further on, especially those interpreting in the university settings, reported the need of obtaining teaching materials in advance, in order to prepare themselves linguistically and contextually for interpreting. Half of them reported attending HZJ courses by hearing classmates and teachers, which according to the interpreters' opinion do significantly contribute to a better communication between deaf students and their peers and teachers. The vast majority of interpreters find sign language interpreting to be very beneficial for academic achievements and socialization of deaf students. The results of this research imply the need for providing future (as well as current) educational interpreters with educational interpreting training, which, next to intensive HZJ learning (instead of signed Croatian) and interpreting theory and practice, should include also the topics from developmental and educational psychology, pedagogy, as well as topics related to causes and consequences of

deafness and the Deaf culture. The results of the research imply also a great need for publishing HZJ-Croatian dictionaries for different school subjects.

ERFCON2017.0251 Can We Hear the Deaf? - Awareness of Hearing People

M. Milković*, K. Šuljić, M. Nožarić

University of Zagreb, Faculty of Education and Rehabilitation Sciences, Croatia; ERF, Croatia

* marina.milkovic@erf.hr

ABSTRACT

The aim of this study was to investigate how broad is the knowledge about deafness and its consequences among the hearing population, and how close our society is to the features of the Deaf community, that is sign language and Deaf culture. This work is based on the socio-cultural model that recognizes deafness as a diversity. The study was conducted on a group of 420 interviewees divided into 3 clusters: secondary school students, university students, and adults of both gender. For the purpose of this study we used the "Questionnaire on the Deaf" (Ivasović, 2014). According to results, secondary school students were the least informed category of participants, while university students had the most satisfying results. The teachers, subgroup in the adults group, had lower results, and that indicates a need for a more specific education and understating of this topic. Among all groups of participants there is a wide-spread of opinion that all the deaf people wish to hear. Moreover, it was stated that sign language is not a real language, and that cochlear implant can transform a deaf person into a hearing one. As a reason for these types of assertions we find the lack of experience, as well as access to any accurate information or even information thereof a significant issue factor. With this paper, we want to accomplish an increase of sensibility, particularly to break down prejudices in matters of quality approach to deaf education and rehabilitation in Croatia.

LIST OF PARTICIPANTS

1. Renata Adamović, Center for Autism, Croatia
2. Marija Alfirev, Center for Social Inclusion Sibenik, Croatia
3. Sonja Alimović, University of Zagreb, Faculty of Education and Rehabilitation Sciences, Croatia
4. Mirta Anđelić, Polyclinic SUVAG Osijek, Croatia
5. Kristina Anić Kuhar, Prison in Zagreb, Croatia
6. Iva Babić, Special Hospital Goljak, Croatia
7. Zdenko Babić, University of Zagreb, Faculty of Law, Croatia
8. Ditta Baczała, University of Nicolaus Copernicus, Poland
9. Helena Bakic, University of Zagreb, Faculty of Humanities and Social Science, Croatia
10. Margaret Barry, National University of Ireland, Ireland (Republic)
11. Urszula Bartnikowska, University of Warmia and Mazury, Poland
12. Beti Bašić, Day care center Veruda - Pula, Croatia
13. Kristina Bašić, Kindergarten Medo Brundo, Croatia
14. Lana Batistić Pešić, Special Hospital Goljak, Croatia
15. Danijel Baturina, University of Zagreb, Faculty of Law, Croatia
16. Luljeta Behluli Kabashi, Ministry of Education, Kosovo
17. Andrea Benzon, University of Zagreb, Faculty of Education and Rehabilitation Sciences, Croatia
18. Gordana Berc, University of Zagreb, Faculty of Law, Croatia
19. Kornelija Berečić, University of Zagreb, Faculty of Education and Rehabilitation Sciences, Croatia
20. Maruša Bertoneclj, University of Ljubljana, Faculty of Education, Slovenia
21. Tihana Bešenić, University of Zagreb, Faculty of Education and Rehabilitation Sciences, Croatia
22. Meliha Bijedić, University of Tuzla, Faculty of Education and Rehabilitation Sciences, Bosnia and Herzegovina
23. Ante Bilić Prcić, University of Zagreb, Faculty of Education and Rehabilitation Sciences, Croatia
24. Gabrijela Blatancic, Private practice for speech and language pathology Verbum Sanum, Croatia
25. Drazenka Blazi, University of Zagreb, Faculty of Education and Rehabilitation Sciences, Croatia
26. Slavica Blažeka Kokorić, University of Zagreb, Faculty of Law, Croatia
27. Ana-Marija Bohacek, Center for Rehabilitation, Faculty of Education and Rehabilitation science, Croatia
28. Ana Bonetti, University of Zagreb, Faculty of Education and Rehabilitation Sciences, Croatia
29. Luka Bonetti, University of Zagreb, Faculty of Education and Rehabilitation Sciences, Croatia
30. Vlatka Boričević Maršanić, Psychiatric Hospital for Children and Adolescents, Croatia
31. Magdalena Borkowska, PARPA, Poland

32. Dejana Bouillet, University of Zagreb, Faculty of Teacher Education, Croatia
33. Sandra Bradarić-Jončić, University of Zagreb, Faculty of Education and Rehabilitation Sciences, Croatia
34. Dagda Brakus, Center for Training and Education "Vinko Bek", Croatia
35. Daniela Bratković, University of Zagreb, Faculty of Education and Rehabilitation Sciences, Croatia
36. Blaženka Brozović, University of Zagreb, Faculty of Education and Rehabilitation Sciences, Croatia
37. Sanja Brumen, Cirius Kamnik, Slovenia
38. Tatjana Brusich, Clinical Hospital Rijeka, Croatia
39. Mateja Bubić, Elementary School Luka, Croatia
40. Marko Buljevac, University of Zagreb, Faculty of Law, Croatia
41. Marko Buljevac, University of Zagreb, Faculty of Law, Croatia
42. Anita Burgund, Faculty of Political Sciences, Belgrade, Serbia
43. Stanisława Byra, Maria Curie-Skłodowska University, Poland
44. Dinka Čaha, Centre for social welfare, Croatia
45. Marina Camber, University of Vienna, Austria
46. Silva Capurso, HRT, Croatia
47. Maja Cepanec, University of Zagreb, Faculty of Education and Rehabilitation Sciences, Croatia
48. Nefi Charalambous Darden, Cyprus Ministry of Education and Cultural, Cyprus
49. Diamond Coleman, Indiana State University, United States
50. Ingrid Coosemans, UCLL, Belgium
51. Daniela Cvitković, University of Zagreb, Faculty of Education and Rehabilitation Sciences, Croatia
52. Beata Cytowska, University of Wrocław, Poland
53. Alma Čakmazović, Najlon, Croatia
54. Vesna Čavić, University of Zagreb, Faculty of Education and Rehabilitation Sciences, Croatia
55. Sandra Čirkinagić, City of Zagreb, City Office for Social Protection and People with Disabilities, Croatia
56. Jelena Čališ, Center for rehabilitation Zagreb, Croatia
57. Katarzyna Ćwirynkało, University of Warmia and Mazury in Olsztyn, Faculty of Social Sciences, Poland
58. Marijana Davosir Havlena, Kindergarten Sesvete, Croatia
59. Lisa Decker, Indiana State University, United States
60. Paulo Delgado, Porto Polytechnic, Portugal
61. Nada Dobrota Davidovic, University of Zagreb, Faculty of Education and Rehabilitation Sciences, Serbia
62. Dora Dodig Hundrić, University of Zagreb, Faculty of Education and Rehabilitation Sciences, Croatia

63. Dalibor Doležal, University of Zagreb, Faculty of Education and Rehabilitation Sciences, Croatia
64. Nataša Dolović, Angerona-private educational and rehabilitation practice, Croatia
65. Aferdita Dragaj, Private practice for speech and language pathology "Logos", Kosovo
66. Davorka Dragojević, Centre for education Vinko Bek, Croatia
67. Marija Dropuljić-Jujnović, Pušća Elementary School, Croatia
68. Vlatka Družinec, Elementary School Josip Broz Kumrovec, Croatia
69. Asja Dubravčić, University of Zagreb, Faculty of Education and Rehabilitation Sciences, Croatia
70. Irena Dukić, Elementary School Voštarnica-Zadar, Croatia
71. Zrinka Dumančić, Primary school Dr. fra Karlo Balić, Croatia
72. Mirela Duranović, University of Zagreb, Faculty of Education and Rehabilitation Sciences, Bosnia and Herzegovina
73. De'Ja Echols, Indiana State University, United States
74. Fadilj Eminović, University of Belgrade, Faculty of Special Education and Rehabilitation, Serbia
75. Emica Farago, University of Zagreb, Faculty of Education and Rehabilitation Sciences, Croatia
76. Martina Ferić, University of Zagreb, Faculty of Education and Rehabilitation Sciences, Croatia
77. Blaženka Filić-Vulin, Center for rehabilitation Zagreb, Croatia
78. Darrell Fox, University of the Fraser Valley, Canada
79. Nena Franić, Elementary School Ivan Benković, Croatia
80. Jasmina Frey Škrinjar, University of Zagreb, Faculty of Education and Rehabilitation Sciences, Croatia
81. Rea Fulgosi Masnjak, University of Zagreb, Faculty of Education and Rehabilitation Sciences, Croatia
82. Andrea Gašpar, Elementary School "Milan Amruš", Croatia
83. Tvrtka Gerstner, Polyclinic SUVAG Osijek, Croatia
84. Blanka Gilja, CZRS, Croatia
85. Anna Giugno Modrusan, Elementary School Giuseppina Martinuzzi Pula, Croatia
86. Renata Glavak Tkalić, Institute of Social Sciences Ivo Pilar, Croatia
87. Nenad Glumbić, University of Belgrade, Faculty of Special Education and Rehabilitation, Serbia
88. Jelena Golijanin, Elementary School Voštarnica-Zadar, Croatia
89. Maria Antonia Gomila, University of Balearic Islands, Spain
90. Iva Gričar, University of Zagreb, Faculty of Education and Rehabilitation Sciences, Croatia
91. Maria Groinig, IFEB, Austria
92. Mackenzi Gruenert, Indiana State University, United States
93. Aleksandra Gvozdanović Debeljak, Elementary School Ljudevita Gaja, Osijek, Croatia

94. Elizabeta Haničar, Center for upbringing and education "Ivan Štark" Osijek, Udruga za ranu intervenciju u djetinjstvu Osječko-baranjske županije, Croatia
95. Angie Hart, University of Brighton, United Kingdom
96. Jessica Hayton, UCL Institute of Education, United Kingdom
97. Mladen Heđever, University of Zagreb, Faculty of Education and Rehabilitation Sciences, Croatia
98. Tamara Herceg Babić, Elementary School Franjo Horvat Kiš, Croatia
99. Martina Horvat, GONG University of Zagreb, Croatia
100. Vinka Hrgovčić Cvetko, Croatian Blind Union, Croatia
101. Ivana Hribar, University of Zagreb, Faculty of Education and Rehabilitation Sciences, Croatia
102. Gordana Hržica, University of Zagreb, Faculty of Education and Rehabilitation Sciences, Croatia
103. Albina Hržić, University of Applied Health Sciences Zagreb ; Centar zdravlja i poboljšanja kvalitete života ADA, Zagreb, Croatia
104. Anamarija Ivanagić, University of Zagreb, Faculty of Education and Rehabilitation Sciences, Croatia
105. Jelena Ivelic, University North, Croatia
106. Simona Ivić, Polyclinic SUVAG, Croatia
107. Jasmina Ivšac Pavliša, University of Zagreb, Faculty of Education and Rehabilitation Sciences, Croatia
108. Jasmina Ivšac Pavliša, University of Zagreb, Faculty of Education and Rehabilitation Sciences, Croatia
109. Mirjana Jakovčev, Elementary School Milan Amruš, Croatia
110. Anita Jandrić Nišević, University of Zagreb, Faculty of Education and Rehabilitation Sciences, Croatia
111. Ivana Jeđud Borić, University of Zagreb, Faculty of Education and Rehabilitation Sciences, Croatia
112. Srna Jenko Miholić, Faculty of teacher education, University of Zagreb, Croatia
113. Dijana Jerković, Government of the Republic Croatia, Office for Combating Drug Abuse, Croatia
114. Nikolina Jezernik, Practice for Early Intervention, Croatia
115. Maja Jurjak, Kindergarten Žirek, Croatia
116. Ivan Jurjak, Elementary School Glina, Croatia
117. Barbara Kadunc, University of Ljubljana, Faculty of Education, Slovenia
118. Dimitar Karadzhev, University of Strathclyde, United Kingdom
119. Senad Karavdić, ATP a.s.b.l. - Association d'aide par travail thérapeutique pour personnes psychotiques, Luxembourg
120. Gordana Karlovcan, Rehabilitation Centre Silver, Croatia
121. Lucija Katalenic, Special hospital Goljak, Croatia
122. Sara Katić, Elementary School kralj Tomislav, Croatia
123. Dorijana Kavčić, National association of Croatian sign language interpreters, Croatia

124. Marija Kavkler, University of Ljubljana, Faculty of Education, Slovenia
125. Jelena Kendel, Center for social inclusion Šibenik, Croatia
126. Aksinja Kermauner, Faculty of Education, University of Primorska, Koper, Slovenia, Slovenia
127. Dalibor Kiseljak, University of Applied Health Sciences Zagreb, Croatia
128. Lelia Kiš Glavaš, University of Zagreb, Faculty of Education and Rehabilitation Sciences, Croatia
129. Ena Klarin, Kindergarten Vrbik, Croatia
130. Marijana Kletečki Radović, University of Zagreb, Faculty of Law, Social Work Study Centre, Croatia
131. Žarka Klopotan, Center for Autism, Croatia
132. Dora Knezevic, University of Zagreb, Faculty of Education and Rehabilitation Sciences, Croatia
133. Tadeja Kodele, University of Ljubljana, Faculty of Social Work, Slovenia
134. Damjana Kogovšek, University of Ljubljana, Faculty of Education, Slovenia
135. Milena Košak Babuder, University of Ljubljana, Faculty of Education, Slovenia
136. Janja Košir, University of Ljubljana, Faculty of Education, Slovenia
137. Lorena Koštić, Elementary School 22.lipnja, Sisak, Croatia
138. Melita Kovacevic, University of Zagreb, Faculty of Education and Rehabilitation Sciences, Croatia
139. Tanja Kovacic, NUI Galway, Ireland (Republic)
140. Tamara Kovačević, University of Zagreb, Faculty of Education and Rehabilitation Sciences, Serbia
141. Emina Kovačić, Center for upbringing and education Tomislav Špoljar Varaždin; Udruga za ranu intervenciju Varaždinske županije, Croatia
142. Irma Kovčo Vukadin, University of Zagreb, Faculty of Education and Rehabilitation Sciences, Croatia
143. Andrija Emanuel Krajančić, University of Zagreb, Faculty of Education and Rehabilitation Sciences, Croatia
144. Tamara Kralj, Center for rehabilitation Zagreb, Croatia
145. Marija Kraljević, University Clinical Hospital Center "Sestre milosrdnice", Croatia
146. Valentina Kranželić, University of Zagreb, Faculty of Education and Rehabilitation Sciences, Croatia
147. Kristina Kranjčević, Center of Education and Rehabilitation, Croatia
148. Helena Križan, Elementary School Petra Zrinskog, Croatia
149. Jasna Kudek Mirošević, Dragutin Tadijanović primary school, Croatia
150. Jelena Kuvač Kraljević, University of Zagreb, Faculty of Education and Rehabilitation Sciences, Croatia
151. Maja Laklija, University of Zagreb, Faculty of Law, Croatia
152. Korana Lattinger Kadić, Elementary School "Nad lipom", Croatia
153. Marija Lebedina Manzoni, University of Zagreb, Faculty of Education and Rehabilitation Sciences, Croatia
154. Ana Leko Krhen, University of Zagreb, Faculty of Education and Rehabilitation Sciences, Croatia

155. Mirjana Lenček, University of Zagreb, Faculty of Education and Rehabilitation Sciences, Croatia
156. Zdravka Leutar, University of Zagreb, Faculty of Law, Croatia
157. Marta Licardo, University of Maribor, Faculty of Education, Slovenia
158. Karolina Lice, Polyclinic SUVAG, Croatia
159. Linda Liebenberg, Dalhousie University, Canada
160. Arthur Limbach-Reich, University of Luxembourg, Luxembourg
161. Mojca Lipec Stopar, University of Ljubljana, Faculty of Education, Slovenia
162. Natalija Lisak, University of Zagreb, Faculty of Education and Rehabilitation Sciences, Croatia
163. Goran Livazović, University of Osijek, Faculty of Humanities and Social Sciences, Croatia
164. Louiza Loizou, Cyprus Ministry of Education and Culture, Cyprus
165. Martina Lotar Rihtarić, University of Zagreb, Faculty of Education and Rehabilitation Sciences, Croatia
166. Ajana Löw, University of Zagreb, Faculty of Humanities and Social Sciences, Croatia
167. Lana Lučić, Institute of Social Sciences Ivo Pilar, Croatia
168. Gina Lugović, Polytechnic in Šibenik, Croatia
169. Jadranka Luketa-Marković, Association for Promotion of Equal Opportunities, Croatia
170. Anita Lukić, Center for Training and Education "Vinko Bek", Croatia
171. Lidija Magajna, University of Ljubljana, Faculty of Education, Slovenia
172. Toni Maglica, CSO MOST, Croatia
173. Zsolt Balázs Major, Corvinus University of Budapest, Hungary
174. Dragana Mamić, Center for Autism Zagreb, Croatia
175. Sabina Mandić, University of Zagreb, Faculty of Education and Rehabilitation Sciences, Croatia
176. Marina Marghetti, Kindergarten Vladimir Nazor, Croatia
177. Andreja Marić, University of Zagreb, Faculty of Education and Rehabilitation Sciences, Croatia
178. Petra Marković, University of Zagreb, Faculty of Education and Rehabilitation Sciences, Croatia
179. Ana Markulin, Center for rehabilitation Zagreb, Croatia
180. Mateja Marovič, Educational home Veržej, Slovenia
181. Valentina Martan, Elementary School Nedelišće, Croatia
182. Renata Martinec, University of Zagreb, Faculty of Education and Rehabilitation Sciences, Croatia
183. Dubravka Marušić, Centre for Missing and Exploited Children, Croatia
184. Mia Masnjak, Primary school Alojzija Stepinca, Croatia
185. Valentina Mašić, Center for Training and Education "Vinko Bek", Croatia
186. Arijana Mataga Tintor, City of Velika Gorica, Croatia
187. Lukša Matas, University of Zagreb, JEKON - Language and cognitive neuroscience, Croatia

188. Klara Matejčić, Primary School braće Radić Botinec, Croatia
189. Ana Matić, University of Zagreb, Faculty of Education and Rehabilitation Sciences, Croatia
190. Ana Matić, University of Zagreb, Faculty of Education and Rehabilitation Sciences, Croatia
191. Marijana Matijaš, Catholic University of Croatia, Croatia
192. Tena Matijaš, Centre for Rehabilitation Zagreb, Croatia
193. Ana Matoic, Centre for Autism, Croatia
194. Ivana Maurović, University of Zagreb, Faculty of Education and Rehabilitation Sciences, Croatia
195. Adriana Mažar, Prison in Zagreb, Croatia
196. Nina Mešl, University of Ljubljana, Slovenia
197. Kristina Mihaljević, Ženska soba - Center for sexual rights, Croatia
198. Vesna Mihanović, Polyclinic for the Rehabilitation of Listening and Speech SUVAG, Croatia
199. Josipa Mihić, University of Zagreb, Faculty of Education and Rehabilitation Sciences, Croatia
200. Damir Miholić, University of Zagreb, Faculty of Education and Rehabilitation Sciences, Croatia
201. Ljiljana Mikšaj - Todorović, University of Zagreb, Faculty of Education and Rehabilitation Sciences, Croatia
202. Marina Milic Babic, University of Zagreb, Faculty of Law, Croatia
203. Marina Milković, University of Zagreb, Faculty of Education and Rehabilitation Sciences, Croatia
204. Anja Mirosavljević, University of Zagreb, Faculty of Education and Rehabilitation Sciences, Croatia
205. Špela Mlakar, University of Ljubljana, Faculty of Education, Slovenia
206. Renata Möhr Nemčić, University of Zagreb, Faculty of Education and Rehabilitation Sciences, Croatia
207. Kirk Moore, Indiana State University, United States
208. Nevenka Mravlinčić, Elementary School kralj Tomislav, Croatia
209. Marina Mučer, Center for upbringing and education "Ivan Štark" Osijek, Association for Early Intervention in Childhood of Osijek-Baranja County, Croatia
210. Elmedin Muratbegović, University of Sarajevo, Bosnia and Herzegovina
211. Seila Mustafic Petrovic, Centre for adult education Validus, Croatia
212. Helena Ninković Budimlja, Kindergarten Vladimir Nazor, Croatia
213. Miranda Novak, University of Zagreb, Faculty of Education and Rehabilitation Sciences, Croatia
214. Tihana Novak, University of Mostar, Faculty of Philosophy, Bosnia and Herzegovina
215. Nastja Obrul, University of Ljubljana, Faculty of Education, Slovenia
216. Katarzyna Okulicz - Kozaryn, PARPA, Poland
217. Marina Olujić, University of Zagreb, Faculty of Education and Rehabilitation Sciences, Croatia
218. Tanja Opačak, University of Zagreb, Faculty of Education and Rehabilitation Sciences, Belgium
219. Mario Pandžić, Catholic University of Croatia, Croatia

220. Beata Papuda-Dolińska, Maria Curie-Skłodowska-University, Poland
221. Ljubica Paradžik, Psychiatric Hospital for Children and Adolescents, Croatia
222. Sara Pavic, University of Novi Sad, Faculty of medicine, Serbia
223. Rebeka Pavlović, Elementary School Turnić, Croatia
224. Vlatka Penava, University of Zagreb, Faculty of Education and Rehabilitation Sciences, Croatia
225. Magalena Perić, Preschool institution „Kindergarteni Mostar“, Bosnia and Herzegovina
226. Ana Petek, Faculty of Political Sciences University of Zagreb, Croatia
227. Brandi Petrouskas, Indiana State University, United States
228. Lara Pilepić, University of Rijeka, Faculty of Education, Rehabilitation and Social Work, Croatia
229. Renata Pinjatela, University of Zagreb, Faculty of Education and Rehabilitation Sciences, Croatia
230. Dunja Pivac, Arts Academy University of Split, Croatia
231. Tatjana Pleško Zalar, Faculty of Education, University of Ljubljana, Slovenia
232. Olga Poljšak Škraban, University of Ljubljana, Faculty of Education, Slovenia
233. Klara Popčević, Center for rehabilitation, Faculty of education and rehabilitation science, Croatia
234. Stjepka Popović, School of Medicine, University of Rijeka, Croatia, Croatia
235. Kristina Posavec, University of Zagreb, Faculty of Education and Rehabilitation Sciences, Croatia
236. Manfred Pretis, Medical School Hamburg, Germany
237. Ljubica Pribanić, University of Zagreb, Faculty of Education and Rehabilitation Sciences, Croatia
238. Mija Primec, Faculty of Education, University of Ljubljana, Slovenia
239. Tatjana Prizl Jakovac, University of Zagreb, Faculty of Education and Rehabilitation Sciences, Croatia
240. Manuela Prlić, Elementary School Franjo Horvat Kiš, Lobar, Croatia
241. Sławomir Przybyliński, University of Warmia and Mazury, Poland
242. Suzana Pulec Lah, University of Ljubljana, Faculty of Education, Slovenia
243. Mirjana Radetić Paić, Juraj Dobrila University of Pula, Faculty of Educational Sciences, Croatia
244. Marina Radić Šestić, University of Belgrade, Faculty of Special Education and Rehabilitation, Serbia
245. Lea Radolović, School for Upbringing and Education Pula, Croatia
246. Ana Radoš, University of Zagreb, Faculty of Education and Rehabilitation Sciences, Croatia
247. Vesna Radovanović, University of Zagreb, Faculty of Education and Rehabilitation Sciences, Serbia
248. Anela Raguž, Elementary school Grigor Vitez, Croatia
249. Alexandria Ramirez, Indiana State University, United States
250. Jana Rapuš Pavel, University of Ljubljana, Faculty of Education, Slovenia
251. Marija Repalust, University of Zagreb, Faculty of Education and Rehabilitation Sciences, Croatia
252. Ines Rezo, University of Zagreb, Faculty of Law, Croatia

253. Neven Ricijaš, University of Zagreb, Faculty of Education and Rehabilitation Sciences, Croatia
254. Ksenija Romstein, University of Osijek, Faculty of Humanities and Social Sciences, Croatia
255. Darko Roviš, University of Rijeka, Medical Faculty, Croatia
256. Ivona Salaj, Office of the Ombudsman for Children, Croatia
257. Nicholas Sallee, Indiana State University, United States
258. Senka Sardelić, University of Zagreb, Faculty of Education and Rehabilitation Sciences, Croatia
259. Špela Schmid, University of Ljubljana, Faculty of Education, Slovenia
260. Ivana Sekol, Josip Juraj Strossmayer University of Osijek, Faculty of Education, Croatia
261. Ivana Sekol, Polyclinic SUVAG Osijek, Croatia
262. Snježana Sekušak Galešev, University of Zagreb, Faculty of Education and Rehabilitation Sciences, Croatia
263. Tea Selaković, Association Dog Assistants, Croatia
264. Leena Seneheweera, University of Peradeniya, Sri Lanka
265. Karin Sernec, University Psychiatric Clinic Ljubljana, Slovenia
266. Marija Sertić Nađ, Day Care Center Veruda-Pula, Croatia
267. Mia Sesum, FASPER, Serbia
268. Alessia Signorelli, University of Perugia, Italy
269. Dominik Sikirić, University of Zagreb, Faculty of Education and Rehabilitation Sciences, Croatia
270. Andreja Sinjur, University of Primorska, Slovenia
271. Marija Sitar, Elementary School Matija Gubec, Croatia
272. Sanja Skočić Mihić, Faculty of Teacher Education, Croatia
273. Branka Sladović Franz, University of Zagreb, Faculty of Law, Croatia
274. Maja Slaviček, University of Zagreb, Faculty of Education and Rehabilitation Sciences, Croatia
275. Maja Smolić, Primary school "Kočerina", Bosnia and Herzegovina
276. Ivana Srebačić, Elementary School Kuršanec, Croatia
277. Ivana Sretenović, University of Belgrade, Faculty of Special Education and Rehabilitation, Serbia
278. Zrinjka Stančić, University of Zagreb, Faculty of Education and Rehabilitation Sciences, Croatia
279. Ksenija Stanimirov, University of Belgrade, Faculty of Special Education and Rehabilitation, Serbia
280. Stephan Sting, University of Klagenfurt, Austria
281. Jasmina Stosic, University of Zagreb, Croatia
282. Katarina Šarčević Ivić-Hofman, Kindergarten Ivana Brlić Mažuranić, Croatia
283. Ana Šečić, Clinic for Rheumatology, Physical Medicine and Rehabilitation, Croatia
284. Vedrana Šenjuga Užarević, Centre for education Tuškanac, subsidiary Prekrižje, Zagreb, Croatia
285. Ena Šifner Vukomanović, Elementary School Ljudevita Gaja, Zaprešić, Croatia

286. Marina Šimanović, Croatian Association on Early Childhood Intervention (CAECI), Croatia
287. Sanja Šimleša, University of Zagreb, Faculty of Education and Rehabilitation Sciences, Croatia
288. Gordana Šimunković, University of Rijeka, Medical Faculty, Croatia
289. Daniela Šincek, Josip Juraj Strossmayer University of Osijek, Faculty of Humanities and Social Sciences, Croatia
290. Ana Širanović, University of Zagreb, Faculty of Humanities and Social Sciences, Croatia
291. Emina Šišić Anđelić, COO "Vinko Bek", Croatia
292. Jelena Šiško, Elementary School Strožanac - Podstrana, Croatia
293. Ivana Škarica, The Faculty of Education and Rehabilitation Sciences, Croatia
294. Maja Škrinjar, Kindergarten, Croatia
295. Eva Škrlec, CIRIUS Kamnik, Slovenia
296. Ana Štambuk, Law Faculty of University of Zagreb, Croatia
297. Blanka Šuljak, Prison in Zagreb, Croatia
298. Karmen Šuljić, University of Zagreb, Faculty of Education and Rehabilitation Sciences, Croatia
299. Sanela Talič, Institute Utrip, Slovenia
300. Sanja Tatalović Vorkapić, Faculty of Teacher Education, University of Rijeka, Croatia, Croatia
301. Ana Tokić Milaković, University of Zagreb, Faculty of Law, Department of Social Work, Croatia
302. Anamaria Tomić, Croatian Association on Early Childhood Intervention (CAECI), Croatia
303. Marko Torić, Elementary School Josipa Matoša, Vukovar, Croatia
304. Nada Turnšek, University of Zagreb, Faculty of Education, Slovenia
305. Emilija Ujević Tomšić, Elementary School prof. Filipa Lukasa, Croatia
306. Ljiljana Umičević, Center for Autism, Croatia
307. Kristina Urbanc, University of Zagreb, Faculty of Law, Croatia
308. Irena Velimirović, Center for rehabilitation Zagreb, Croatia
309. Tena Velki, Faculty of Education, J.J. Strossmayer University of Osijek, Croatia
310. Ivana Vincic, University of Zagreb, Faculty of Education and Rehabilitation Sciences, Croatia
311. Sanja Vladović, Ombudsman for Children of the Republic of Croatia, Croatia
312. Nataša Vlah, University of Rijeka, Faculty of Teacher Education, Croatia
313. Barbara Vogrinčič, University Medical Centre Ljubljana, Slovenia
314. Renata Vragović, Center for Autism, Croatia
315. Mirta Vranko, University Psychiatric Hospital Vrapče, Croatia
316. Natalija Vrbas, Centre for Rehabilitation Zagreb, Slobodština branch, Croatia
317. Gabrijela Vrdoljak, Faculty of Humanities and Social Science, J.J. Strossmayer University of Osijek, Croatia
318. Mateja Vukašinec, Center for upbringing and education Velika Gorica, Croatia

319. Maja Vukmanic Rajter, Women's Room - Center for Sexual Rights, Croatia
320. Martina Vuković Ogrizek, Polyclinic SUVAG, Croatia
321. Dora Vukušić, Center for rehabilitation, Faculty of education and rehabilitation science, Croatia
322. Ana Wagner Jakab, University of Zagreb, Faculty of Education and Rehabilitation Sciences, Croatia
323. Shakayla Whitley, Indiana State University, United States
324. Steven Wood, California State University Stanislaus, United States
325. Edyta Zierkiewicz, University of Wroclaw, Institute of Pedagogy, Poland
326. Luisa Zinant, University of Udine, Italy
327. Nataša Zrim Martinjak, University of Ljubljana, Faculty of Education, Slovenia
328. Agnieszka Żyta, University of Warmia and Mazury in Olsztyn, Faculty of Social Sciences, Poland
329. Vladimira Žakman-Ban, University of Zagreb, Faculty of Education and Rehabilitation Sciences, Croatia
330. Lada Žamarija, City of Zagreb, Croatia
331. Erna Žgur, University of Ljubljana, Faculty of Education, Slovenia
332. Anamarija Žic Ralić, University of Zagreb, Faculty of Education and Rehabilitation Sciences, Croatia
333. Antonija Žižak, University of Zagreb, Faculty of Education and Rehabilitation Sciences, Croatia
334. Ingrid Žolgar, University of Ljubljana, Slovenia
335. Petra Žuvela, Kindergarten Žirek, Croatia