



mednarodna konferenca MDJ  
JARŠKA CESTA 44  
1000 LJUBLJANA  
[konferenca.mdj.si](http://konferenca.mdj.si)



**mladinski dom jarše**  
JARŠKA CESTA 44  
1000 LJUBLJANA  
[www.mdj.si](http://www.mdj.si)

**MEDNARODNA KONFERENCA MLADINSKEGA DOMA JARŠE:  
SODOBNI IZZIVI DELA Z MLADIMI IZ RANLJIVIH SKUPIN**

**INTERNATIONAL CONFERENCE: CONTEMPORARY  
CHALLENGES OF WORKING WITH AT-RISK YOUTH  
ORGANISED BY JARŠE YOUTH HOME**

21.– 22. 5. 2021

spletna platforma Zoom

Zoom platform

## Kazalo prispevkov / Table of Contributions

Ana Deutsch Sodnik:.....	8
<b>VLOGA UČITELJA DODATNE STROKOVNE POMOČI PRI SOCIALNI INTEGRACIJI IN OPOLNOMOČENJU MLADOSTNIKOV IZ RANLJIVIH SKUPIN V OSNOVNI ŠOLI .....</b>	<b>8</b>
<b>THE ROLE OF A PRIMARY SCHOOL 'ADDITIONAL PROFESSIONAL HELP TEACHER' IN THE SOCIAL INTEGRATION AND EMPOWERMENT OF ADOLESCENTS FROM VULNERABLE SOCIAL GROUPS.....</b>	<b>8</b>
Andreja Babič: .....	10
<b>OTROCI IN MLADOSTNIKI IZ RANLJIVIH DRUŽIN V PROCESU ŠOLANJA .....</b>	<b>10</b>
<b>CHILDREN AND ADOLESCENT FROM VULNERABLE FAMILIES IN THE SCHOOL PROCESS .....</b>	<b>10</b>
Anita Janežič:.....	11
<b>PREPOZNAVANJE IN IZRAŽANJE ČUSTEV SKOZI KNJIŽEVNOST .....</b>	<b>11</b>
<b>RECOGNIZING AND EXPRESSING EMOTIONS THROUGH LITERATURE .....</b>	<b>11</b>
Mihaela Krapež:.....	13
<b>POSKUS VKLJUČEVANJA DIJAKOV IZ RANLJIVIH SKUPIN V ŠOLSKO OKOLJE.....</b>	<b>13</b>
<b>AN ATTEMPT AT THE INCLUSION OF VULNERABLE GROUPS OF STUDENTS IN THE SCHOOL ENVIRONMENT .....</b>	<b>13</b>
Andrej Gregorač: .....	15
<b>MOBILNA SOCIALNO PEDAGOŠKA SLUŽBA: IZZIV SODOBNEGA ČASA .....</b>	<b>15</b>
<b>MOBILE SOCIAL PEDAGOGICAL ASSISTANCE: A CHALLENGE OF MODERN TIMES .....</b>	<b>15</b>
Davor Gantar: .....	16
<b>»LOKA-LNO SOBIVANJE« – INSTITUCIJA KOT DRUŽBENI IN LOKALNI SISTEM .....</b>	<b>16</b>
<b>"LOCAL COHESION" - INSTITUTION AS A SOCIAL AND LOCAL SYSTEM .....</b>	<b>16</b>
Nataša Ličina, Melita Emeršič:.....	17
<b>FORMALNI IN NEFORMALNI PRISTOPI PRI DELU Z OTROKI IN MLADOSTNIKI IZ RANLJIVIH DRUŽIN NA CENTRU ZA SOCIALNO DELO .....</b>	<b>17</b>
<b>FORMAL AND INFORMAL APPROACHES TO WORKING WITH CHILDREN AND ADOLESCENTS FROM VULNERABLE FAMILIES AT THE SOCIAL WORK CENTRE .....</b>	<b>17</b>
Maja Cerar: .....	19
<b>VLOGA SPLETNEGA OKOLJA V PROCESU SAMOPOMOČI IN SVETOVANJA MLADOSTNIKOM, KI SE SAMOPOŠKODUJEJO .....</b>	<b>19</b>
<b>THE ROLE OF ONLINE ENVIRONMENT IN THE PROCESS OF SELF-HELP AND COUNSELING FOR ADOLESCENTS WHO SELF-HARM .....</b>	<b>19</b>
Jana Brelih Humar: .....	21
<b>UPORABA SLIKOVNIH KART PRI ČUSTVENEM OPISMENJEVANJU UČENCEV S POSEBNIMI POTREBAMI.....</b>	<b>21</b>

<b>HOW THE USE OF PICTURE CARDS CAN HELP EMOTIONAL LITERACY IN STUDENTS WITH SPECIAL NEEDS</b> .....	21
Janja Sunčič: .....	23
<b>MODIFIKACIJA VEDENJA PRI UČENCU Z ADHD</b> .....	23
<b>THE MODIFICATION OF THE BEHAVIOR OF THE HYPERACTIVE CHILD</b> .....	23
Maša Mlinarič: .....	24
<b>INTEGRACIJA UČENCEV PRISELJENCEV V ČASU POUKA NA DALJAVO</b> .....	24
<b>INTEGRATION OF IMMIGRANT STUDENTS DURING DISTANCE LEARNING</b> .....	24
Dijana Kožar Tratnik: .....	25
<b>PSIHOANALITIČNA OBRAVNAVA OTROK IN MLADOSTNIKOV S ČUSTVENIMI IN VEDENJSKIMI MOTNJAMI</b> .....	25
<b>PSYCHOANALITICAL WAY OF WORKING WITH CHILDREN AND ADOLESCENTS WITH EMOTIONAL AND BEHAVIOURAL DISORDERS</b> .....	25
Eva Rogina, Maja Zovko Stele, Mateja Šantelj, Darja Potočnik Kodrun: .....	26
<b>DELO Z MLADIMI S ČUSTVENIMI IN VEDENJSKIMI TEŽAVAMI NA PREHODU V ZAPOSLOSTEV - ŠTUDIJA PRIMERA</b> .....	26
<b>WORKING WITH YOUNG PEOPLE WITH EMOTIONAL AND BEHAVIORAL PROBLEMS IN THE TRANSITION TO EMPLOYMENT - A CASE STUDY</b> .....	26
Ines Ovsenek Wolf: .....	28
<b>POMOČ IN PODPORA UČENCEM TUJCEM V SLOVENSKEM OSNOVNOŠOLSKEM SISTEMU</b> .....	28
<b>OFFERING PROFESSIONAL ASSISTANCE AND SUPPORT TO FOREIGN PUPILS IN SLOVENIAN ELEMENTARY SCHOOLS</b> .....	28
Katja Krajnc, Mina Marija Paš, Simona Šabić: .....	30
<b>ZMANJŠEVANJE ŠKODE KOT DEL CELOSTNE OBRAVNAVE MLADOSTNIKOV, KI UPORABLJAJO DROGE</b> .....	30
<b>HARM REDUCTION AS PART OF AN INTEGRATED APPROACH TO ADOLESCENTS WHO USE DRUGS</b> .....	30
Mateja Kulot: .....	32
<b>VOLJA DO SMISLA, DEPRESIVNA SIMPTOMATIKA IN TVEGANI VZORCI PITJA MED DIJAKI</b> .....	32
<b>WILL TO MEAN, DEPRESSIVE SYMPTOMS AND RISKY DRINKING PATTERNS AMONG STUDENTS</b> .....	32
Marjetka Mrak: .....	33
<b>STRUKTURIRANO POUČEVANJE KOT POMOČ UČENCEM S POSEBNIMI POTREBAMI PRI DELU NA DALJAVO</b> .....	33
<b>STRUCTURED TEACHING – SUPPORT FOR CHILDREN WITH SPECIAL NEEDS IN DISTANCE LEARNING</b> .....	33
Karmen Mihelčič: .....	34
<b>ODNOS Z MLADOSTNIKOM KOT PROFESIONALNI IMPERATIV VSAKEGA ZAPOSLENEGA</b> .....	34
<b>RELATIONSHIP WITH THE YOUNGSTER AS A PROFESSIONAL IMPERATIVE OF EACH EMPLOYEE</b> ..	34

Damjan Habe:.....	35
<b>EMPOWERMENT – ANTIPOLO INKLUZIVNEMU KONCEPTU DELA Z OTROCI S ČUSTVENIMI IN VEDENJSKIMI TEŽAVAMI</b> .....	35
<b>EMPOWERMENT – ANTIPODE OF INCLUSIVE CONCEPT OF WORKING WITH KIDS WITH EMOTIONAL AND BEHAVIOURAL DIFFICULTIES</b> .....	35
Natalija Šraml: .....	37
<b>UPORABA BIBLIOTERAPIJE V PROGRAMU NIŽJE POKLICNEGA IZOBRAŽEVANJA</b> .....	37
<b>THE APPLICATION OF BIBLIOTHERAPY WITH STUDENTS IN SHORT VOCATIONAL EDUCATION</b> ....	37
Nataša Krajncan:.....	38
<b>PREDSTAVITEV POTEKA POMOČI UČENCEM MED ŠOLANJEM NA DALJAVO SKOZI OČI RAVNATELJA</b> .....	38
<b>PRESENTATION OF THE COURSE OF HELP TO STUDENTS DURING DISTANCE LEARNING THROUGH THE EYES OF A PRINCIPAL</b> .....	38
Nina Novak: .....	39
<b>PREVENTIVNI PROGRAM: ZAVEDAJ SE, SPOŠTUJ IN SPREGOVORI</b> .....	39
<b>PREVENTIVE PROGRAM: BE AWARE, RESPECT AND SPEAK</b> .....	39
Polona Otoničar Pajk: .....	40
<b>UČITELJEVA POMOČ ŽALUJOČEMU OTROKU</b> .....	40
<b>TEACHER'S HELP TO A BEREAVED CHILDREN</b> .....	40
Sabina Mujkanović: .....	42
<b>RAZVIJANJE SOCIALNIH VEŠČIN IN SOCIALNIH INTERAKCIJ PRI OTROCIH IN MLADOSTNIKIHZ AVTISTIČNIMI MOTNJAMI</b> .....	42
<b>DEVELOPMENT OF SOCIAL SKILLS AND SOCIAL INTERACTIONS WITH CHILDREN AND ADOLESCENTS WITH AUTISM SPECTRUM DISORDERS</b> .....	42
Sanja Rot:.....	44
<b>PRIMER DOBRE PRAKSE: DEKLICA S SELEKTIVNIM MUTIZMOM</b> .....	44
<b>AN EXAMPLE OF GOOD PRACTICE: A GIRL WITH SELECTIVE MUTISM</b> .....	44
Simona Zaletel: .....	45
<b>UČENJE IN POUČEVANJE SKOZI USTVARJALNI GIB</b> .....	45
<b>LEARNING AND TEACHING THROUGH CREATIVE MOVEMENT</b> .....	45
Snežna Oblak: .....	47
<b>RAZREDNA DINAMIKA IN TERAPEVTSKI PES</b> .....	47
<b>CLASS DYNAMICS AND THERAPY DOGS</b> .....	47
Špela Križaj: .....	49
<b>BRANJE S POMOČJO TERAPEVTSKIH ŽIVALI</b> .....	49
<b>READING WITH THERAPEUTIC ANIMALS</b> .....	49
Teodora Golob:.....	50

<b>SPODBUJANJE REZILIENTNOSTI PRI MLADOSTNIKI S TEŽAVAMI V SOCIALNI INTEGRACIJI .....</b>	<b>50</b>
<b>PROMOTING RESILIENCE IN ADOLESCENTS WITH DISABILITIES IN SOCIAL INTEGRATION .....</b>	<b>50</b>
Tina Rahne Mandelj, Nika Valentinčič:.....	52
<b>DODATNA SVETOVALNA POMOČ S SOCIALNO PEDAGOŠKO IN TERAPEVTSKO OBRAVNAVO DIJAKOV S ČVT/ČVM.....</b>	<b>52</b>
<b>ADDITIONAL COUNSELLING ASSISTANCE WITH SOCIO- PEDAGOGICAL AND THERAPEUTIC TREATMENT OF STUDENTS WITH EMOTIONAL AND BEHAVIOURAL PROBLEMS/DISORDERS.....</b>	<b>52</b>
Dejan Vidic:.....	54
<b>PRIKAZ TREH METOD DELA (MEDIACIJA, FORMATIVNO SPREMLJANJE VEDENJA IN INTERVIZIJA), KI IZBOLJUJEJO SKUPINSKO DINAMIKO V VZGOJNI SKUPINI MLADINSKEGA DOMA .....</b>	<b>54</b>
<b>DEMONSTRATION OF THREE METHODS, WHICH IMPROVES GROUP PROCESS.....</b>	<b>54</b>
Dominika Pajnik:.....	55
<b>IZZIVI VKLJUČEVANJA ROMOV V OBRAVNAVO V VZGOJNEM ZAVODU .....</b>	<b>55</b>
<b>THE CHALLENGES OF INTEGRATING ROMA INTO TREATMENT IN CORRECTIONAL FACILITIES .....</b>	<b>55</b>
Maja Dolinar:.....	57
<b>POUK BRALNEGA RAZUMEVANJA ZA UČENCE IZ RANLJIVIH SKUPIN .....</b>	<b>57</b>
<b>READING COMPREHENSION INSTRUCTION FOR AT-RISK STUDENTS .....</b>	<b>57</b>
Primož Miklavžin: .....	58
<b>VMESNI PROSTORI ZA SREČEVANJE MLADOSTNIKOV IZ RAZNOLIKIH SKUPIN .....</b>	<b>58</b>
<b>INTERMEDIAT SPACES FOR ENCOUNTERS BETWEEN YOUNGSTERS FROM HETEROGENOUS GROUPS.....</b>	<b>58</b>
Urška Opeka: .....	59
<b>CIRKUŠKA PEDAGOGIKA KOT ORODJE ZA DELO Z MLADIMI IZ RANLJIVIH SKUPIN .....</b>	<b>59</b>
<b>CIRCUS PEDAGOGY AS A TOOL FOR WORKING WITH AT-RISK YOUTH .....</b>	<b>59</b>
Katja Sitar: .....	60
<b>»GREMO V LONDON« - NAČRTOVANJE IN IZVEDBA POTOVANJA KOT OBLIKA DELA Z MLADIMI V VZGOJNEM ZAVODU.....</b>	<b>60</b>
<b>»LET'S GO TO LONDON« - TRAVEL PLANNING AND A TRIP TO LONDON AS A FORM OF WORKING WITH THE YOUTH IN AN EDUCATIONAL INSTITUTION .....</b>	<b>60</b>
Petra Vladimirov:.....	61
<b>TERAPEVTSKI VIDIKI HOJE NA DOLGE RAZDALJE.....</b>	<b>61</b>
<b>POHOD MLADOSTNIKOV VZGOJNEGA ZAVODA KRANJ IN KRANJA V PIRAN .....</b>	<b>61</b>
<b>THERAPEUTIC ASPECTS OF LONG DISTANCE WALKING .....</b>	<b>61</b>
Tom Martinjak:.....	63
<b>ŠPORT KOT DIAGNOSTIČNO IN TERAPEVTSKO SREDSTVO PRI DELU Z MLADOSTNIKI S ČUSTVENIMI IN VEDENJSKIMI TEŽAVAMI .....</b>	<b>63</b>
<b>SPORT AS A DIAGNOSTIC AND THERAPEUTIC MEANS OF WORKING WITH ADOLESCENTS WITH EMOTIONAL AND BEHAVIORAL DISORDERS .....</b>	<b>63</b>

Marijana Djukanović:.....	65
<b>IZAZOVI U RADU SA LICIMA SA INVALIDITETOM IZ ISTOČNE BOSNE U VRIJEME PANDEMIJE .....</b>	<b>65</b>
<b>CHALLENGES IN WORKING WITH PERSONS WITH DISABILITIES FROM EASTERN BOSNIA DURING THE PANDEMIC .....</b>	<b>65</b>
Börge Erdal, Jonas Chabchoub: .....	67
<b>THE OSLOSTANDARD ON OUTREACH WORK WITH VULNERABLE YOUNG PEOPLE .....</b>	<b>67</b>
Ljubiša Jovanović: .....	68
<b>INSTITUCIONALNI ZAGRLJAJ – USLUGA ZA DECU SA VIŠESTRUKIM IZAZOVIMA U PONAŠANJU U RESTRIKTIVNOM OKRUŽENJU .....</b>	<b>68</b>
<b>INSTITUTIONAL HOLDING - SERVICE FOR CHILDREN WITH MULTIPLE BEHAVIORAL CHALLENGES IN A RESTRICTIVE ENVIRONMENT .....</b>	<b>68</b>
András Nun:.....	70
<b>BUILDING PARTNERSHIP OF DISADVANTAGED YOUTH AND EMPLOYERS .....</b>	<b>70</b>
Iveta Diržininka:.....	71
<b>PREPARING STUDENTS WITH SPECIAL NEEDS FOR THE LABOR MARKET AND LIFE IN SOCIETY ....</b>	<b>71</b>
Ansley Hoffman: .....	72
<b>THE FAIR-PLAY FOOTBALL LEAGUES: BUILDING BRIDGES FOR THE .....</b>	<b>72</b>
<b>EMPOWERMENT OF YOUTH AT RISK IN THE CZECH REPUBLIC .....</b>	<b>72</b>
Maja Milačić: .....	73
<b>INDIVIDUALNA INTENZIVNA PODRŠKA – MULTISISTEMSKI PRISTUP.....</b>	<b>73</b>
<b>INDIVIDUAL INTENSIVE SUPPORT - MULTISYSTEM APPROACH .....</b>	<b>73</b>
Sieg Pauwels:.....	75
<b>CONNECTION TO SOCIETY – CHALLENGE WITH YOUTH AT RISK.....</b>	<b>75</b>
Jelena Mićunović: .....	76
<b>SOCIO-TERAPIJSKI KLUB ZA MLADE – KLUB PO MODELU GRIG .....</b>	<b>76</b>
<b>SOCIO-THERAPEUTIC CLUB FOR YOUNG PEOPLE - CLUB ACCORDING TO THE GRIG MODEL .....</b>	<b>76</b>
Laurence Watticant: .....	77
<b>GROUP ESC: SURF ON THE VOLUNTARY WAVE .....</b>	<b>77</b>
Hubert Höllmüller: .....	78
<b>CHILDREN AND YOUNGSTERS AT RISK: INSTITUTIONAL ANSWERS IN THE CONTEXT OF DE-INSTITUTIONALIZATION IN AUSTRIA .....</b>	<b>78</b>
Roksana Karczewska:.....	79
<b>CHILDREN OF PARENTS WHO USE DRUGS: WHAT ARE THEIR RIGHTS? INSTITUTIONAL APPROACH TO YOUTH AT RISK IN POLAND .....</b>	<b>79</b>
Florian Fangmann:.....	80
<b>YOUTH CULTURAL PROJECT BETWEEN PARIS AND BERLIN WITH YOUNG PEOPLE COMING FROM STREET WORK AROUND THE HIP HOP CULTURE .....</b>	<b>80</b>

Dace Otomere: .....	81
<b>RECREATIONAL ACTIVITIES FOR KIDS AND TEENS WITH SPECIAL NEEDS: EXPERIENCE OF A LATVIAN YOUTH ORGANIZATION .....</b>	<b>81</b>
Kosta Gajić: .....	82
<b>"PORODIČNI SARADNIK" - USLUGA ZASNOVANA NA ZAJEDNICI ZA PORODICE SA DECOM / MLADIMA U RIZIKU .....</b>	<b>82</b>
<b>"FAMILY OUTREACH WORKER" - A COMMUNITY-BASED SERVICE FOR FAMILIES WITH CHILDREN / YOUTH AT RISK.....</b>	<b>82</b>
Žarko Sebić, Renata Koler:.....	84
<b>PREKOGRANIČNI ZVUK ZA DJECU S INVALIDITETOM .....</b>	<b>84</b>
<b>CROSS-BORDER SOUND FOR CHILDREN WITH DISABILITIES.....</b>	<b>84</b>
Milica Rakić:.....	85
<b>SOCIO-TERAPIJSKI KLUB ZA RODITELJE MLADIH SA IZREČENIM KRIVIČNIM SANKCIJAMA .....</b>	<b>85</b>
<b>SOCIO-THERAPEUTIC CLUB FOR PARENTS OF YOUNG PEOPLE WITH IMPOSED CRIMINAL SANCTIONS.....</b>	<b>85</b>
Josipa Vučica, Amalija Hrepić Gruić:.....	87
<b>CENTAR PODRŠKE ZA DJECU I MLADE S PROBLEMIMA U PONAŠANJU .....</b>	<b>87</b>
<b>CENTRE FOR SUPPORT OF CHILDREN AND YOUTH WITH BEHAVIOURAL PROBLEMS .....</b>	<b>87</b>
Nele Steeno: .....	88
<b>CREATING AN "IN BETWEEN" TO RE-CONNECT YOUNG PEOPLE WITH THEMSELVES AND THE SOCIETY .....</b>	<b>89</b>
Gordana Berc, Tea Petruhar Zima, Marijana Majdak:.....	89
<b>STUDENTS' BEHAVIOURAL PROBLEMS IN SCHOOLS: COOPERATION OF SCHOOL PROFESSIONAL ASSOCIATES WITH TEACHERS AND PUBLIC SERVICE ASSOCIATES .....</b>	<b>90</b>
Maja Malčić: .....	90
<b>CENTAR ZA MLADE IZ ALTERNATIVNE SKRBI .....</b>	<b>91</b>
<b>CENTER FOR YOUTH FROM ALTERNATIVE CARE .....</b>	<b>91</b>

**Ana Deutsch Sodnik:**

**VLOGA UČITELJA DODATNE STROKOVNE POMOČI PRI SOCIALNI INTEGRACIJI IN  
OPOLNOMOČENJU MLADOSTNIKOV IZ RANLJIVIH SKUPIN V OSNOVNI ŠOLI**

**THE ROLE OF A PRIMARY SCHOOL 'ADDITIONAL PROFESSIONAL HELP TEACHER' IN  
THE SOCIAL INTEGRATION AND EMPOWERMENT OF ADOLESCENTS FROM  
VULNERABLE SOCIAL GROUPS**

Ana Deutsch Sodnik, mag. prof. spec. in reh. ped., posebne razvojne in učne težave; uni. dipl. ped.

Osnovna šola Preserje, Preserje 60, 1352 Preserje

[ana.deutsch@gmail.com](mailto:ana.deutsch@gmail.com)

**POVZETEK**

V članku predstavljam vlogo učitelja za dodatno strokovno pomoč pri socialni integraciji in opolnomočenju mladostnikov iz ranljivih skupin. Učitelj dodatne strokovne pomoči ima lahko pomembno vlogo pri vključevanju mladostnika iz ranljive skupine v šolo in šolski prostor. V individualni situaciji lahko prepozna individualne stiske posameznika, vzroke za njih in mu postopno pomaga pri premagovanju le teh. Mladostniku pomaga pri razvijanju pozitivne samopodobe, ustreznem razvoju socialno-emocionalnega doživljanja in razvijanju ustreznih socialnih veščin. V sodelovanju z razrednikom in preostalimi učitelji na šoli, pomaga pri uspešni socialni integraciji mladostnika med vrstnike. Pri tem uporablja različne metode, oblike, načine in strategije dela. V članku predstavljam posamezne načine, metode in oblike dela dobre prakse. Učitelj dodatne strokovne pomoči je pomemben člen pri uspešni socialni integraciji v šolski prostor ter pri opolnomočenju mladostnika iz ranljive skupine.

**Ključne besede:** vloga učitelja za dodatno strokovno pomoč, socialna integracija, opolnomočenje

**ABSTRACT**

In this paper, the role of a primary school 'additional professional help teacher' in the social integration and empowerment of adolescents from vulnerable social groups is presented. The additional help teacher can play an important role in the inclusion of an adolescent from a vulnerable social group into the school sphere. In individual communication, a person's scrapes and their causes can be recognized. The teacher is in the position to offer help for the gradual overcoming of these deficiencies. Help can be offered to adolescents in developing their positive self-perception and developing adequate social-emotional reactions as well as developing adequate social skills. The 'additional professional help teacher' cooperates with the class teacher and other teachers in school to provide help in their client's social



integration. Various methods, ways and strategies are involved, which are presented in this paper. The professional in abovementioned role is an important link in successful empowerment and integration of a vulnerable adolescent into the school sphere.

**Key words:** additional professional help teacher, social integration, empowerment

**Andreja Babič:**

## OTROCI IN MLADOSTNIKI IZ RANLJIVIH DRUŽIN V PROCESU ŠOLANJA

### CHILDREN AND ADOLESCENT FROM VULNERABLE FAMILIES IN THE SCHOOL PROCESS

Andreja Babič, mag. psih.

Oš Polje, Zaloška cesta 189, 1260 Ljubljana Polje

[andreja.babic@ospolje.si](mailto:andreja.babic@ospolje.si)

#### **POVZETEK**

Otroci in mladostniki iz ranljivih družin so podvrženi večjim tveganjem za razvoj vedenjskih težav. Namen tega prispevka je narediti kratek pregled dejavnikov tveganja, ki izhajajo iz otroka in/ali okolja v katerem živi in kakšno vlogo ima pri tem šola. Veliko raziskav namreč poudarja, da ima šola varovalno funkcijo v otrokovem razvoju, hkrati pa je vir težav. Pri tem je najbolj pomembna učiteljeva vloga, saj učitelj opaža morebitne posebnosti, s spoštljivim in zaupnim odnosom pa je prvi, ki starše opozarja, vodi in jim nudi podporo. Učiteljeva vloga pa je še toliko bolj pomembna, ko starši odpovedujejo, z osebnim vodenjem pa ima moč podpreti otroka. Prispevek tako predstavlja pregled, kaj lahko šola z majhnimi spremembami naredi v podporo otrokom in ranljivim družinam ter povezuje šolo in dom.

**Ključne besede:** vedenjske težave, ranljive družine, povezovanje šole in doma, zaupen odnos, individualna podpora

#### **ABSTRACT**

Children and adolescents from vulnerable families are at greater risk for developing behavioural problems. The purpose of this article is a brief overview of the risk factors that come from the child and/or the environment and what is the role of the school. Many articles have already stressed the protective function of the school in child development as well as the source of problems. Teachers are especially important as they are usually the first to notice possible problems and can thus warn the parents and build a respectful and confidential relationship to guide and support them. The role of a teacher is even more important in child development, when parents are not able to support them. In this case is important that the teacher supports the child personally. The article also presents some guidelines on how a small change in the schools' approach can beneficially impact the support for vulnerable children and their families and how they can build a partnership relation between home and school.

**Key words:** behavioural problems, vulnerable families, connecting school and home, confidential relationship, individual support

**Anita Janežič:**

## PREPOZNAVANJE IN IZRAŽANJE ČUSTEV SKOZI KNJIŽEVNOST

### RECOGNIZING AND EXPRESSING EMOTIONS THROUGH LITERATURE

Anita Janežič, uni. dipl. ped. in slov.

Srednja šola tehniških strok Šiška, Litostrojska 51, 1000 Ljubljana

[anita.janezic@ssts.si](mailto:anita.janezic@ssts.si)

#### POVZETEK

Dijaki s posebnimi potrebami, opredeljenimi kot čustveno-vedenjske motnje, imajo pogosto težave pri izražanju sebe in drugih. Težave so izrazitejše, ko s sošolci ali profesorji stopijo v konflikt. Lahko so zelo glasni, komunikacijsko močni in neposredni, tudi grobi, v nekaterih primerih pa tovrstni posamezniki svoje posebnosti izražajo z umikom in nepripravljenostjo na sodelovanje. Slednji za obravnavo predstavljajo večji izziv, saj mora učitelj poiskati pristop, prek katerega se z njimi poveže ter jim vzbudi zaupanje in občutek varnosti. V prispevku bodo predstavljene metode dela s posameznimi dijaki s posebnimi potrebami, ki so opredeljene kot čustveno-vedenjske motnje, tako znotraj rednega pouka (poučevanje slovenščine) kot individualnih ur dodatne strokovne pomoči (pedagoginja – pomoč za premagovanje primanjkljajev, ovir oziroma motenj). Prikazali bomo, da je literatura, predvsem lirika, lahko učinkovito sredstvo izražanja lastnih čustev, obenem pa tudi prepoznavanja čustev pri sebi in pri drugih.

**Ključne besede:** dijaki s posebnimi potrebami, čustva, individualni pristop, književnost (literatura)

#### ABSTRACT

Special needs students who suffer from emotional and behavioural issues often find it difficult to express themselves and others. These problems escalate when such students come into conflict with their classmates or teachers. While in such situations some of these students can be very loud and direct, demonstrating strong communication skills, even rudeness, others can react in the opposite way by secluding themselves and being very uncooperative. This second group of students can be quite challenging to work with, since the teacher must find a way to connect to them, building a relationship based on trust and a sense of security. The paper focuses on the methods of work that can be used with special-needs students with emotional and behavioural issues during regular classes (teaching Slovene) as well as during individual classes, where the students receive additional help (student counsellor – empowering students in their ways of coping with their deficiencies, disabilities, or disorders). As it will be shown in the paper, lyrics can be an efficient means of expressing and recognizing one's own emotions as well as the emotions of others.

**Key words:** special needs students, emotions, individual approach, literature

**Mihaela Krapež:**

## POSKUS VKLJUČEVANJA DIJAKOV IZ RANLIVIH SKUPIN V ŠOLSKO OKOLJE

### AN ATTEMPT AT THE INCLUSION OF VULNERABLE GROUPS OF STUDENTS IN THE SCHOOL ENVIRONMENT

Mihaela Krapež, univ. dipl. psih., svetovalka

Srednja šola Domžale, Cesta talcev 12, 1230 Domžale

[mihaela.krapez@guest.arnes.si](mailto:mihaela.krapez@guest.arnes.si)

#### POVZETEK

Učenci s posebnimi potrebami, posebej učenci s čustveno-vedenjsko motnjo, so v šolskem prostoru pogosto deležni slabšega sprejemanja in razumevanja s strani učiteljev, sošolcev in drugih šolskih delavcev. Temu botruje predvsem njihovo vedenje, ki je pogosto impulzivno, morda agresivno, skratka slabše prilagojeno okolici. Opažene pa so tudi slabše socialne spretnosti in slabša kontrola čustvenih izrazov. Učitelji jih v razredu pogosto prepoznavajo kot moteče učence, saj v njihovi prisotnosti pogosto težko vodijo pouk. Tudi, če so učenci s čustveno-vedenjsko motnjo učno uspešni, razgledani in radovedni, jim slabši socialni odnosi v razredu in slabša sprejetost v skupini povzročata upad samopodobe. S časoma jim tako upade veselje, motivacija za učenje in prihajanje v šolo. Da bi tem učencem pomagali zgraditi boljši odnos z udeleženci šolskega procesa in jim ponudili možnost izboljšanja samopodobe, smo jih vključili v neformalno, neobvezno sodelovanje v šolski predstavi. S priložnostjo, da se pokažejo v novi luči, da izpeljejo točko v predstavi samostojno, odgovorno in angažirano, so vsaj za nekaj trenutkov šolskega življenja zablesteli in pokazali, da zmorejo. Prepoznavamo pa tudi kasnejše učinke, saj je kar nekaj učencev, ki so se odločili sodelovati, poročalo o boljšem sprejemanju s strani učiteljev, o boljšem počutju v razredu, skratka o tem, da se po predstavi čutijo bolje vpeti v šolsko okolje.

**Ključne besede:** dijaki s čustveno-vedenjsko motnjo, socialna vključenost, neformalen pristop, samopodoba

#### ABSTRACT

Students with special educational needs, especially students with an emotional-behavioural disorder, are often given poorer acceptance and understanding by their teachers, classmates and other staff in the school environment. This is mainly due to their behaviour, which is often impulsive, perhaps aggressive; in short, less adapted to the environment. Additionally, poorer social skills and control of emotional expressions are also observed. In the classroom, teachers often identify them as disruptive students, as they often find it difficult to teach lessons in their presence. Even if students with an emotional-behavioural disorder are successful, knowledgeable and curious learners, poorer social relationships in the classroom and poorer

acceptance in the group cause a decline in their self-image. Eventually, their happiness, their motivation to learn and to come to school decreases. To help these students build better relationships with the participants in the school process and offer them an opportunity to improve their self-image, we encourage informal, voluntary participation in a school play. With the opportunity to show themselves in a new light, to play a scene independently, responsibly and diligently, they are given a chance to shine for at least a few moments of school life and to show what they can achieve. It also has other positive effects, as quite a few students who have participated in the play report greater acceptance by their teachers and better well-being in the classroom; in short, after the show they feel better integrated into the school environment.

**Key words:** students with an emotional-behavioural disorder, social inclusion, informal approach, self-image

**Andrej Gregorač:**

## MOBILNA SOCIALNO PEDAGOŠKA SLUŽBA: IZZIV SODOBNEGA ČASA

### MOBILE SOCIAL PEDAGOGICAL ASSISTANCE: A CHALLENGE OF MODERN TIMES

mag. Andrej Gregorač, univ. dipl. psih., vzgojitelj

Vzgojni zavod Kranj, Šempeterska ul. 3, 4000 Kranj

[andrej.gregorac@guest.arnes.si](mailto:andrej.gregorac@guest.arnes.si)

#### POVZETEK

Mobilno socialno pedagoško službo (v nadaljevanju mobilna služba) smo kot enega izmed novih pristopov pri delu z mladimi iz ranljivih skupin začeli izvajati znotraj Vzgojnega zavoda Kranj v okviru projekta Strokovni center za obravnavo otrok in mladostnikov s čustvenimi in vedenjskimi motnjami. Mobilna služba je bila načrtovana in izvajana kot vzgojna pomoč, namenjena otrokom/mladostnikom, družinam in šolam v določenih primerih, ko sama namestitev v institucijo ni bila potrebna, kljub vsemu pa obstoječa pomoč, ki so jo lahko nudile organizacije, ni zadostovala za to, da bi otrok/mladostnik glede na specifikke lahko imel ustrezne pogoje za svoj razvoj. V dveh letih poskusnega izvajanja mobilne službe smo lahko ugotovili tako določene prednosti kot tudi pomanjkljivosti teh novih pristopov v slovenskem prostoru, vsekakor pa obstajajo potrebe za razvoj in delovanje tovrstne službe. V prispevku bom skušal razčleniti, v katerih primerih je mobilna služba lahko učinkovita in kje so lahko pasti v izvajanju mobilne službe.

**Ključne besede:** mobilna socialno pedagoška služba, vzgojna pomoč, vzgojne intervencije, otroci s čustvenimi in vedenjskimi motnjami

#### ABSTRACT

Mobile social pedagogical service (mobile service) was one of the innovative programs for children and youth which was introduced into educational programs of Vzgojni zavod Kranj inside the project "Professional centre for treatment of children and youth with emotional and behavioral disorders". Mobile service was designed and implemented as educational assistance for children/youth, families and schools in specific situations, when there was no need for institutional accommodation but at the same time all the organized assistances did not bring the desired results in child's development. The two years trial of mobile service brought up many advantages and disadvantages of this new approaches in Slovenian field of education for children with special needs. At the same time the urgency of this type of service was confirmed. In this article I'll try to discuss, which are the situations where mobile service can be efficient and where are the challenges of this type of institutional assistance.

**Key words:** mobile social pedagogical assistance, parenting support, parenting interventions, children with emotional and behavioural disorders

**Davor Gantar:**

»LOKA-LNO SOBIVANJE« – INSTITUCIJA KOT DRUŽBENI IN LOKALNI SISTEM

"LOCAL COHESION" - INSTITUTION AS A SOCIAL AND LOCAL SYSTEM

Davor Gantar, univ. dipl. soc. del.

Vzgojni zavod Kranj, Šempeterska ulica 3, 4000 Kranj

davor.gantar@guest.arnes.si

**POVZETEK**

V prvem delu prispevka predstavljam stanovanjsko skupino Škofja Loka, pomen sodelovanja in vključevanja v lokalno okolje. Nato predstavim nekaj primerov praks na tem področju, ki smo jih uspešno izpeljali z otroki in mladostniki iz Stanovanjske skupine Škofja Loka – VZ Kranj. V drugem delu se dotaknem izobraževanja otrok s posebnimi potrebami. V tretjem delu pa še problematike sistematizacije, pravilnika o normativih in standardih za izvajanje vzgojno-izobraževalnih programov za otroke s posebnimi potrebami.

**Ključne besede:** stanovanjske skupine, čustvene in vedenjske motnje, pravilnik o normativih in standardih, družbeni in lokalni kontekst institucij, doživljajska pedagogika, projektno delo, šolanje otrok s posebnimi potrebami

**ABSTRACT**

In the first part of the article, I present the home group Škofja Loka, importance of cooperation and integration into the local environment. I present some examples of practices in this area, which we successfully carried out with children and adolescents from the Home Group Škofja Loka - VZ Kranj. In the second part, I present the education of children with special needs, emotional and behavioral disorders. In the third part, I discuss the issue of systematization, rules on norms and standards for the implementation of educational programs for children with special needs.

**Key words:** home groups, emotional and behavioral disorders, rules on norms and standards, social and local context of institutions, experiential pedagogy, project work, education of children with special needs



**Nataša Ličina, Melita Emeršič:**

**FORMALNI IN NEFORMALNI PRISTOPI PRI DELU Z OTROKI IN MLADOSTNIKI IZ  
RANLJIVIH DRUŽIN NA CENTRU ZA SOCIALNO DELO**

**FORMAL AND INFORMAL APPROACHES TO WORKING WITH CHILDREN AND  
ADOLESCENTS FROM VULNERABLE FAMILIES AT THE SOCIAL WORK CENTRE**

Nataša Ličina, univ. dipl. psih.

Center za socialno delo Spodnje Podravje, Trstenjakova ulica 5a, 2250 Ptuj

[natasa.licina@gov.si](mailto:natasa.licina@gov.si)

Melita Emeršič, univ. dipl. soc. del.

Center za socialno delo Spodnje Podravje, Trstenjakova ulica 5a, 2250 Ptuj

[melita.emersic@gov.si](mailto:melita.emersic@gov.si)

**POVZETEK**

V prispevku bo predstavljena velikokrat spregledana vloga centra za socialno delo kot institucije, ki je v svojem bistvu usmerjena v nudenje procesov podpore in pomoči ranljivim družinam. Predstavljene bodo značilnosti ranljivih družin in najšibkejših članov družine, otrok in mladostnikov. Skušali bomo odgovoriti na vprašanje, kakšno pomoč ranljiva družina potrebuje. Poudarili bomo pomen procesov podpore in pomoči, s katerimi želimo strokovni delavci centrov za socialno delo v družino vnašati elemente varovalnih dejavnikov, z družino želimo soustvarjati pogoje za zdrav osebni razvoj njihovih otrok in omogočiti ohranitev družine. Za doseganje teh ciljev se družine lahko vključijo v socialno varstvene storitve na centru za socialno delo, neposredna pomoč družini v njenem domačem okolju pa se omogoči z vključitvijo izvajalca programa Laična pomoč družinam.

**Ključne besede:** ranljivost, procesi podpore in pomoči, socialno varstvene storitve, laična pomoč družinam

**ABSTRACT**

The article will present the often overlooked role of the Social Work Centre as an institution that is essentially focused on providing support and help to vulnerable families. This article will present the characteristics of vulnerable families and their weakest members, children and adolescents. We will try to answer what kind of help a vulnerable family needs. We will emphasize the importance of the processes of support and help, with which the professionals of social work centres want to introduce elements of protective factors into the family, with the family we want to co-create conditions for healthy personal development of their children and enable the families preservation. To achieve these goals, families can be involved in social services at the Social Work Centre. Direct assistance to the family in its home environment is provided by involving the provider of the Non-professional family assistance program.

**Key words:** vulnerability, support and help processes, social welfare services, non-professional family assistance

**Maja Cerar:**

## VLOGA SPLETNEGA OKOLJA V PROCESU SAMOPOMOČI IN SVETOVANJA MLADOSTNIKOM, KI SE SAMOPOŠKODUJEJO

### THE ROLE OF ONLINE ENVIRONMENT IN THE PROCESS OF SELF-HELP AND COUNSELING FOR ADOLESCENTS WHO SELF-HARM

Maja Cerar, univ. dipl. soc. ped.

OŠ Janka Modra, Dol pri Ljubljani, Videm 17, 1262 Dol pri Ljubljani

[maja.cerar2@guest.arnes.si](mailto:maja.cerar2@guest.arnes.si)

#### **POVZETEK**

Vzpostavljanje stika in nudenje opore mladostnikom, ki se samopoškodujejo, predstavlja velik izziv, saj se samopoškodbe večinoma dogajajo v izolaciji ter prikrite očem okolja. Razvoj novih pristopov pomoči za populacijo mladostnikov, ki pogosto ne iščejo formalne niti neformalne pomoči, zahteva opredelitev prostorov, preko katerih bi jih lahko dosegali v njihovem »naravnem« okolju. Eno izmed »javnih« okolij, kamor so se ti mladostniki pogumno podali in ga tudi osvojili, je virtualno okolje spleta. Virtualni prostor se nam v tem kontekstu ponuja kot nov, alternativni javni prostor, v katerem lahko mladostniki enakovredno in (inter)aktivno sodelujejo pri reševanju svojih stisk in težav in niso le nemočni, pasivni, pogosto tudi neprostopoljni uporabniki, kot je značilno za oblike pomoči, ki jih narekuje uveljavljeni psihološko-psihiatrični model pomoči. V prispevku bo, na podlagi dosedanjih izkušenj delovanja dveh spletišč za samopomoč in svetovanje otrokom in mladostnikom, predstavljena potencialna vloga spleta, kot svetovalnega orodja mladostnikom, ki se samopoškodujejo.

**Ključne besede:** samopoškodbeno vedenje, spletne skupnosti, spletno svetovanje, neinstitucionalne oblike dela, mladostniki

#### **ABSTRACT**

Establishing contact and providing support to adolescents who self-harm is a major challenge, as self-harm mostly occurs in isolation and hidden from the eyes of the environment. The development of new models of help for the population of adolescents, who often do not seek formal or informal help, requires the identification of spaces through which they could be reached in their "natural" environment. One of the "public" environments that these young people bravely went to and conquered is the virtual environment of the Internet. In this context, the virtual space is offered to us as a new, alternative public space in which young people can equally and (inter)actively participate in solving their problems and are not only helpless, passive, often involuntary users, as is typical for nowadays forms of help, dictated by the established psychological-psychiatric model of help. Based on the previous experience of the operation of two self-help and counseling websites for children and adolescents, the paper

will present the potential role of the Internet as a counseling tool for adolescents who self-harm.

**Key words:** self-harm, virtual community, online counseling, non-institutional forms of work, adolescents

**Jana Brelih Humar:**

## UPORABA SLIKOVNIH KART PRI ČUSTVENEM OPISMENJEVANJU UČENCEV S POSEBNIMI POTREBAMI

### HOW THE USE OF PICTURE CARDS CAN HELP EMOTIONAL LITERACY IN STUDENTS WITH SPECIAL NEEDS

Jana Brelih Humar, prof. def.

OŠ Simona Jenka Smladnik, Smladnik 73, 1216 Smladnik

[jana.brelih@gmail.com](mailto:jana.brelih@gmail.com)

#### **POVZETEK**

Učenci, usmerjeni v izobraževalni program s prilagojenim izvajanjem in dodatno strokovno pomočjo, imajo pogosto identificirano eno ali več diagnoz (primanjkljaji na posameznih področjih učenja, dolgotrajno bolan otrok, ...), izkušnje pa kažejo, da se tem motnjam često pridružujejo tudi čustvene težave, ki morajo biti opažene, da bi mogli učinkovito pristopiti k obravnavi primanjkljajev. Učenci bodo namreč lahko razvili ustrezne veščine za spoprijemanje s čustvi, če se jih bodo zavedali. Da bi učence opismenili glede njihovih čustev, v literaturi predlagajo naslednje metode dela: pogovor, igra vlog, uporaba slikovnega materiala, risanje čustvenih izrazov, demonstracija čustev, tehnike sproščanja in umirjanja, izmenjava izkušenj idr. Prednosti naštetih metod lahko združimo ob uporabi slikovnih kart. Pozitivni učinki njihove rabe se kažejo pri vzpostavitvi zaupnega odnosa med pedagogom in učencem, razvijanju socialnih spretnosti, izražanju čustev, razvijanju občutka pripadnosti in varnosti. V zaključku prispevka predstavim konkretne primere rabe slikovnih kart za doseganje samoučinkovitosti učencev, njihovo motivacijo in celostni razvoj.

**Ključne besede:** čustveno opismenjevanje, slikovne karte, čustva, motnje, primanjkljaji

#### **ABSTRACT**

Pupils registered to the adapted educational programme with additional professional assistance are commonly diagnosed with one or several disorders (deficiencies in separate areas of study, long-lasting illness, etc.). Practical experiences reveal that these disorders are frequently accompanied by emotional problems that have to be adequately addressed so one can efficiently approach the treatment of deficiencies. In that way, the pupils can develop suitable abilities that help them handle their emotions in case they notice them. Literature suggests several methods of work, such as conversation, role play, using of picture, drawing of emotional expressions, demonstration of emotions, techniques of relaxation and calming down, experience exchange, etc., to familiarize pupils with their emotions. The advantages of these methods can be upgraded by using picture cards. The positive effects of their usage are shown by establishing confidential relationship between the teacher and the pupil, developing of their social skills, expressing their emotions, and developing of their sense of their

membership and safety. Actual examples of using the picture cards to achieve self-efficiency of pupils, their motivation and comprehensive development are presented in the conclusion of the article.

**Key words:** familiarizing with emotions, picture cards, emotions, disorders, deficiencies

**Janja Sunčič:**

## MODIFIKACIJA VEDENJA PRI UČENCU Z ADHD

### THE MODIFICATION OF THE BEHAVIOR OF THE HYPERACTIVE CHILD

Janja Sunčič, mag. spec. in reh. ped.

Osnovna šola Karla Destovnika-Kajuha, Jakčeva 42, 1000 Ljubljana

[janja.suncic@gmail.com](mailto:janja.suncic@gmail.com)

#### **POVZETEK**

Modifikacijo vedenja se je izvajala z učencem drugega razreda z motnjo hiperaktivnosti in pomanjkljivo pozornostjo. Deček je bil že v predšolskem obdobju usmerjen in je imel pomoč specialnega pedagoga. Deček je ob vstopu v šolo kazal tipične znake ADHD. Z učiteljicama sva se zaradi njegovega motečega vedenja pogovorili, kako ravnati ob neustreznem vedenju, ki ima vpliv na celotno skupino učencev v razredu. Za dečka je bil narejen načrt pomoči, ki je vseboval organizacijo prostora, časa, slikovna sporočila, pravila ustreznega vedenja, nagrada. Namen izvajanja modifikacije vedenja pri dečku je bil, da ozavešči lastno vedenje in ga nadomesti s sprejemljivim. Pomembno pri izvajanju modifikacije vedenja je, da se izvaja daljše obdobje in da se sprotno izvajajo evalvacije.

**Ključne besede:** modifikacija vedenja, hiperaktivnost, vedenje

#### **ABSTRACT**

Behavior modification was performed with a second-grade student with hyperactivity disorder and attention deficit. The boy was already oriented in the kindergarden and had the help of a special pedagogue. The boy showed typical signs of ADHD upon entering school. Because of his disruptive behavior, we talked to the teachers about how to deal with inappropriate behavior that affect the entire group of students in the class. A help plan was made for the boy, which included the organization of space, time, picture messages, rules of appropriate behavior, and a reward. The purpose of performing the behavior modification in the boy was to become aware of his own behavior and replace it with acceptable. It is important when performing a behavior modification that a longer period is performed and that evaluations are performed on an ongoing basis.

**Key words:** behavior modification, hyperactivity, behavior

**Maša Mlinarič:**

## INTEGRACIJA UČENCEV PRISELJENCEV V ČASU POUKA NA DALJAVO

### INTEGRATION OF IMMIGRANT STUDENTS DURING DISTANCE LEARNING

mag. Maša Mlinarič, univ. dipl. ped.

OŠ Vencija Perka, Ljubljanska cesta 58a, 1230 Domžale

[masa.mlinaric@guest.arnes.si](mailto:masa.mlinaric@guest.arnes.si)

#### **POVZETEK**

V prispevku je preko akcijskega raziskovanja institucije prikazan pomen prilagajanja neposredni praksi. V času epidemije je bil naš šolski sistem potisnjen v digitalizacijo, za katero nihče ni bil ustrezno usposobljen. Nemalokrat je bila komunikacija prekinjena. V času pouka na daljavo so bili bolj, kot kadarkoli poprej, učenci priseljenci izolirani, v socialnem in izobraževalnem smislu. Raziskava vključuje anketo odzivnosti učencev priseljencev v času učenja na daljavo. Ne le, da potrebujemo osvežitev načina dela z ranljivi skupinami, temveč tudi preišljen pristop za učinkovitejšo integracijo učencev priseljencev.

**Ključne besede:** učenci priseljenci, učenje na daljavo, integracija, odgovornost, IKT kompetence

#### **ABSTRACT**

The article presents through action reserch of our organization the importance of adapting learning practice. In time of the epidemc spread, was our school sitem, pushed in to the digitization that none of us was sufficiently qualified. Several times has happeneed that the communication was gone dead. In time of distance learning, more than at any time before, immigrant pupils were insulated, in social and educational sense. Research is including survey of reactivity of immigrants pupils in time of distance learning. We need not only an upgrade of work with vulnerable groups, but also a thoughtful approach for more efficient integration of immigrants pupils.

**Key words:** immigrant pupils, distance learning, integration, responsibility, information technology skills



**Dijana Kožar Tratnik:**

## PSIHOANALITIČNA OBRAVNAVA OTROK IN MLADOSTNIKOV S ČUSTVENIMI IN VEDENJSKIMI MOTNJAMI

### PSYCHOANALITICAL WAY OF WORKING WITH CHILDREN AND ADOLESCENTS WITH EMOTIONAL AND BEHAVIOURAL DISORDERS

Dijana Kožar Tratnik, univ. dipl. soc. ped., specializantka psihoanalitične psihoterapije pri Slovenskem društvu za psihoanalitično psihoterapijo

Osnovna šola Jožeta Moškriča, Jarška cesta 34, 1000 Ljubljana

[dijanak@jozmos.si](mailto:dijanak@jozmos.si)

#### **POVZETEK**

Otroci z različnimi stopnjami čustvenih in vedenjskih težav oziroma motenj so v institucionalnih okoljih poseben izziv. Moteče vedenje opozarja okolico in priteguje pozornost, moti ali onemogoča proces vzgojnoizobraževalnega dela. Internalizirano se navzven kaže kot čudaško in zavrto vedenje. V prispevku so predstavljene nekatere psihoanalitične teme, ki se direktno dotikajo dela z otroki in mladostniki s čustvenimi in vedenjskimi težavami in motnjami in se povezujejo s spoznanji iz socialne pedagogike. Pozornost je namenjena odnosu med dvema človekoma, načinu dela ali setting in temu, kako na človekov razvoj vpliva okolje. Psihoanalitična psihoterapija pripelje do trajnih sprememb osebnosti in omili simptome čustvenih in vedenjskih težav.

**Ključne besede:** otroci in mladostniki s čustvenimi in vedenjskimi težavami in motnjami, psihoanalitična psihoterapija, terapevtski odnos

#### **ABSTRACT**

Children with different emotional and behavioural problems are special challenge in the institutional environments. Exhibited behaviour draws attention and bothers or even disables educational process. Internalised behavioural and emotional problems are also disturbing, acted out as weird and inhibited behaviour. The article presents some of psychoanalytical topics, related to children with emotional and behavioural problems and disorders. Special attention is drawn to the relationship between two persons, setting or the way of working with children and adolescents and on the environmental influences on their development. Psychoanalytical psychotherapy leads to permanent changes in the personality and decreases symptoms of emotional and behavioural problems.

**Key words:** children and adolescents with emotional and behavioural problems and disorders, psychoanalytical psychotherapy, therapeutic relationship

**Eva Rogina, Maja Zovko Stele, Mateja Šantelj, Darja Potočnik Kodrun:**

**DELO Z MLADIMI S ČUSTVENIMI IN VEDENJSKIMI TEŽAVAMI NA PREHODU V  
ZAPOSILITEV - ŠTUDIJA PRIMERA**

**WORKING WITH YOUNG PEOPLE WITH EMOTIONAL AND BEHAVIORAL PROBLEMS  
IN THE TRANSITION TO EMPLOYMENT - A CASE STUDY**

Eva Rogina, uni. dipl. psih.

Centerkontura d.o.o., Linhartova cesta 51, 1000 Ljubljana

[eva.rogina@centerkontura.si](mailto:eva.rogina@centerkontura.si)

mag. Maja Zovko Stele, prof. def.

Združenje izvajalcev zaposlitvene rehabilitacije v RS, Linhartova cesta 51, 1000 Ljubljana

[maja.zovko-stele@prehodmladih.si](mailto:maja.zovko-stele@prehodmladih.si)

Mateja Šantelj, univ. dipl. soc. del.

Centerkontura, d. o. o., Linhartova cesta 51, 1000 Ljubljana

[mateja.santelj@centerkontura.si](mailto:mateja.santelj@centerkontura.si)

dr. Darja Potočnik Kodrun, univ. dipl. psih.

Centerkontura, d. o. o., Linhartova cesta 51, 1000 Ljubljana

[daria.kodrun@centerkontura.si](mailto:daria.kodrun@centerkontura.si)

**POVZETEK**

V prispevku bomo predstavile izzive, s katerimi se na trgu dela srečujejo mladi s posebnimi potrebami, in tudi vsebine, ki jih nudimo znotraj projekta Prehod mladih.

Projekt je namenjen razvijanju rešitev za lažji prehod mladih s posebnimi potrebami iz šole na trg dela. Znotraj njega strokovni delavci mladim pomagajo pri prehodu na naslednjo stopnjo šolanja ali v zaposlitev, vse s ciljem povečanja socialne vključenosti, zaposljivosti in primarne preventive. V projekt se lahko poleg drugih skupin vključijo tudi mladi s čustvenimi in vedenjskimi težavami, ki so zaradi svojih posebnosti in težav na področju socialne integracije pogosto težje zaposljivi. Delo pri projektu bo dodatno predstavljeno še s primerom dela z mlado osebo s čustvenimi in vedenjskimi težavami na prehodu iz šole na trg dela.

**Ključne besede:** mladi s posebnimi potrebami, čustvene in vedenjske težave, trg dela, preventiva, študija primera

## **ABSTRACT**

We will present the challenges that young people with special needs face in the labour market, as well as the content we can offer them within the Youth Transition project.

The Youth Transition project is aimed at developing solutions for the easier transition of young people with special needs from school to the labour market. Within the project, professional workers are helping young people on their transition to the next level of schooling or to employment, all with the aim of increasing social inclusion and employability, as well as primary prevention.

Among other groups of young people with special needs, young people with emotional and behavioural problems can also join the project. We are noticing that due to their specifics and problems in the field of social integration, they are often more difficult to employ.

Work on the project will be presented through the example of working with a young person with emotional and behavioural problems in the transition from school to the labour market.

**Key words:** young people with special needs, emotional and behavioural disorders, labour market, prevention, case study

**Ines Ovsenek Wolf:**

## POMOČ IN PODPORA UČENCEM TUJCEM V SLOVENSKEM OSNOVNOŠOLSKEM SISTEMU

### OFFERING PROFESSIONAL ASSISTANCE AND SUPPORT TO FOREIGN PUPILS IN SLOVENIAN ELEMENTARY SCHOOLS

**Ines Ovsenek Wolf**, mag. prof. spec. in reh. ped., posebne razvojne in učne težave

Osnovna šola Tržič, Šolska ulica 7, 4290 Tržič

[ines.wolf@guest.arnes.si](mailto:ines.wolf@guest.arnes.si)

#### **POVZETEK**

V slovenski vzgojno-izobraževalni sistem se v zadnjih letih vključuje vedno več učencev tujcev. Analize kažejo, da učenci tujci težje sledijo pouku, kar je pogostokrat posledica pomanjkljivega znanja slovenščine in neizoblikovanih strategij za vključevanje učencev tujcev v slovenski osnovnošolski sistem. Namen prispevka je predstaviti konkretne primere dobre poučevalne prakse na področju nudenja podpore in pomoči učencem tujcem v programu redne osnovne šole. V prispevku teoretična spoznanja povezujem s svojimi izkušnjami, ki sem jih pridobila pri delu z učenci tujci. Ugotavljam, da je na področju nudenja podpore in pomoči učencem tujcem ključnega pomena individualizacija. Kot uspešne strategije nudenja podpore in pomoči učencem tujcem so se izkazala gibalna ponazarjanja, učenje ob slikovnem materialu in učenje skozi igro. Na področju čustvenih in vedenjskih težav učencev tujcev pa so to strategije pogovora, igre vlog, branje socialnih zgodb, učenje konkretnih strategij za spoprijemanje s čustvi in spodbujanje učenčevih močnih področij.

**Ključne besede:** slovenski osnovnošolski izobraževalni sistem, učenci tujci, pomoč in podpora učencem tujcem

#### **ABSTRACT**

Recently the number of foreign students joining Slovenian educational system increases. Analyses show that foreign pupils find it more difficult to follow classes, the reason often being a lack of knowledge of the Slovene language and undeveloped strategies for their integration into the Slovenian school system. The purpose of this article is to present examples of good teaching practice in offering professional assistance and support to foreign pupils. In the article, theoretical knowledge and my experience intertwine. I established that professional assistance and support to foreign pupils will be successful if it is individualized. Additionally, it has proved that the most successful strategies for offering professional assistance and support to foreign pupils are creative movement, learning with pictures and learning with didactic games. When dealing with emotional and behavioural problems, the most successful

strategies are conversations, role-plays, social stories, teaching pupils strategies for coping with emotions and encouraging their strengths.

**Key words:** Slovenian educational system, foreign pupils, professional assistance and support to foreign pupils

**Katja Krajnc, Mina Marija Paš, Simona Šabić:**

**ZMANJŠEVANJE ŠKODE KOT DEL CELOSTNE OBRAVNAVE MLADOSTNIKOV, KI  
UPORABLJAJO DROGE**

**HARM REDUCTION AS PART OF AN INTEGRATED APPROACH TO ADOLESCENTS  
WHO USE DRUGS**

Katja Krajnc, mag. soc., strokovna delavka

Društvo za zmanjševanje škode zaradi drog Stigma, Hacquetova ulica 9, 1000 Ljubljana

[katja.stigma@gmail.com](mailto:katja.stigma@gmail.com)

Mina Marija Paš, dr. medicine in integrativna psihoterapevtka, strokovna delavka

Združenje DrogArt, Prečna ulica 6, 1000 Ljubljana

[minka@drogart.org](mailto:minka@drogart.org)

**Simona Šabić**, uni. dipl. soc. ped., specializantka integrativne psihoterapije, strokovna delavka

Združenje DrogArt, Prečna ulica 6, 1000 Ljubljana

[simona@drogart.org](mailto:simona@drogart.org)

## **POVZETEK**

V programih zmanjševanja škode se vse pogosteje srečujemo z mladostniki, ki visoko tvegano uporabljajo droge. Za ustrezen odziv na tvegano uporabo drog med mladimi je ključno dobro poznavanje različnih konceptov dela in pristopov pomoči, na podlagi katerih lahko vzpostavimo multidisciplinarni tim. Pristop zmanjševanja škode zaradi svoje pragmatičnosti in fleksibilnosti sicer omogoča individualizacijo socialnovarstvenih storitev, vendar se med drugimi strokovnjaki in odločevalci javnih politik tolerira le do neke mere, nasveti za manj tvegano uporabo namreč delujejo kot povabilo k uporabi drog. Zmanjševanje škode se pri delu z mladimi še manj tolerira, saj obstaja ničelna toleranca do uporabe drog pri mladostnikih, zato v prispevku podrobneje predstavimo in utemeljimo pomembno vlogo zmanjševanja škode v spektru celostne obravnave uporabe drog in zasvojenosti. Pri delu z aktivnimi uporabniki drog je namreč prva prioriteta zmanjšati negativne posledice uporabe drog. Upoštevajoč socialni kontekst, v katerem se zdravstvena škoda pojavlja, nadaljujemo z individualno obravnavo v smeri pozitivnih sprememb, ki lahko pripeljejo tudi do abstinence.

**Ključne besede:** mladostniki, visoko tvegana uporaba drog, zmanjševanje škode, celostna obravnava

## **ABSTRACT**

In harm reduction programmes, we increasingly encounter instances of high-risk drug use among adolescents. Good knowledge of the various work concepts and aid approaches, on the basis of which we can establish a multidisciplinary team, is a key prerequisite for adequately responding to high-risk drug use among young people. Due to its pragmatism and flexibility, harm reduction enables the individualization of social welfare services, but among other experts and decision makers of public policies, it is tolerated only to some extent; recommendations for less risky drug use are often misconstrued as an invitation. Harm reduction is even less tolerated in the context of working with young people, as there is a zero tolerance for drug use in adolescents. The publication therefore presents in more detail and justifies the crucial role of harm reduction in the spectrum of integrated drug treatment and addiction. The top priority in working with active drug users is to reduce the negative consequences of drug use. Taking into account the social context in which health damage occurs, we continue to pursue positive change through individual treatment, which can potentially lead to abstinence.

**Key words:** adolescents, high-risk drug use, harm reduction, integrated approach

**Mateja Kulot:**

**VOLJA DO SMISLA, DEPRESIVNA SIMPTOMATIKA IN TVEGANI VZORCI PITJA MED  
DIJAKI**

**WILL TO MEAN, DEPRESSIVE SYMPTOMS AND RISKY DRINKING PATTERNS AMONG  
STUDENTS**

Mateja Kulot, dipl. med. sestra, učiteljica strokovnih predmetov

ŠC Nova Gorica – Gimnazija in zdravstvena šola, Cankarjeva 10, 5000 Nova Gorica

[mateja.kulot@scng.si](mailto:mateja.kulot@scng.si)

**POVZETEK**

V Sloveniji je zadnja leta velik porast depresivnih in anksioznih duševnih motenj med mladimi, saj naj bi se od leta 2008 do leta 2015 število prvih obiskov otrok in mladostnikov zaradi duševnih in vedenjskih motenj izrazito povečalo. Med 15. in 19. letom se povečuje tudi poraba zdravil za zdravljenje duševnih in vedenjskih motenj. V članku so predstavljeni trije dijaki. Vsi trije se spopadajo s težkimi življenjskimi preizkušnjami. Skupno vsem trem pa je zloraba alkohola in depresivna simptomatika. Na individualnih urah, ki so se jih prostovoljno udeležili, so jim bile predstavljene sprostitvene tehnike. Tehnike jim pridejo prav, ko so pod stresom, nemočni, žalostni, osamljeni.

**Ključne besede:** alkohol, depresija, mladi, sprostitvene tehnike, stres

**ABSTRACT**

In Slovenia, there has been a sharp increase in depressive and anxiety-related mental disorders among young people in recent years, as from 2008 to 2015 the number of first visits of children and adolescents due to mental and behavioral disorders will increase significantly. Between the ages of 15 and 19, the use of medications to treat mental and behavioral disorders also increases. The article profiles three students. All three are facing difficult life trials. Common to all three, however, are alcohol abuse and depressive symptoms. They were taught relaxation techniques in each of the classes they voluntarily attended. The techniques benefit them when they are stressed, helpless, sad and lonely.

**Key words:** adolescents, alcohol, depression, relaxation techniques, stress



**Marjetka Mrak:**

**STRUKTURIRANO POUČEVANJE KOT POMOČ UČENCEM S POSEBNIMI POTREBAMI  
PRI DELU NA DALJAVO**

**STRUCTURED TEACHING – SUPPORT FOR CHILDREN WITH SPECIAL NEEDS IN  
DISTANCE LEARNING**

Marjetka Mrak, univ. dipl. psih.

Zavod za gluhe in naglušne Ljubljana, Vojkova cesta 74, 1000 Ljubljana

[marjetka.mrak@zgnl.si](mailto:marjetka.mrak@zgnl.si)

**POVZETEK**

Učenci s posebnimi potrebami so se v času šolanja na daljavo soočali s precejšnjimi težavami. Nov način šolanja je zahteval visoko razvite samoregulacijske spretnosti in sposobnosti organizacije. Zaradi težav na področju izvršilnih funkcij, težav z usmerjanjem pozornosti, težav pri delu s pisnimi gradivi in drugih težav, je pred njih postavljala velike izzive ravno na področjih, kjer so njihovi primanjkljaji največji. Veliko breme šolanja na daljavo so prevzemali njihovi starši, saj učenci samostojnega dela doma pogosto niso zmogli. V prispevku sta predstavljena dva učenca, ki smo jim s pomočjo elementov strukturiranega poučevanja pomagali k razvijanju večje samostojnosti pri delu na daljavo. Pri obeh učencih so starši ob povratku v šolo opazali napredek pri pripravi šolskih potrebščin in delu za šolo.

**Ključne besede:** učenje na daljavo, posebne potrebe, izvršilne funkcije, strukturirano poučevanje

**ABSTRACT**

**Key words:** distance learning, special needs, executive functioning, structured teaching

**Karmen Mihelčič:**

## ODNOS Z MLADOSTNIKOM KOT PROFESIONALNI IMPERATIV VSAKEGA ZAPOSLENEGA

### RELATIONSHIP WITH THE YOUNGSTER AS A PROFESSIONAL IMPERATIVE OF EACH EMPLOYEE

Karmen Mihelčič, univ. dipl. soc. ped.

Vzgojno izobraževalni zavod Višnja Gora, Cesta Dolenjskega odreda 19, 1294 Višnja Gora

[karmen.mihelcic@yahoo.com](mailto:karmen.mihelcic@yahoo.com)

#### **POVZETEK**

Delo z mladino postaja zahtevnejše, težave se poglobljajo, slednje je povzročilo iskanje novih pristopov in praks, ki so v določeni meri prenosljive v neposredno delo z njimi. Tokrat bo govora o odnosu med zaposlenim in mladostnikom. Predstavljena bo relacijska teorija in tudi na kratko terapija, s pomočjo katere se lahko oblikuje odnos, ki povzroči notranje spremembe v mladostniku. Prispevek bo prikazal celico mati – otrok, v kateri so temelji navezanosti, ki odločilno vplivajo na kasnejše življenje. Oblike navezanosti niso vedno ugodne, takrat puščajo za sabo skorajda nepremostljive čustvene stiske. Pogled se bo ustavil tudi v dobi najstništva, ko pridobljene oblike navezanosti vztrajajo in dobivajo nov obraz, ki je lahko za mladostnika ugoden ali neugoden. V tem obdobju v ospredje vstopajo druge pomembne osebe in odprejo možnost novih stilov navezanosti in tudi možnosti razrešitve konflikta, ki v resnici izvira iz omenjene celice mati – otrok.

**Ključne besede:** mladostništvo, relacijska teorija, navezanost, terapija

#### **ABSTRACT**

Working with youth is becoming more challenging, problems deepen, the latter caused the search for new approaches and practices which can be partly transferred into direct work with them. This time we will speak about the relationship between the employee and the youngster. We will present relations theory and in short the theory with which a relationship causing internal changes in the youngster can be formed. The article will demonstrate the mother-child cell, which includes foundations of attachment which significantly influence later life. Forms of attachment are not always beneficent and leave behind almost insurmountable emotional distress. We will observe the adolescence period where acquired forms of attachment persist and form a new face, which can be favourable or unfavourable for the youngster. During this period different significant others come into foreground and open possibilities for new forms of attachments and also possibilities for the resolution of conflict which in reality derives from the fore mentioned mother-child cell.

**Key words:** adolescence, relations theory, attachment, therapy

**Damjan Habe:**

## EMPOWERMENT – ANTIPOL INKLUZIVNEMU KONCEPTU DELA Z OTROCI S ČUSTVENIMI IN VEDENJSKIMI TEŽAVAMI

### EMPOWERMENT – ANTIPODE OF INCLUSIVE CONCEPT OF WORKING WITH KIDS WITH EMOTIONAL AND BEHAVIOURAL DIFFICULTIES

Damjan Habe, univ. dipl. soc. ped.

Mladinski dom Jarše, Jarška 44, 1000 Ljubljana

[habo@mdj.si](mailto:habo@mdj.si)

#### **POVZETEK**

Koncem devetdesetih let preteklega stoletja se je poleg integracije, pojavil v šolskem/pedagoškem prostoru koncept inkluzije. Uveljavil se je kot temeljni princip vključevanja otrok s posebnimi potrebami v redno šolanje in druge normative sisteme vzgoje in izobraževanja, domala za vsa področja otrok s posebnimi potrebami. Skoraj v enakem časovnem obdobju, se je tudi znotraj poklicev pomoči, socialnega in pedagoškega dela pojavil koncept opolnomočena. Le ta se je uveljavil kot posledica odtujenosti modernizma in produkcija socialnega individualizma. Slednji velja za delovanje v socialnih kontekstih in socialno dokapitalizacijo posameznikovega delovanja v življenjskih potekih.

Prispevek izhaja iz teh dveh strokovnih paradigem pedagoškega in socialnega delovanja, ki pa sta po svojem delovanju praviloma namenjena svojemu področju. Skozi primerjavo bomo na polju obeh izhodišč pokazali na potrebnost in nujnosti presečnega delovanja obeh konceptov. Ob tej primerjavi pa pokažemo tudi, da sta oba principa drug drugemu lahko antipol. Kot taka, lahko v celostnem pristopu ponudita dolgoročno zelo slabe izide obravnave posameznika. Ravno tako pa bomo pokazali, da lahko pokažeta na ugodne izhode inkluzivnih pristopov pri delu s posameznikom in dobro podporno obliko pri delu z otroci s čustvenimi in vedenjskimi težavami, ki pogosto izhajajo tudi s področja ADHD in težav v duševnem zdravju. Ob strokovni opredelitvi teme, v prispevku izpostavimo tudi nekaj specifičnih primerov praks in izkušenj, ki na eni strani govorijo v prid dobrih rezultatov in na drugi slabih izidov obravnave z analizo možnih sprememb.

Prispevek zaključimo z dilemo, kateremu izmed omenjenih strokovnih principov sodi rek: 'Brez muje se še čevelj ne obuže!' / 'No will, no skill!'

**Ključne besede:** opolnomočenje, empowerment, inkluzija, mladostniki, čustvene težave, vedenjske težave, duševno zdravje

#### **ABSTRACT**

At the end of the nineties, last century, among concept of integration in the school/pedagogic field, a concept of inclusion emerged. It was implemented as a basic principle of integrating children with special needs into a regular schooling and other normative education system, almost for all fields of children with special needs. Almost in the same period, a concept of empowerment emerged within helping professions, social and pedagogic work. It asserted as a consequence of alienation of modernism in the product of latter social individualism, which goes for active functioning in social context and social-capital increase of active role in life courses.

Article is initiated on two expert paradigms from pedagogic and social field of working. These paradigms are generally active on each one's field. By comparison initial basic viewpoint of each of those fields, article will emphasise the necessity of intersection of both concepts. Through this comparison, we point out that both principles can be also antipodes. As such, they can also provide very bad outcomes of treatment of individuals. But we will point out as well, that these principles included, can show good results considering inclusive principles in treatment of individuals and good support in working with children with ADHD and difficulties in mental health. Among this subject of expertise, we emphasise few specific case studies and experiences, which, on one side are in favour of good results and on the other, some show as bad outcomes of treatment in which we add analysis of possible changed outcomes.

We close article with dilemma, to which of mentioned expertise principles we can attribute saying: 'No will, no skill!' / 'Brez muje se še čvelj ne obuje!'

**Key words:** empowerment, inclusion, young people, emotional difficulties, behaviour difficulties, mental health

**Natalija Šraml:**

## UPORABA BIBLIOTERAPIJE V PROGRAMU NIŽJE POKLICNEGA IZOBRAŽEVANJA

### THE APPLICATION OF BIBLIOTHERAPY WITH STUDENTS IN SHORT VOCATIONAL EDUCATION

Natalija Šraml, mag. prof. slov. jezika in književnosti

Šolski center Novo mesto, Šegova ulica 112, 8000 Novo mesto

[natalija.sraml@sc-nm.si](mailto:natalija.sraml@sc-nm.si)

#### **POVZETEK**

V članku je predstavljen pojem literarne biblioterapije, njeni pozitivni učinki in koraki izvedbe, ki jih lahko učitelj izvede pri pouku slovenščine zlasti v programih nižjega poklicnega izobraževanja, saj so ravno ti dijaki zaradi socialnih, ekonomskih in družinskih dejavnikov pogosto izpostavljeni stresu. Učitelju uporaba biblioterapije omogoča reševanje občutljivih vprašanj, povezanih z različnimi težavami odraščanja, pa tudi poučevanje socialnih veščin, ki jim bodo pomagale preprečiti šolske ali osebne neuspehe. V članku je predstavljen praktičen primer uporabe literarnega dela za izvajanje biblioterapije pri pouku ter odzivi dijakov. Podan je tudi seznam mladinskih knjig, ki jih lahko učitelji uporabijo ob zaznavi različnih težav v razredu.

**Ključne besede:** biblioterapija, socialno ranljivejši dijaki, mladinska literatura

#### **ABSTRACT**

The article presents the concept of literary bibliotherapy, its positive effects and steps that a teacher can take in teaching literature, especially in lower vocational education programs, as these students are often exposed to stress due to social, economic and family factors. The use of bibliotherapy allows the teacher to solve sensitive issues related to various problems of growing up, as well as to teach social skills that will help them prevent school or personal failures. The article presents a practical example of the use of literary work for the implementation of bibliotherapy in the classroom and student responses. There is also a list of youth books that teachers can use when perceiving various problems in the classroom.

**Key words:** bibliotherapy, socially vulnerable students, youth literature

**Nataša Krajnčan:**

**PREDSTAVITEV POTEKA POMOČI UČENCEM MED ŠOLANJEM NA DALJAVO SKOZI  
OČI RAVNATELJA**

**PRESENTATION OF THE COURSE OF HELP TO STUDENTS DURING DISTANCE  
LEARNING THROUGH THE EYES OF A PRINCIPAL**

Nataša Krajnčan, prof. soc. ped.

Osnovna šola Božidarja Jakca, Nusdorferjeva 10, 1000 Ljubljana

[natasa.krajncan@guest.arnes.si](mailto:natasa.krajncan@guest.arnes.si)

**POVZETEK**

V prispevku je opisan pouk na daljavo, ki ga je zaznamovala epidemija z novim Corona virusom. Na novo obliko dela se je bilo potrebno prilagoditi brez predvidenega načrta in s precej nekonsistentnimi navodili. Šolsko delo se je praktično čez noč prestavilo na splet. Prvo zaprtje šol je omogočalo izkušnje, iz katerih smo lahko načrtovali nove strategije načrtovanja pouka in hkrati izboljšanje pomoči najšibkejšim. Uspešnost in merljivost sta predstavljali tako izzive kot dodatne zadrege. Učenje na daljavo je postalo šolanje, katerega učinke bomo videli šele skozi čas.

**Ključne besede:** pouk na daljavo, učenci, učitelj, spletne učilnice

**ABSTRACT**

The article describes distance learning, marked by the epidemic of the new Corona virus, which forced us to adapt to the new type of work without a prospective plan and with rather inconsistent guidelines. School work practically turned online overnight. The first closure of schools provided the experience from which we were able to create new strategies of lesson planning, and at the same time, improve the type of help for the weakest. Performance and measurability posed both challenges and additional uneasiness. Distance learning has become the type of schooling the effects of which shall only be seen over time.

**Key words:** distance learning, students, teacher, online classrooms

**Nina Novak:**

## PREVENTIVNI PROGRAM: ZAVEDAJ SE, SPOŠTUJ IN SPREGOVORI

### PREVENTIVE PROGRAM: BE AWARE, RESPECT AND SPEAK

Nina Novak, mag. prof. ped.

Osnovna šola Nove Fužine, Preglov trg 8, 1000 Ljubljana

[nina.novak3@guest.arnes.si](mailto:nina.novak3@guest.arnes.si)

#### POVZETEK

Ranljivejše skupine otrok so pogoste tarče različnih oblik medvrstniškega nasilja. V namen zaščite otrok iz tovrstnih skupin je bil v šolskem letu 2015/2016 šolam prvič poslan in predstavljen razpis za preventivni program 'Zavedaj se, spoštuj in spregovori'. Šole, ki so ocenile, da imajo veliko število otrok, ki so lahke tarče medvrstniškega nasilja, so se prijavile na sodelovanje v zgoraj navedeni preventivni program. V prispevku bomo predstavili tovrstne interaktivne delavnice, katerih cilj je, da se izboljšajo medosebni odnosi med učenci, da se bolj povežejo, da pričnejo bolj sodelovati, predvsem pa, da mladimi preko izkustvenega učenja in igre vlog najdejo alternativne oblike vedenja v konfliktnih situacijah. Program se je doslej izvajal na treh osnovnih šolah v Ljubljani. Učenci so bili preko različnih metod in oblik dela deležni različnih tematskih sklopov, ki jih bomo v prispevku tudi predstavili.

**Ključne besede:** medvrstniško nasilje, šola, preventivni programi za preprečevanje medvrstniškega nasilja

#### ABSTRACT

Vulnerable groups of children are frequent targets of various forms of peer violence. In order to protect children from such groups, the prevention program called 'Be aware, Respect and Speak Up' was sent and presented to schools for the first time in the school year 2015/2016. Schools that are estimated to have a large number of children, who are easy targets of peer violence, have applied to participate in the above-mentioned prevention program. In this article, we will present interactive workshops, which aim to improve interpersonal relationships between students, encourage them to connect, become more involved in the learning process, and, above all, allow them to find alternative forms of behavior in conflict situations through experiential learning and role play. The program has so far been implemented at three primary schools in Ljubljana. Through various methods and forms of work, the students received various thematic sets, which we will also present in the article.

**Key words:** bullying, school, preventive programs

**Polona Otoničar Pajk:**

## UČITELJEVA POMOČ ŽALUJOČEMU OTROKU

### TEACHER'S HELP TO A BEREAVED CHILDREN

Polona Otoničar Pajk, univ. dipl. ped. in prof. slov.

OŠ Dobropolje, Videm 80, 1312 Videm - Dobropolje

[polona.otonicar@gmail.com](mailto:polona.otonicar@gmail.com)

#### POVZETEK

Prav tako kot rojstvo je tudi smrt del življenja, a učitelji nimajo dovolj kompetenc za delo z žalujočimi otroki, zato takrat, ko se srečajo z njimi, najraje molčijo, da ne bi rekli česa narobe. Najslabše pa je prav molčati, saj otrok ob soočanju z žalostjo potrebuje vsaj eno odraslo osebo, ki mu bo pri tem v oporo. Podpora odraslega je ključna za ustrezno predelovanje izgube, posledice nerazrešene izgube pa so lahko nepopravljive (npr. samopoškodbeno vedenje, delinkventno vedenje...). V pričujočem prispevku predstavljam učiteljevo pomoč pri individualnem in skupinskem žalovanju. Najprej predstavim primere ustreznega in neustreznega pogovora z žalujočim otrokom – otrokom, ki je denimo izgubil enega izmed bližnjih (žaluje otrok in ne celoten razred). V drugem delu pa se osredotočim na pomoč otrokom, ki so izgubili sošolca (žaluje celotni razred). Predstavim nekaj načinov, kako lahko učenci izpovedo svoja čustva in občutke ob izgubi in se tako razbremenijo težkih misli. Za konec podam nekaj predlogov za preventivne dejavnosti – pogovor o smrti, še preden do te pride.

**Ključne besede:** smrt, žalovanje, otrok

#### ABSTRACT

Just like birth, death is also a part of life. However, teachers do not have enough competencies to work with grieving children. When they meet a grieving child, therefore, they prefer to remain silent so as not to say anything wrong. However, the worst thing is to remain silent because when a child deals with grief, he or she needs at least one adult person to support him or her in the process. The help of an adult is essential to process a loss properly. The consequences of an unresolved loss can be irreparable (e.g. self-injurious and delinquent behavior, etc.). In this paper, I present help with individual and group grieving. First, I present examples of appropriate and inappropriate conversation with a grieving child – a child who, for example, has lost one of their loved ones (the child grieves and not the whole class). In the second part, however, I focus on helping children who have lost a classmate (the entire class grieves). I present some ways how students can express their emotions and feelings at a loss and thus relieve themselves of difficult thoughts. In the end, I make some suggestions for prevention activities – talking about death before it actually happens.



**Key words:** death, grieving, child

**Sabina Mujkanović:**

## RAZVIJANJE SOCIALNIH VEŠČIN IN SOCIALNIH INTERAKCIJ PRI OTROCIH IN MLADOSTNIKI Z AVTISTIČNIMI MOTNJAMI

### DEVELOPMENT OF SOCIAL SKILLS AND SOCIAL INTERACTIONS WITH CHILDREN AND ADOLESCENTS WITH AUTISM SPECTRUM DISORDERS

mag. Sabina Mujkanović, univ. dipl. soc. ped.

Center za sluh in govor Maribor, Vinarska ulica 6, 2000 Maribor

[sabina.mujkanovic@csgm.si](mailto:sabina.mujkanovic@csgm.si)

#### **POVZETEK**

Avtizem je drugačen način dojemanja sveta, razmišljanja, učenja in odnosov. Možgani oseb z avtističnimi motnjami vzpostavijo drugačne povezave, kot jih pri osebah s tipičnim razvojem. Medtem ko slednji intuitivno vedo, kako sklepati prijateljstva, potrebujejo otroci in mladostniki z avtističnimi motnjami sistematično pomoč pri socialnih odnosih, učni načrt, kako vzpostavljati socialne stike. V prispevku so najprej predstavljene značilnosti otrok in mladostnikov z avtističnimi motnjami, ki lahko pomembno vplivajo na njihov razvoj socialnih interakcij. V drugem delu so pa predstavljene aktivnosti oz. strategije, ki jih lahko uporabljamo pri otrocih in mladostnikih z avtističnimi motnjami in jih s tem učimo socialnih veščin in navezovanja prijateljskih stikov, ki si jih nekateri zelo želijo, vendar v njih ne morejo uporabljati intuicije, pač pa uporabljajo inteligentnost. Zato traja dalj časa, da usvojijo neformalna pravila, za kar porabijo tudi veliko mentalne energije.

**Ključne besede:** otroci in mladostniki z avtističnimi motnjami, socialne veščine, socialne interakcije

#### **ABSTRACT**

Autism is a different way of acknowledging the world, thinking, learning and establishing relationships. The brains of people with autistic spectrum disorders establish different connections, in comparison to those with typical development. While the latter intuitively know how to make friendships, children and adolescents with autistic spectrum disorders need a systematic help when it comes to social relations, curriculum or establishing social contacts. This article presents the features of children and adolescents with autistic spectrum disorders, which can significantly influence their development of social interactions. The second part of the article presents the activities and strategies which can be used in work with children and adolescents with autistic spectrum disorders, to teach social skills and creating friendly contacts, which many of them want, but are unable to use intuition, because they only rely on intelligence. Therefore, it takes them a long time to assimilate informal rules for which they also use a lot mental energy.

**Key words:** children and adolescents with autism spectrum disorders, social skills, social interactions

**Sanja Rot:**

## PRIMER DOBRE PRAKSE: DEKLICA S SELEKTIVNIM MUTIZMOM

### AN EXAMPLE OF GOOD PRACTICE: A GIRL WITH SELECTIVE MUTISM

Sanja Rot, uni. dipl. soc. ped.

Osnovna šola Glazija, Oblakova ulica 15, 3000 Celje

[rot.sanja@gmail.com](mailto:rot.sanja@gmail.com)

#### **POVZETEK**

V prispevku bom predstavila izvor in značilnosti selektivnega mutizma ter kako smo lahko starši in strokovni delavci v šoli ali vrtcu v pomoč. V nadaljevanju bom predstavila delo z učenko 3. razreda, ki so ji v vrtcu diagnosticirali selektivni mutizem. Opredeljena je kot otrok s čustvenimi in vedenjskimi motnjami. Z odločbo o usmeritvi je dobila štiri ure dodatne strokovne pomoči, od tega tri ure socialnega pedagoga, ki jih izvajam jaz in eno uro svetovalne storitve. Do oktobra, ko se je začelo šolanje na daljavo, je deklica v šoli na samem govorila le z nekaj sošolkami in javno delavko. Med delom na daljavo je z mano začela govoriti najprej po telefonu, potem preko videokonferenc brez prižgane kamere, kasneje tudi s prižgano. Deklica zdaj v šoli na urah DSP govori in počasi širi svoj krog ljudi, s katerimi verbalno komunicira.

**Ključne besede:** selektivni mutizem, pomoč staršev, pomoč v šoli

#### **ABSTRACT**

In the article I am going to present the origin and characteristics of selective mutism, as well as ways in which parents and professional workers in schools and kindergarten can help. In the second part of the article, I am going to present my work with a third – grader, who was diagnosed with selective mutism in kindergarten. She was classified as a child with emotional and behavioural disorders. With the decision on orientation she got four hours of additional professional assistance – three hours with a social pedagogue, which I carry out, and one hour of counselling service. Until October, when distance learning began, the girl only spoke privately to a few classmates and a public worker at school. During distance learning she started speaking to me as well. First we spoke on the phone, then we had video conferences but with cameras off and finally we tried video conferences with cameras on. The girl now speaks at the additional professional assistance lessons and she has slowly been expanding the circle of people that she verbally communicates with.

**Key words:** selective mutism, parental assistance, assistance in school

**Simona Zaletel:**

## UČENJE IN POUČEVANJE SKOZI USTVARJALNI GIB

### LEARNING AND TEACHING THROUGH CREATIVE MOVEMENT

Simona Zaletel, univ. dipl. soc. ped.

OŠ dr. Ivana Korošca Borovnica, Paplerjeva ulica 15, 1353 Borovnica

[simona.lanisek@guest.arnes.si](mailto:simona.lanisek@guest.arnes.si)

#### **POVZETEK**

Učenje in poučevanje mladih iz ranljivih skupin je svojevrsten izziv. Namen prispevka je seznanitev z metodo ustvarjalnega giba, ki učencem omogoča zadovoljevanje njihove najosnovnejše življenjske potrebe – potrebe po gibanju. Skozi literaturo in lastno prakso sem ugotovila, da skozi ustvarjalni gib učenci razvijajo samostojno gibalno ustvarjalnost, ki izhaja iz njihovega lastnega doživljanja, pridobivajo gibalno kondicijo, razvijajo posluš in orientacijo v lastnem telesu in prostoru, se učijo novih učnih vsebin, se poglobljajo v lastne občutke ter uživajo v čustva drugih. Ob tem se tudi telesno in čustveno sprostijo ter se lahko uveljavijo kot posamezniki in v skupini. Sklenem lahko, da ustvarjalni gib ponuja novo dimenzijo učenja in poučevanja - poleg usvajanja novega znanja na kinestetičen način nudi tudi prostor za umirjanje hiperaktivnih, spodbujanje akcije in razživitev hipoaktivnih, spodbujanje verbalne in neverbalne komunikacije, empatije ... Možnosti so neomejene. Zelo pomembna komponenta metode pa je ustvarjalnost, ki je dandanes v šolah precej zanemarjena.

**Ključne besede:** učenje, poučevanje, ustvarjalnost, gibanje

#### **ABSTRACT**

Learning and teaching young people from vulnerable groups is a unique challenge. The purpose of this paper is to present the method of creative movement, which offers students the satisfaction of the most basic need in their lives - the need for movement. Through the literature and my own practice I found out that through creative movement students develop their own movement creativity which arises from their own experience. They also acquire physical condition, develop an ear for music and orientation in their own body and space, learn new learning content, delve into their own feelings and empathize with others' emotions. They also relax physically and emotionally and can assert themselves as individuals and in a group. I can conclude that the creative movement offers a new dimension of learning and teaching - in addition to acquiring new knowledge in a kinesthetic way, it also offers space for calming the hyperactive, encouraging action and revitalizing the hypoactive, promoting verbal and nonverbal communication, empathy ... The possibilities are limitless. A very

important component of the method is also creativity, which is quite neglected in schools nowadays.

**Key words:** learning, teaching, creativity, movement.

**Snežna Oblak:**

## RAZREDNA DINAMIKA IN TERAPEVTSKI PES

### CLASS DYNAMICS AND THERAPY DOGS

Snežna Oblak, prof. slov.

Srednja šola tehniških strok Šiška, Litostrojska cesta 51, 1000 Ljubljana

[snezna.oblak@ssts.si](mailto:snezna.oblak@ssts.si)

#### POVZETEK

Prispevek temelji na vprašanju, kako naj kot razredničarka v zelo raznolikem in dinamičnem oddelku prvega letnika ustvarim ugodne pogoje, da se bodo dijaki bolje razumeli, lažje sobivali in ob tem pridobili tudi ustrezno raven strokovne izobrazbe. Namreč v omenjenem razredu je kar sedem dijakov s posebnimi potrebami, ki zahtevajo v vzgojno-izobraževalnem procesu veliko mero pozornosti in prilagajanja. V nadaljevanju je predstavljena možnost za ustvarjanje takih pogojev, in sicer začetek projekta Terapevtski pes v šoli. Uvodoma je predstavljena razredna dinamika in prvi koraki pri uresničevanju projekta, sledi seznanjanje dijakov z zastavljenim načrtom in njihova vključenost, predstavljeni so obiski pasjih prijateljev na šoli in odzivi dijakov, ki so bili izredno pozitivni. Mladostniki so na razrednih urah pripovedovali o svojih izkušnjah s psi, nehote ob tem pokazali svojo ranljivost in potrebo biti slišan. Spoznali so, da živali sprejemajo vse in vsakogar brez razlik, in da je to pozitivno izkušnjo potrebno prenesti v medčloveške odnose, še posebej v odnose same razredne skupnosti.

**Ključne besede:** dijaki s posebnimi potrebami, terapevtski pes, razredna skupnost, povezanost

#### ABSTRACT

The article focuses on the challenge I faced as a class teacher in a very diverse and dynamic class of students in their freshman year in high school: How can I create favourable conditions inside the class so that the students will get along and coexist better and acquire an appropriate level of technical education, as well? The challenge lies in the fact that there are seven special-needs students in this particular class and they require a great deal of attention and adaptation. The article focuses on the possibility of creating encouraging conditions with the help of a therapy dog, which is how the project "Therapy dog at school" started. The first part of the article is focused on the presentation of class dynamics and the first steps towards the realization of the project itself. This is followed by the introduction of the topic to the students and their inclusion in the project. Finally, various visits of dogs at our school are presented as well as how the students reacted to the dogs – their reactions were extremely positive. During the class hours, the students were talking about their experience with the dogs. They unwittingly showed their own vulnerability this way as well as the need to be heard. They learnt that animals accept everything and everyone without differentiation and

that is something that we need to transfer to our own human relations, particularly to the relations in a class.

**Key words:** special-needs students, therapy dog, class, connection



Špela Križaj:

## BRANJE S POMOČJO TERAPEVTSKIH ŽIVALI

### READING WITH THERAPEUTIC ANIMALS

Špela Križaj, prof. razr. pouka

Osnovna šola Simona Jenka Smlednik, Smlednik 73, 1216 Smlednik

[krizaj.spela@gmail.com](mailto:krizaj.spela@gmail.com)

#### POVZETEK

Znanstvene raziskave potrjujejo, da imajo živali lahko zelo močan pozitiven vpliv na psihično in čustveno zdravje ljudi. Tudi učitelji poročajo o številnih prednostih, ki jih pri delu z otroki v šoli prinašajo živali. Kot najpogostejše navajajo učenje socialnih spretnosti, skrbi in odgovornosti, empatije in tudi nenazadnje izboljšanje bralne motivacije. Glede na navedeno bi bilo pričakovati, da bo učinek dela s terapevtskimi živalmi pri učencih iz ranljivih skupin enako pomemben, morda še večji. S ciljem vplivati na bralno motivacijo s pomočjo terapevtskih živali v skupini ranljivih otrok je bila v šoli izvedena interesna dejavnost. Izsledki kažejo na to, da se je bralna motivacija učencev povečala.

**Ključne besede:** terapevtske živali, bralna motivacija, terapija z živalmi, aktivnost z živalmi

#### ABSTRACT

It is scientifically confirmed that animals can have a positive influence on human psychological and emotional health. Teachers as well report numerous benefits associated to animals when working with children. The most frequently mentioned are learning social skills, care and responsibility, empathy and finally at improving reading motivation. Furthermore, the impact of therapeutic animals on children belonging to vulnerable groups should be of the same importance or even bigger. An extracurricular activity was carried out with the goal of improving reading motivation with the help of therapeutic animals in the group of vulnerable children. Conclusions support the assumption that reading motivation of pupils has improved.

**Key words:** therapeutic animals, reading motivation, animal assisted therapy, animal assisted activity

**Teodora Golob:**

## SPODBUJANJE REZILIENTNOSTI PRI MLADOSTNIKIH S TEŽAVAMI V SOCIALNI INTEGRACIJI

### PROMOTING RESILIENCE IN ADOLESCENTS WITH DISABILITIES IN SOCIAL INTEGRATION

mag. Teodora Golob, prof. inkluz. ped.

Zavod za gluhe in naglušne Ljubljana, Vojkova cesta 74, 1000 Ljubljana

[teodora.golob@zgnl.si](mailto:teodora.golob@zgnl.si)

#### **POVZETEK**

Mladostnikov, ki se srečujejo z nizko stopnjo funkcionalnosti, ne moremo obvarovati pred soočanju s težavami na področju duševnega zdravja, čustvovanja, vedenja ter s tem povezanimi težavami v socialni integraciji. Lahko pa jih naučimo aktivnega ozaveščanja težav, soočanja ter pozitivnega reagiranja pri teh soočanjih. Rezilientno vedenje omogoča mladostniku lažje soočanje in premagovanje življenjskih preizkušenj. Rezilientni mladostniki so učinkovitejši v socialnih interakcijah, zato so uspešnejši v učenju in osebni rasti (Kiswarday, 2012). Za celostni razvoj mladostnikov je ključno pridobivanje veščin rezilientnosti preko odnosov, ki podpirajo in vzpodbujajo. Da se bo mladostnik s težavami najbolj odzval rezilientno lahko veliko pripomoremo učitelji, vrstniki, starši in vzgojitelji, pa tudi vse pomembne osebe v njegovem življenju (Golob, 2020). S pomočjo kvalitativne raziskave, opravljene v letu 2019/20, smo odkrivali različne načine spodbujanja rezilientnosti pri mladostnikih z učnimi težavami. Ob tem smo spoznavali, kako lahko z rezilientnim vedenjem razvijajo tudi veščine uspešnega spopadanja s težavami v socialni integraciji.

**Ključne besede:** mladostniki, celostni razvoj, rezilientnost, rezilientno vedenje, socialna integracija

#### **ABSTRACT**

Adolescents who face a low level of functionality, cannot be protected from facing problems in the areas of mental health, emotions, behavior and related problems in social integration. However, we can teach them to be actively aware of problems, confrontations and to react positively to these confrontations. Resilient behavior makes it easier for the adolescent to face and overcome life's trials. Resilient adolescents are more effective in social interactions, so they are more successful in learning and personal growth (Kiswarday, 2012). Acquiring resilience skills through relationships that support and encourage is crucial to the holistic development of adolescents. Teachers, peers, parents and educators, as well as all important people in individual's life, can make a big contribution to ensuring that a young person with difficulties responds resiliently (Golob, 2020). With the help of a qualitative research conducted in 2019/20, we discovered different ways of promoting resilience in adolescents

with learning difficulties. At the same time, we learned how resilient behavior can also develop the skills of successfully coping with problems in social integration.

**Key words:** adolescents, integrated development, resilience, resilient behavior, social integration

**Tina Rahne Mandelj, Nika Valentiničič:**

**DODATNA SVETOVALNA POMOČ S SOCIALNOPEDAGOŠKO IN TERAPEVTSKO  
OBRAVNAVO DIJAKOV S ČVT/ČVM**

**ADDITIONAL COUNSELLING ASSISTANCE WITH SOCIO- PEDAGOGICAL AND  
THERAPEUTIC TREATMENT OF STUDENTS WITH EMOTIONAL AND BEHAVIOURAL  
PROBLEMS/DISORDERS**

dr. Tina Rahne Mandelj, univ. dipl. soc. del. in spec. ZDT,

VIZ Višnja Gora\*, Cesta Dolenjskega odreda 19, 1294 Višnja Gora

[tina.rahne-mandelj@bic-lj.si](mailto:tina.rahne-mandelj@bic-lj.si)

Nika Valentiničič, mag. prof. soc. ped.

Center Janeza Levca\*, Karlovška cesta 18, 1000 Ljubljana

[nika.valentincic@bic-lj.si](mailto:nika.valentincic@bic-lj.si)

\*obe avtorici delo izvajata na BIC Ljubljana, Živilski šoli

## **POVZETEK**

Živilska šola BIC Ljubljana ima v svojih dvo in triletnih izobraževalnih programih več kot polovico dijakov s posebnimi potrebami, večinoma s primanjkljaji na področju socialnega in čustvenega funkcioniranja. Ti dijaki navadno prihajajo iz družin z nizkim socialnim in ekonomskim standardom. Ker že imajo izkušnjo neuspeha v šoli, je tako motivacija za šolsko delo kot tudi samopodoba dijakov in njihovih družin, šibka. Želimo predstaviti izkušnjo medsebojnega sodelovanja, kjer je z interdisciplinarnim delom v svetovalni službi tem dijakom in družinam omogočena hkratna in redna terapevtska ter socialnopedagoška obravnava. Delo temelji na načelih inkluzivne vzgoje, pri čemer je pozornost usmerjena tako na učno in socialno okolje dijaka, kot tudi na duševno zdravje in odnose. Dijaka in družino se skupaj z njimi podpre pri njihovih razvojnih nalogah in ciljih. Praksa kaže, da je tak način dela znotraj sistema z rednim sodelovanjem učiteljev zelo učinkovita preventiva pred poglobljanjem stisk, osipništvom in potrebo po namestitvi dijaka v vzgojni zavod.

**Ključne besede:** čustveno-vedenjske motnje, srednješolsko izobraževanje, svetovalna služba, interdisciplinarni pristop, inkluzija, preventiva

## **ABSTRACT**

More than half of the students, attending the two and three year programs at the Food Processing School BIC Ljubljana, have special needs. Mostly, they are portrayed as deficits in the field of social and emotional functioning. These students usually come from families with

lower socioeconomic statuses. Due to an existing experience of failure in school, and low personal and family's self-esteem, the motivation for schoolwork remains weakened.

We would like to introduce an experience of mutual cooperation, where, due to the interdisciplinary work in counselling service, we provide these students and their families with simultaneous and regular therapeutic and socio-pedagogic treatment. The work is based on the principles of inclusive education, where the focus shifts on the learning and social environment of the student, as well as their mental health and relationships. The student is, along with the family, supported regarding their developmental tasks and goals. Practice proves this manner of work within the system, with regular cooperation of teachers, to be a very efficient prevention of any deepening of distress, class failing or the need of placing the student into a care institution.

**Key words:** emotional-behavioural disorders, high-school education, counselling service, interdisciplinary approach, inclusion, prevention

**Dejan Vidic:**

**PRIKAZ TREH METOD DELA (MEDIACIJA, FORMATIVNO SPREMLJANJE VEDENJA IN INTERVIZIJA), KI IZBOLJŠUJEJO SKUPINSKO DINAMIKO V VZGOJNI SKUPINI MLADINSKEGA DOMA**

**DEMONSTRATION OF THREE METHODS, WHICH IMPROVES GROUP PROCESS**

Dejan Vidic, prof. šp. vzgoje

Mladinski dom Malči Beličeve, Mencingerjeva 65, 1000 Ljubljana

[dejan.vidic.lazevski@gmail.com](mailto:dejan.vidic.lazevski@gmail.com)

**POVZETEK**

V prispevku bo predstavljena uporaba metod transformativne mediacije, formativnega spremljanja vedenja in intervizijskega (introspektivnega) pogovora med vzgojiteljema, ki pomembno vplivajo na skupinsko dinamiko v vzgojni skupini Mladinskega doma. Uporaba metod mediacije prispeva k zmanjšanju konfliktov v skupini otrok s čustveno-vedenjskimi težavami. Formativno spremljanje vedenja izboljšuje izpolnjevanje skupinskih dogovorov in pravil. Intervizija, ki jo vzgojitelja izvajava 2x mesečno pomaga pri strokovni in osebni povezanosti ter izboljšuje medsebojno komunikacijo dveh strokovnih delavcev. Prispevek bo, s praktičnim prikazom (delavnica), ob powerpoint predstavitvi in video prikazom, demonstriran sodelujočim na konferenci. V zaključku bodo podane primere pozitivnih učinkov teh treh metod pri delu v vzgojni skupini.

**Ključne besede:** Mladinski dom, skupinska dinamika, intervizija, formativno spremljanje v podporo učenju, transformativna mediacija

**ABSTRACT**

Article demonstrates usage of methods of Transformative mediation, Formative assessment of behaviour and Intervision – peer coaching among two teachers. All three methods significantly influence group activity in the education process of a group in Youth home. Usage of methods of Transformative mediation helps to reduction of conflicts among children. Formative assessment improves fulfilling group agreements. Intervision two times per month helps teachers to communicate better and improve their relationships. Article includes practical demonstration, powerpoint presentation and photo and video demonstration.

**Key words:** Youth home, group process, intervision, formative assessment, transformative mediation

**Dominika Pajnik:**

## IZZIVI VKLJUČEVANJA ROMOV V OBRAVNAVO V VZGOJNEM ZAVODU

### THE CHALLENGES OF INTEGRATING ROMA INTO TREATMENT IN CORRECTIONAL FACILITIES

Dominika Pajnik, mag. prof. soc. ped.

Zavod za vzgojo in izobraževanje Logatec, Tržaška cesta 63, 1370 Logatec

[dominika.pajnik@zvil.si](mailto:dominika.pajnik@zvil.si)

#### **POVZETEK**

V Zavodu za vzgojo in izobraževanje Logatec se vsako šolsko leto srečujemo z nameščanjem mladostnikov Romov, ki zaradi specifične kulture in odrinjenosti na rob družbe potrebujejo več podpore, pomoči in prilagoditev pri vzgojno-izobraževalnem delu. Izziv v okviru dela z romskimi mladostniki predstavlja njihov proces prilagoditve na zavodsko okolje in izobraževanje, saj v zavod vstopajo le z nekaj razredi osnovne šole in nimajo pogojev za vključitev v naš srednješolski program. V prispevku predstavim oblike dela z romsko populacijo v našem zavodu, opišem karakteristike sodelovanja z romskimi starši in prikažem prakse dela, ki so se izkazale za uspešne. V ospredje postavljam odnos, ki je osnova za uspešno sodelovanje in pozitivne posledice dobrih odnosov, ki se odražajo v boljši učni uspešnosti Romov, v kvalitetnejšem sodelovanju s starši in njihovi želji po vključitvi v programe spremljanja tudi po izstopu iz zavoda.

**Ključne besede:** Romi, učna in vzgojna uspešnost, vključenost v proces VIZ, sodelovanje

#### **ABSTRACT**

In ZVI Logatec we meet with the placement of Roma adolescents every school year. Due to their specific culture and marginalization, they need more support, help and adjustment in their educational work. The challenge in working with Roma adolescents is their process of adaptation to the institutional environment and education, as they enter the institution with only few grades of primary school and do not have the conditions for inclusion in our secondary school program. In this article, I present the forms of work with the Roma population in our institution, describe the characteristics of cooperation with the Roma parents and demonstrate the work practices that have proven to be successful. I focus on the relationship, which is the basis for successful cooperation and the positive consequences of good relations, which are reflected in better learning performance of Roma, cooperation with parents and their desire to be included in our programs even after leaving the institution.

**Key words:** Roma, learning and educational performance, involvement in educational process, cooperation



**Maja Dolinar:**

## POUK BRALNEGA RAZUMEVANJA ZA UČENCE IZ RANLIVIH SKUPIN

### READING COMPREHENSION INSTRUCTION FOR AT-RISK STUDENTS

mag. Maja Dolinar, univ. dipl. lit. komp. in prof. filoz.

Mladinski dom Jarše, Jarška cest 44, 1000 Ljubljana

[maja@mdj.si](mailto:maja@mdj.si)

#### **POVZETEK**

Mnogo učencev s težavami na področju čustvovanja in vedenja se tudi spoprijema z učnimi težavami pri bralnem razumevanju. Namen referata je predstaviti vzroke za težavnost posameznih sestavin bralnega razumevanja za učence s ČVT ter načine za razvijanje veščin, ki jih učenec potrebuje, da je pri bralnem razumevanju uspešen in se hkrati čim manj odziva z motečim vedenjem. Predstavljeno bo razvijanje samoregulativnih učnih strategij kot pristop pri poučevanju bralnega razumevanja in vpeljava nizko intenzivnih vedenjskih strategij, kar se v raziskavah kaže kot učinkovito pri izboljševanju učnih dosežkov obravnavanih učencev in zmanjševanju pojavnosti nezaželenega vedenja.

**Ključne besede:** bralno razumevanje, učne težave, težave pri vedenju in čustvovanju, samoregulacija, nizko intenzivne strategije

#### **ABSTRACT**

Many students with emotional and behavioural difficulties also face learning difficulties in reading comprehension. The purpose of this paper is to present the causes for the difficulty of individual components of reading comprehension for students with EBD and to set out ways of developing needed skills to become successful in reading comprehension, while displaying the lowest possible level of disruptive behaviour. The paper will also present the development of self-regulatory learning strategies as an approach to teaching reading comprehension and the implementation of low-intensity behavioural strategies and for which research has shown to be effective in improving students' learning outcomes and reducing the incidence of unwanted behaviour.

**Key words:** reading comprehension, learning difficulties, emotional and behavioural difficulties, self-regulation, low-intensity behavioural strategies

**Primož Miklavžin:**

## VMESNI PROSTORI ZA SREČEVANJE MLADOSTNIKOV IZ RAZNOLIKIH SKUPIN

### INTERMEDIAT SPACES FOR ENCOUNTERS BETWEEN YOUNGSTERS FROM HETEROGENOUS GROUPS

Primož Miklavžin, univ. dipl. soc. del.

Dijaški dom Bežigrad Ljubljana, Kardeljeva ploščad 28, 1000 Ljubljana

[primoz.miklavzin@gmail.com](mailto:primoz.miklavzin@gmail.com)

#### **POVZETEK**

V prispevku se seznanimo s konceptom vmesnih prostorov, ki so namenjeni srečevanju mladostnikov iz raznolikih okolij. Predstavljeni so praktični primeri vmesnih prostorov, ki imajo formo izkustvenih aktivnosti v naravi (pohodi, gornišstvo, tabori) in potencialni vzgojni učinki, kot tudi izzivi in dileme, s katerimi so se organizatorji in izvajalci soočali. Nadalje je predstavljen koncept odprtega prostora, ki sledi ideji, da se moč med udeleženci izkustvenih aktivnosti v naravi (bolj) enakovredno porazdeli. V takšnih odprtih vmesnih prostorih mladostniki aktivno sodelujejo pri sprejemanju odločitev, vodenje pa v veliki meri nadomešča vrstniško učenje. Predstavljene teoretične koncepte smo v praksi preizkušali na Taboru Bohinj 2019.

**Ključne besede:** vmesni prostori, mladostniki, odprtost prostora, izkustvene aktivnosti

#### **ABSTRACT**

In this article we get familiar with the concept of intermediate spaces which are constructed for meeting young people from diverse backgrounds. Intermediate spaces that take the form of experiential activities in nature (hikes, mountaineering, camps) are presented, as well as the potential educational effects, challenges and dilemmas. Furthermore, the concept of open space is presented, which follows the idea that power is (more) equally distributed among the participants of experiential activities in nature. In such open intermediate spaces, adolescents actively participate in decision-making, and leadership is often replaced by peer learning. The presented theoretical concepts were tested in practice at camp Bohinj 2019.

**Key words:** intermediate spaces, youngsters, loose spaces, experiential activities

**Urška Opeka:**

## CIRKUŠKA PEDAGOGIKA KOT ORODJE ZA DELO Z MLADIMI IZ RANLJIVIH SKUPIN

### CIRCUS PEDAGOGY AS A TOOL FOR WORKING WITH AT-RISK YOUTH

Urška Opeka, uni. dipl. soc. del.

Mladinski dom Jarše, Jarška cesta 44, 1000 Ljubljana

[urska.opeka@gmail.com](mailto:urska.opeka@gmail.com)

#### **POVZETEK**

Prvi odzivi otrok in mladostnikov na cirkuške delavnice so zelo različni. Nekateri so vznemirjeni, ker bodo spoznali nekaj novega, drugi pravijo, da se oni ne bodo »klovna špilali«, tretji pa so prepričani, da te stvari niso za njih, so pretežke ali pa da bodo škodile njihovem »imidžu«. Na koncu je rezultat vedno enak. Zadovoljstvo otroka oz. mladostnika, ki se je naučil nekaj novega, na prvi pogled zelo zahtevnega, v relativno kratkem času. V tem članku bom predstavila osnovne koncepte cirkuške pedagogike, pomen cirkuške pedagogike pri delu z mladimi iz ranljivih skupin ter osebno izkušnjo izvajanja cirkuških delavnic.

**Ključne besede:** cirkuška pedagogika, vztrajnost, motivacija, samozavest, mladi iz ranljivih skupin

#### **ABSTRACT**

First reactions of children and youngsters to circus workshops vary a lot. Some of them are very excited to learn something new, others say they are not clowns and the rest are convinced that this is not a thing for them, either it being too difficult or it would harm their social status. Either way, the result at the end is the same. Satisfaction of a child or youngster after learning something new, quite demanding at first glance, in a relatively short time. This paper will present basic concepts of circus pedagogy, importance of pedagogy when working with at-risk youth and my personal experience of conducting circus pedagogy workshops.

**Key words:** circus pedagogy, perseverance, motivation, self-esteem, at-risk youth

**Katja Sitar:**

**»GREMO V LONDON« - NAČRTOVANJE IN IZVEDBA POTOVANJA KOT OBLIKA DELA  
Z MLADIMI V VZGOJNEM ZAVODU**

**»LET'S GO TO LONDON« - TRAVEL PLANNING AND A TRIP TO LONDON AS A FORM  
OF WORKING WITH THE YOUTH IN AN EDUCATIONAL INSTITUTION**

Katja Sitar, uni. dipl. soc. ped.

Vzgojni zavod Kranj, Šempeterska ulica 3, 4000 Kranj

[katja.sitar@vz-kranj.si](mailto:katja.sitar@vz-kranj.si)

**POVZETEK**

V prvem delu prispevka je predstavljena stanovanjska skupina kot ena od oblik institucionalne vzgoje otrok in mladostnikov s čustvenimi in vedenjskimi motnjami. Opredeljene so njihove posebnosti ter navedeni razlogi za nastanitve otrok v tovrstnih oblikah. Naštete so oblike vedenja, ki so klasificirane kot odklonska. V drugem delu je predstavljena doživljajska pedagogika kot zelo uspešna vzgojna metoda pri delu s tovrstno populacijo. Na kratko je predstavljena njena filozofija, vidiki, načela ter cilji, ki jim sledi. Ob predstavitvi konkretnega primera doživljajsko pedagoškega projekta, ki je bil izveden v Vzgojnem zavodu Kranju, je narejen most med teorijo in prakso. Prikazane so pozitivne plati doživljajske pedagogike, ki smo jim, ob vse pogostejši uporabi te metode pri delu z otroki in mladostniki, priča v zadnjem desetletju.

**Ključne besede:** stanovanjske skupine, čustvene in vedenjske motnje, doživljajska pedagogika, projektno delo, vzgoja

**ABSTRACT**

The first part of this paper focuses on home groups as one of the forms of institutional education for children and young adults with behavioural and emotional problems. The characteristics of home groups are described and reasons are given for utilising this form of placement. Types of behaviours classified as deviant are also identified.

The second part of this paper identifies experiential pedagogy as an extremely successful educational method in working with this population. Its philosophy, aspects, methods, and goals are also identified.

A real-life experiential pedagogy case study concluded at The Residential Treatment Institution Kranj is presented. This project successfully combined theory and practice, and showed the positive sides of experiential pedagogy, which has been used increasingly over the past decade in working with children and young adults.

**Key words:** home groups, behavioural and emotional disorders, experiential pedagogy, project work, education

**Petra Vladimirov:**

TERAPEVTSKI VIDIKI HOJE NA DOLGE RAZDALJE  
POHOD MLADOSTNIKOV VZGOJNEGA ZAVODA KRANJ IN KRANJA V PIRAN

THERAPEUTIC ASPECTS OF LONG DISTANCE WALKING

mag. Petra Vladimirov, univ. dipl. psih.

Vzgojni zavod Kranj, Šempeterska ulica 3, 4000 Kranj

[petra.vladimirov@vz-kranj.si](mailto:petra.vladimirov@vz-kranj.si)

**POVZETEK**

V prispevku je predstavljen Pohod Alpe-Adria, ki ga z otroki s čustvenimi in vedenjskimi težavami v Vzgojnem zavodu Kranj izvajamo že od leta 2013. Ob slikovnem materialu bo prikazana dinamika spoprijemanja s težavami, ki se razvije med mladimi, ko se soočijo s svojimi psiho-fizičnimi mejami, ter kratkoročni in dolgoročni pozitivni učinki hoje na dolge razdalje. Hoja je ena izmed osnovnih oblik človekovega gibanja. Hoja na dolge razdalje je obenem sproščujoč proces v naravnem okolju, hkrati pa se z naraščajočim številom kilometrov pojavljajo situacije, kjer posameznik trči ob svoje psiho-fizične omejitve, spozna lastno delovanje v težkih okoliščinah, načine reagiranja in premagovanja težav. Raziskovanje meja na področjih umskih, psihičnih in fizičnih sposobnosti je ključni faktor vzgoje in samovzgoje. Vztrajnost in samodisciplina sta ključni vrednoti za premagovanje strahu in preprek do uspešnejšega življenja, pa naj gre za športne cilje, za delavne načrte ali za učenje nasploh. V Vzgojnem zavodu Kranj z mladimi z motnjami vedenja in čustvovanja že od leta 2013 izvajamo Pohod Alpe-Adria. Udeleženci pohoda v šestih dneh premagajo razdaljo okoli 180 kilometrov od Kranja do Pirana. Pri tem pri mladih opazimo številne pozitivne psiho-fizične učinke in velik upad destruktivnih vedenj.

**Ključne besede:** hoja na dolge razdalje, vztrajnost, premagovanje psiho-fizičnih meja, otroci s čustvenimi in vedenjskimi težavami, pohod Alpe-Adria

**ABSTRACT**

Walking is one of the basic forms of human movement. While walking long distances in the natural environment is a relaxing process, at the same time, as the number of kilometres increases, there appears situations where an individual encounters their psycho-physical limitations and learns about their own actions in difficult circumstances and ways to react and overcome problems. Exploring boundaries in the areas of mental, psychological and physical abilities is a key factor in education and self-education. Perseverance and self-discipline are key values to overcome fears and obstacles to a more successful life, be it for sport goals, work plans or learning in general. The organisation "Vzgojni zavod Kranj" has been organising the

“Alpe-Adria Hike” for young people with behavioural and emotional disorders since 2013. In six days the participants cover a distance of approximately 180 kilometres from Kranj to Piran. Following the experience, numerous positive psycho-physical effects and a large decline in destructive behaviours are noticed among the youth.

**Key words:** long-distance walking, perseverance, overcoming psycho-physical boundaries, children with emotional and behavioural problems, Alpe-Adria Hike

**Tomi Martinjak:**

## ŠPORT KOT DIAGNOSTIČNO IN TERAPEVTSKO SREDSTVO PRI DELU Z MLADOSTNIKI S ČUSTVENIMI IN VEDENJSKIMI TEŽAVAMI

### SPORT AS A DIAGNOSTIC AND THERAPEUTIC MEANS OF WORKING WITH ADOLESCENTS WITH EMOTIONAL AND BEHAVIORAL DISORDERS

Tomi Martinjak, uni. dipl. prof. šp. vzgoje

Mladinski dom Jarše, Jarška cesta 44, 1000 Ljubljana

[tomi@mdj.si](mailto:tomi@mdj.si)

#### **POVZETEK**

Po 15 letih dela v Mladinskem domu Jarše, sprva kot učitelj športne vzgoje in kasneje kot vzgojitelj v stanovanjski skupini, sem z različnimi projekti, ki smo jih izvedli (»Job and sports«, Mladinske izmenjave, projekt športne skupine, »Vzgoja s pomočjo kamere«, izleti v visokogorje, maraton, triatlon, kolesarjenje, smučanje, turno smučanje itd.), spoznal, da mladostniki hitreje razvijejo kompetence na področjih primankljajev, ozaveščenosti družbeno pomembne teme in skozi neformalno učenje raziskujejo druge kulture, navade in življenjski slog vrstnikov iz drugih družbenih razmer ali držav ter skozi šport in aktivno življenje pridobivajo samozavest in vztrajnost. Naučijo se premagovati napore, si medsebojno pomagati, razvijajo empatijo, uspešno rešujejo konflikte in stresne situacije ter razvijajo druge osebnostne kompetence, potrebne za uspešno življenje ter zaposlitev. Take aktivnosti pa zahtevajo veliko dela pred aktivnostmi, predvsem pa je potrebnega veliko motiviranja mladosntikov za aktivnosti in izkušnje, ki jih premaknejo iz »območja udobja« in varnega okolja. Mladi morajo soustvarjati program, ki ni šolsko ali kako drugače storilnostno naravnano, kljub temu pa motivacije na začetku pogosto ni, saj jih je večina nesamozavestnih za odkrivanje neznanega in se takih aktivnosti bojijo ali jih celo brez razloga odklanjajo. Vedno pa je na koncu izkušnje prisotno osebno zadovoljstvo in spoznanje, kaj so z aktivnostmi pri pridobivanju novih spretnosti, znanj oziroma življenjskih kompetenc pridobili. Predvsem pa vplivamo na njih celostno. Kot je rekel Steve Jobs, lahko točke v življenju povezujemo šele čez nekaj časa, in tako lahko mladi spoznajo, kaj jim je neka izkušnja prinesla, šele po končani aktivnosti oziroma projektu.

**Ključne besede:** projekti, mladinska izmenjava, ozaveščanje, šport, alternativne oblike dela, kompetence, neformalno učenje, zaposlitev, deinstitutionalizacija.

#### **ABSTRACT**

After 15 years of work at the Jarše Youth Home, first as a physical education teacher and later as an educator in a Youth home group, I realized with the help of various projects we carried out ("Job and sports", Youth Exchanges, Sports group project, "Education with the help of a

camera", Trips to the highlands, marathons, triathlons, cycling, skiing, touring skiing, etc.) that young people are more likely to develop competences in the areas of deficits, become aware of socially relevant topics and explore other cultures through non-formal learning. Through sport and active life they gain self-confidence, perseverance, learn to overcome efforts, help each other, develop empathy, successfully resolve conflicts and stressful situations and other personal competencies necessary for a successful life and job. Such activities, however, require a lot of commitment before the activities, and above all, a lot of motivation of young people is needed for activities and experiences that move them out of the "comfort zone" and safe environment. Young people have to co-create a program that is not school-oriented or otherwise performance-oriented, but there is often no motivation at the beginning, as most of them are insecure about discovering the unknown and are afraid or even categorically reject such activities for no reason. However, at the end of the experience, there is always personal satisfaction and knowledge of what they have acquired through activities in acquiring new skills, knowledge or life competencies. Above all, we influence them holistically. As Steve Jobs said, we can only connect points in life after a while, as young people can connect what an experience has brought them only after the end of the activity or project.

**Key words:** projects, youth exchange, awareness raising, sport, alternative forms of work, competencies, non - formal learning, employment, deinstitucionalization.



**Marijana Djukanović:**

## IZAZOVI U RADU SA LICIMA SA INVALIDITETOM IZ ISTOČNE BOSNE U VRIJEME PANDEMIJE

### CHALLENGES IN WORKING WITH PERSONS WITH DISABILITIES FROM EASTERN BOSNIA DURING THE PANDEMIC

Marijana Djukanović

Udruženje roditelja hendikepirane djece i omladine "Leptir" Srebrenica, Potočari bb, 75430 Srebrenica, Bosnia and Herzegovina

[maki.djukanovic@gmail.com](mailto:maki.djukanovic@gmail.com)

#### **SAŽETAK**

Nije nepoznanica da su lica sa invaliditetom u Bosni i Hercegovini izolovani i stigmatizovani, da se nad njima svakodnevno vrši institucionalno nasilje na više nivoa. Nesposobnost BH vlasti kako lokalnih tako i entitetskih (državnih) se najbolje ocitala u vremenu pandemije virusa korona. Neposredno nakon lockdown u martu prošle godine nastupila je panika, javio se egzistencijalni strah, a kod velikog procenta ljudi javila se ratna trauma. Formirani su lokalni krizni stabova ali se u njihov rad zaboravio uključiti neko ko će voditi brigu o socijalnoj zaštiti u vremenu pandemije. Roditelji kao i predstavnici lokalnih NVO su se samostalno organizovali u nabavci lijekova, pelena i sl. Slabosti i nedostaci sistema socijalne zaštite se ogledala i u nedostatku istinitih podataka, jedinstvenih spiskova lica sa invaliditetom što je dodatno otežavalo rad. Nadležni Centri za socijalni rad svoj rad su usmjerili na Crveni krst, te se njihovo djelovanje svelo na podjelu prehrambenog paketa starim licima. Osobe sa invaliditetom su ponovo ostali po strani i u svojim kućama. Nije postojalo olakšanje za roditelje i djecu u vrijeme policijskog časa, lica sa autizmom, mentalnim poteškoćama nisu imali povlastice pri izlasku u setnju. URHDIO Leptir je ilegalnim putem dolazio do lijekova antiepileptika te dalje preusmjeravao korisnicima, s obzirom da Ministarstvo zdravlja i socijalne zaštite nema jedinstven spisak korisnika niti sigurno tržište za nabavku ovih lijekova. Trenutno roditelji samostalno rade na poboljšanju imunog sistema svoje djece kako bi prevenirali nastanak kovida i dalje u svoja četiri zida, izolovano od ostatka društva. Ovo su samo od nekih izazova i prepreka sa kojima su se susretala lica sa invaliditetom. Nažalost imali smo i pokušaj silovanja djevojčice sa umanjenim intelektualnim sposobnostima, gdje se ponovo potvrdilo stajalište da su lica sa invaliditetom u ovoj državi zaboravljeni i skrajnuti.

#### **ABSTRACT**

It is not unknown that persons with disabilities in Bosnia and Herzegovina are isolated and stigmatized, that they are subjected to daily institutional violence at several levels. The

inability of BH authorities, both local and entity (state), was best seen at the time of the corona virus pandemic. Immediately after the lockdown in March last year, panic set in, existential fear arose, and a large percentage of people experienced war trauma. Local crisis staffs were formed, but someone who would take care of social protection during the pandemic forgot to get involved in their work. Parents as well as representatives of local NGOs organized themselves independently in the procurement of medicines, diapers, etc. Weaknesses and shortcomings of the social protection system were reflected in the lack of true data, unique lists of persons with disabilities, which further complicated the work. The competent Centers for Social Work focused their work on the Red Cross, and their activities were reduced to the distribution of food packages to the elderly. People with disabilities were again left aside and in their homes. There was no relief for parents and children during curfew, people with autism, mental disabilities did not have the privileges of going for a walk. URHDIO Leptir illegally obtained antiepileptic drugs and further redirected them to users, since the Ministry of Health and Social Welfare does not have a single list of users or a secure market for the procurement of these drugs. Currently, parents are working independently to improve their children's immune system in order to prevent the formation of covid and further into their wall, hunted down by the rest of society. These are just some of the challenges and obstacles faced by people with disabilities. Unfortunately, we also had an attempt to rape a girl with intellectual disabilities, which reaffirmed the view that people with disabilities in this country are forgotten and marginalized.

**Börge Erdal, Jonas Chabchoub:**

## THE OSLOSTANDARD ON OUTREACH WORK WITH VULNERABLE YOUNG PEOPLE

Börge Erdal, leader

The City Centre Outreach Service (Uteseksjonen), The City of Oslo, Norway

[borge.erdal@vel.oslo.kommune.no](mailto:borge.erdal@vel.oslo.kommune.no)

Jonas Chabchoub, outreach social worker

The City Centre Outreach Service (Uteseksjonen), The City of Oslo, Norway

[jonas.chabchoub@vel.oslo.kommune.no](mailto:jonas.chabchoub@vel.oslo.kommune.no)

### **ABSTRACT**

The aim of paper is to present plan for Drug Policy in Oslo, which is adopted by The City Government of Oslo.

Through it, the City Government wants to shift drug policy efforts from repair to prevention. An important element in prevention involves early detection, early identification and early measures with indications of possible problematic development in children and young people. One of the City Government's offensive preventative measures in this plan was to give the Agency for Welfare and Social Services, through the City Centre Outreach Service ("Uteseksjonen"), in collaboration with the District Outreach Youth Services ("Utekontaktene"), the task of developing a common professional standard. One that includes quality assurance of outreach work aimed at vulnerable young people. The standard was presented by the City Government in June 2020, and is now the ruling guideline for outreach work in Oslo.

**Key words:** early detection, early prevention, outreach work, drug prevention

**Ljubiša Jovanović:**

**INSTITUCIONALNI ZAGRLJAJ – USLUGA ZA DECU SA VIŠESTRUKIM IZAZOVIMA U  
PONAŠANJU U RESTRIKTIVNOM OKRUŽENJU**

**INSTITUTIONAL HOLDING - SERVICE FOR CHILDREN WITH MULTIPLE BEHAVIORAL  
CHALLENGES IN A RESTRICTIVE ENVIRONMENT**

Ljubiša Jovanović, psiholog

Centar za zaštitu odojčadi, dece i omladine, Zvečanska 7, Beograd, Srbija

[ljubisa.jovanovic@czodo.rs](mailto:ljubisa.jovanovic@czodo.rs)

**SAŽETAK**

Svrha rada je da razmotri mogućnosti efektivnog tretmana i zaštite dece sa višestrukim izazovima u ponašanju u institucionalnim uslovima. Rad kratko prikazuje situaciju tretmanske institucionalne zaštite u svetu, kao i u Srbiji. Glavni deo rada prikazuje posebno izradjen teorijsko-metodološki program rada sa ovom ciljnom grupom, od 10 do 18 godina, u restriktivnom okruženju, zasnovan na dokazima. Uz načelnu podršku resornih ministarstava Centar za zaštitu odojčadi, dece i omladine je okupio 4 psihijatrijske ustanove za decu i omladinu, sa stručnjacima različitog profila, koji su sačinili teorijsko-metodološki zasnovan program rada sa decom sa višestrukim izazovima u ponašanju. Glavne vrednosti programa su interdisciplinarnost, multisektorski pristup, etičnost i uvezanost sa programima u zajednici. Ovaj program je ponudjen stručnoj javnosti i donosiocima odluka, a na temelju toga rekonstruisan je poseban objekat za primenu ovog programa u Beogradu sa raspoloživih 25 mesta.

**Ključne reči:** rezidencijalna tretmanska zaštita, institucionalni zagrljaj, uznemiravajuće i ugrožavajuće ponašanje, deca i mladi sa višestrukim izazovima u ponašanju, restriktivni uslovi zaštite, na dokazima zasnovan program zaštite, multisektorska saradnja, interdisciplinarnost, etička pitanja

**ABSTRACT**

The purpose of this paper is to consider the possibilities of effective treatment and protection of children with multiple behavioral challenges in institutional settings. The paper briefly presents the situation of treatment institutional protection in the world, as well as in Serbia. The main part of the paper presents a specially developed theoretical and methodological program of work with this target group, from 10 to 18 years, in a restrictive environment, based on evidence. With the general support of line ministries, the Center for the Protection of Infants, Children and Youth gathered 4 psychiatric institutions for children and youth, with experts of various profiles, who created a theoretically-methodologically based program of work with children with multiple behavioral challenges. The main values of the program are

interdisciplinarity, multisectoral approach, ethics and commitment to community programs. This program was offered to the professional public and decision makers, and based on that, a special facility for the implementation of this program in Belgrade was reconstructed from the available 25 places.

**Key words:** residential treatment care, institutional holding, disturbing and threatening behavior, children and young people with multiple behavioral challenges, restrictive conditions of protection, evidence-based protection program, multisectoral cooperation, interdisciplinarity, ethical issues

**András Nun:**

## BUILDING PARTNERSHIP OF DISADVANTAGED YOUTH AND EMPLOYERS

András Nun

Autonomia Foundation, Pozsonyi út 14. II/, 91137 Budapest, Hungary

[nun@autonomia.hu](mailto:nun@autonomia.hu)

### **ABSTRACT**

Young people appear on the work market as new potential employers in large numbers. Many of them face disadvantaged as of their economic, social, educational or ethnic background. At the same time thousands of positions are opened by employers in the for-profit sector. However successful encounters of the two sides are still rare. In this article we examine the characteristics of both groups and describe theoretical and practical aspects of how to achieve successful employer-employee relationships in recruitment. We will also present the experiences and methodological aspects of the employment initiatives of Autonomia Foundation realized in the last years. We will focus first of all on Hungary, but we will also highlight some international phenomena.

**Iveta Diržininka:**

## PREPARING STUDENTS WITH SPECIAL NEEDS FOR THE LABOR MARKET AND LIFE IN SOCIETY

Iveta Diržininka, special needs teacher

Viduskurzeme Primary School – Development Centre, Saules Stari, Pelci, Pelci parish., Kuldīga district,  
Latvia

[ivetad2013@gmail.com](mailto:ivetad2013@gmail.com)

### **ABSTRACT**

The inclusion of people with special needs in society and the labour market is one of the challenges faced by modern society.

Viduskurzeme primary school-development centre, an educational establishment for students with special needs provides smart, socially relevant educational work since 2006, when the first vocational educational programme “Catering service” was licenced for students with special needs, to ensure that young people develop a successful career and participate in society. At present, young people in the educational establishment undertake the following vocational educational programmes: “Catering service”, “Woodworking”, “Forestry”, “Housekeeping”. These programmes are accredited and licensed. Young people receive a nationally recognised diploma confirming the first level of professional qualification. Successful cooperation with Municipality entrepreneurs has been established. Students spend part of their training in the working environment – cafes, canteens, woodworking companies, as well as work in local farmers companies, cultivating young stands or practising forestry in Latvia State forests. Motivated and more enterprising young people are given an opportunity to participate in Erasmus+ programmes for VET – internships abroad in Austria, Lithuania and UK. Students participate in Erasmus + programmes of school exchange projects and pupil exchange programmes. Students have been able to meet with young people in Portugal, Turkey, Lithuania, Hungary, Romania and Lithuania.

Preparing young people with special needs for work and social inclusion is a continuous process, enabling young people to exercise their day-to-day practice in activities and skills.

**Ansley Hoffman:**

## THE FAIR-PLAY FOOTBALL LEAGUES: BUILDING BRIDGES FOR THE EMPOWERMENT OF YOUTH AT RISK IN THE CZECH REPUBLIC

Ansley Hoffman, international projects coordinator

Fotbal pro rozvoj, Varšavská 30, 120 00 Praha 2, Czechia

[ansley@fotbal.je](mailto:ansley@fotbal.je)

### **ABSTRACT**

Football is the most popular game in the world. It gathers and divides masses. It is sometimes political, often financial but at first it is greatly social. The beautiful game thanks to its characteristics and popularity is a tool with huge potential for social development and emancipation. In the Czech Republic, Fotbal pro Rozvoj has recognized this potential and uses football to further social cohesion and perspective among youth mostly at risk of social challenges due to their economic status, ethnic background or social environment. With a league dedicated more to fair-play than the sportive achievement, Fotbal pro Rozvoj transforms the football pitch into a zone for dialogue, mutual understanding, self-reflection and emancipation.

**Key words:** social cohesion, fair-play, league of fair-play, soft skills development, youth empowerment



**Maja Milačić:**

## INDIVIDUALNA INTENZIVNA PODRŠKA – MULTISISTEMSKI PRISTUP

### INDIVIDUAL INTENSIVE SUPPORT - MULTISYSTEM APPROACH

Maja Milačić

Centar za socijalno preventivne aktivnosti GRiG, Bulevar despota Stefana 41/2, Beograd, Srbija

[maja@cspa-grig.org](mailto:maja@cspa-grig.org)

#### SAŽETAK

Individualna intenzivna podrška, bazirana na multisistemskom pristupu, a koja se primenjuje u OCD GRiG je usluga namenjena deci i mladima koja se suočavaju sa različitim vrstama izazova tokom odrastanja, bilo da su ti izazovi razvojni ili su deo nepovoljnih životnih okolnosti. Ovaj pristup omogućava visok nivo participacije i aktivacije mladih. Svaka mlada osoba ima savetnika/mentora koji prati i podržava mlade u razvojnim fazama i pruža podršku u tranzicijama i kroz ceo proces osamostaljivanja. Individualna podrška, predstavlja intenzivnu, „jedan na jedan“ podršku, u kojoj savetnik/mentor i mlada osoba učestvuju kao partneri saradnici na prevladavanju prepoznatih teškoća. Iako ima elemente savetodavnog rada, individualna podrška nije samo to, zapravo mnogo je širi opus rada na raspolaganju i korespondira „outreach“ radu u stranoj literaturi. Najčešća primena ovakvog pristupa u radu jeste u situacijama višestrukih izazova mlade osobe (siromaštvo, disfunkcionalna porodica, bolesti zavisnosti, višegodišnje iskustvo u činjenju krivičnih dela i drugih socijalno nepoželjnih ponašanja itd).

**Ključne reči:** adolescenti, delinkvencija, podrška, multisistemski, mentorstvo, savetovanje, individualizovano

#### ABSTRACT

Intensive Individual support, based on a multisystem approach, applied in CSOs GRiG is a service created for children and young people who are facing different types of challenges during adolescence, whether these challenges are developmental or are part of unfavorable life circumstances. This approach enables a high level of participation and activation of young people. Every young person has a counselor / mentor who monitors and supports young people in the developmental stages and provides support in transitions and throughout the process of becoming independent. Individual support is an intensive, one-on-one support, in which the counselor / mentor and the young person participate as collaborating partners in overcoming the identified difficulties. Although it has elements of counseling, individual support is not only that, in fact a much wider range of work is available and corresponds to *outreach work* described in literature from abroad. The most common application of this approach in work is in situations of multiple challenges of a young person (poverty,

dysfunctional family, addiction, many years of experience in committing crimes and other socially undesirable behaviors, etc.).

**Key words:** adolescents, delinquency, support, multisystem, mentoring, counseling, individualized

**Sieg Pauwels:**

## CONNECTION TO SOCIETY – CHALLENGE WITH YOUTH AT RISK

Sieg Pauwels

De Wissel vzw, Tervuursevest 110, 3000 Leuven, Belgium

[sieg.pauwels@wissel.be](mailto:sieg.pauwels@wissel.be)

### **ABSTRACT**

The connection with the community is often very complicated for the children and families in youth-care. The youth-care system, in its specialization, often confirms this or makes it even worse. In Flanders youth-care became a well organized, theoretically-based and complex structured care. By this evolution the youth-care could take a gigantic leap forward. But this also shows as a very large downsize. The care is taken out of the communities, out of the hands of the community and taken over by specialized organizations. We face a very interesting challenge to get the care into the communities, without losing all of the strengths of the current care-system. So families and youngsters no longer are labeled and become sort of strangers. Slowly we have to give the care for youth-at-risk back to the all parts of society. By doing that our role changes, but at the end we believe its all for the benefit of the children.

**Key words:** community-care, society, network, role change

**Jelena Mićunović:**

## SOCIO-TERAPIJSKI KLUB ZA MLADE – KLUB PO MODELU GRIG

### SOCIO-THERAPEUTIC CLUB FOR YOUNG PEOPLE - CLUB ACCORDING TO THE GRIG MODEL

Jelena Mićunović

Centar za socijalno preventivne aktivnosti GRiG, Bulevar despota Stefana 41/2, Beograd, Srbija

[jelena@cspa-grig.org](mailto:jelena@cspa-grig.org)

#### **APSTRAKT**

Grupni rad sa mladima po modelu „GRiG“ odvija se u formi socioterapijskog kluba za mlade, koji ima za cilj poboljšanje interpersonalnih odnosa, socijalno učenje u svakodnevnoj situaciji, odnosno socijalizaciju, koja se odnosi na proces učenja da se živi sa drugima i komunicira (neagresivno). Socioterapija orijentisana je ka daljem usmeravanju prosocijalnih veština. Moguća je kada je uzrast mladih sličan i kada identifikacija sa vršnjacima koji imaju slične probleme poboljšava razmenu informacija. Klub je primenjiv u radu sa svim grupama i dece i odraslih koji imaju neke zajedničke karakteristike, brige ili interesovanja. U radu sa adolescentima, koji u svojoj prirodi imaju bunt kao osnovno obeležje razvojne faze, klub predstavlja formu rada koju mladi rado prihvataju i pokazuju najmanji stepen otpora.

**Ključne reči:** adolescencija, deca, mladi, podrška, klub, grupa, socioterapija, klub\_za\_mlade, učenje, delinkvencija

#### **ABSTRACT**

Group work with young people according to the "GRiG" model takes place in the form of a socio-therapy club for young people, which aims to improve interpersonal relationships, social learning in everyday situations, or socialization, which refers to the learning process on how to live with others and communicate (non-aggressively). Socio-therapy is oriented towards further direction of prosocial skills. This is possible when the age of young people is similar and when identification with peers who have similar problems improves the exchange of information. The club is applicable in working with all groups of children or adults who have some common characteristics, concerns or interests. In working with adolescents, who by their nature have rebellion as a basic feature of the developmental phase, the club represents a form of work that young people accept much easier with very low level of resistance.

**Key words:** adolescence, children, youth, support, club, group, socio-therapy, youth-club, learning, delinquency

**Laurence Watticant:**

## GROUP ESC: SURF ON THE VOLUNTARY WAVE

Laurence Watticant

Joetz vzw, Sint-Jansstraat 32, 1000, Brussels, Belgium

[laurence.watticant@joetz.be](mailto:laurence.watticant@joetz.be)

### **ABSTRACT**

The project coordinator of JOETZ ngo, will take you through the journey of a group ESC called "surf on the voluntary wave". This project was organized twice with a group of youngsters from the canaries islands who came to volunteer in a windsurf camp for people with a disability. You'll be able to hear about the co-working between different target groups, the challenges during the project, the experience of the different actors in this story, the unexpected happenings, the objectives versus outcomes and much more. Ready to take off for another Erasmus+ journey with loads of anecdotes? Join this session!

**Key words:** Erasmus+, group ESC, youngsters with a disability, cultural challenges, unexpected outcomes, learning by doing

Hubert Höllmüller:

## CHILDREN AND YOUNGSTERS AT RISK: INSTITUTIONAL ANSWERS IN THE CONTEXT OF DE-INSTITUTIONALIZATION IN AUSTRIA

Hubert Höllmüller, fh-prof. mag. dr.

Kärnten, University of applied sciences, Hauptplatz 12, 9560 Feldkirchen in Kärnten

[h.hoellmueller@fh-kaernten.at](mailto:h.hoellmueller@fh-kaernten.at)

### ABSTRACT

Since one or two decades in the child- and youthcare-systems of many European countries there was recognized a new target group: vulnerable children and youngsters, who are not reached by the supports of child and youthcare or they refuse them. They have passed several residential care institutions, had „time out“ periods in psychiatric clinics and many of them also experiences in homelessness. „Hard to reach“ seems to describe them from the systems perspective. The german term for these children and youngsters is „Systemsprenger“, a translation could be „systems-booster“. But this term does not fit in the reality: they are not boosting the system, they are boosted by the system. Simply the institutional care concepts are not appropriate for them. And taking them in causes more harm than benefits. This group comprises the three aspects: hard to reach, most vulnerable and systemsboosted.

So the answer is not more institutionalization but less. This is adressed by the discourse of de-institutionalization run by the EU, taregting not only people with disabilities or elderly, but also vulnerable children and youngsters.

I present five institutional concepts for vulnerable children and youngsters, which adress their special needs and refer to the principles of de-institutionalization. All five concepts have started in Austria in the last decade.

Professional foster parents, social-pedagogical shared appartement combined with single housing, assoziante housing in connection with low threshold crisis shelters. social pedagogical diagnosis and family group conferencing.

**Key words:** child- and youthcare systems, hard-to-reach, most vulnerable, systemsboosted, de-insitutionalization

**Roksana Karczewska:**

**CHILDREN OF PARENTS WHO USE DRUGS: WHAT ARE THEIR RIGHTS?  
INSTITUTIONAL APPROACH TO YOUTH AT RISK IN POLAND**

Roksana Karczewska

Youth Organisations for Drug Actions, Aleksandra Wejnerta 24/14 Street, 02-619, Warsaw, Poland

[r.karczewska@student.uw.edu.pl](mailto:r.karczewska@student.uw.edu.pl)

**ABSTRACT**

The paper contains an analysis of the institutional approaches to the process of conceptualizing rights of children whose parents or caregivers use drugs. Children who are in the care of a person struggling with substance abuse are in a particularly difficult situation. While national programmes are being developed to address the problem of addiction, children with dependent parents find themselves outside the social discourse. At the beginning the author presents a global background of the situation of children who are exposed to the effects of parental substance disorder- what are the approaches of the global institutions focused on human rights or shaping drug policies. She discusses, referring to the sociocultural perspective on human development, the tools to address children rights and drug policy in Poland. Subsequent part also brings answers for the following questions: what are identified gaps in that matter, and what are promising practices that should be implemented further. In the final part the author summarizes what actions should be undertaken in that matter to fight the stigmatization of parents who use drugs, and be sure that the best interest of the child is applied.

**Key words:** rights of the child, human rights, parental drug use disorder

**Florian Fangmann:**

**YOUTH CULTURAL PROJECT BETWEEN PARIS AND BERLIN WITH YOUNG PEOPLE  
COMING FROM STREET WORK AROUND THE HIP HOP CULTURE**

Florian Fangmann

Centre Français de Berlin, Müllerstr. 74,13349 Berlin, Germany

[fangmann@centre-francais.de](mailto:fangmann@centre-francais.de)

**ABSTRACT**

Most of the people think that international youth exchanges are only for well educated and well situated young persons, however our experiences have shown that this is not the case. I would like to show with a very concrete example and a hiphop exchange that young people from the social street work can participate in such an exchange if you catch their interests (which is the hiphop culture in this case). This German-French Exchange has led to an international network and can be opened to other countries and cities. The main goal is to take into account the perspective of the young people and their needs and interests and not the ones of the administration our politics. An international network for educational exchange programmes for and by youths – example:

<https://www.youtube.com/watch?v=B9YdZxr7azg&list=RDB9YdZxr7azg#t=21>



**Dace Otomere:**

**RECREATIONAL ACTIVITIES FOR KIDS AND TEENS WITH SPECIAL NEEDS:  
EXPERIENCE OF A LATVIAN YOUTH ORGANIZATION**

Dace Otomere

“Youth Pastoral House”, Mārupes street 14a, Riga, Latvia

[dace.otomere@gmail.com](mailto:dace.otomere@gmail.com)

**ABSTRACT**

“Youth Pastoral House” (YPH) is a volunteer organization and a structural unit of the Latvian non-profit organization “Don’t Stay Alone”. Differing from other local organizations that work within the social integration field, YPH is based entirely on volunteer initiatives with guidance and access to help and consultation from qualified specialists. Our goal is to facilitate an environment for kids and teens with special needs to socialize among themselves, feel accepted, and experience personal growth. This is achieved through thematic monthly events and yearly summer camps, both of which require a lot of planning as well as dealing with often unexpected challenges. Our other activities include stimulating acceptance and understanding from peers with educational school visits that use virtual reality solutions and attending educational courses ourselves to improve our skills. Inevitably, the global health crisis has impacted our work and called for adaptation.

**Key words:** recreational activities, volunteer organization, Autism spectrum disorder (ASD), special needs, integration

**Kosta Gajić:**

"PORODIČNI SARADNIK" - USLUGA ZASNOVANA NA ZAJEDNICI ZA PORODICE SA  
DECOM / MLADIMA U RIZIKU

"FAMILY OUTREACH WORKER" - A COMMUNITY-BASED SERVICE FOR FAMILIES  
WITH CHILDREN / YOUTH AT RISK

Kosta Gajić, socijalni radnik

Centar za zaštitu odojčadi, dece i omladine, Zvečanska 7, Beograd, Srbija

[kosta.gajic@czodo.rs](mailto:kosta.gajic@czodo.rs)

### **SAŽETAK**

Ovaj rad prikazuje rezultate pilot projekta / istraživanja i teorijsko - metodološki okvir za uslugu socijalnog rada sa porodicom dece / mladih u riziku zasnovanoj na zajednici. Radni naziv usluge i pružaoca usluge je „porodični saradnik“, pošto menja fokus sa rada sa decom na rad sa celom porodicom. Rad prikazuje konkretnu uslugu, stručni postupak i procedure. Svrha rada je da proba da prikaže koliki značaj ima navedeni pristup u radu sa decom / mladima koji manifestuju izazovno ponašanje, odnosno kako promena paradigme od rada sa detetom / mladom osobom na rad sa porodicom u zajednici ojačava spremnost svih aktera da se uključe i da se menjaju, osnažuje moć porodice i širi efekat i na druge i buduće relacije. Rad prikazuje ishode primene ovakvog pristupa u petogodišnjoj superviziranoj i evaluiranoj praksi u 4 regiona u Srbiji.

**Ključne reči:** usluga intenzivne podrške porodici, porodični saradnik, porodice sa izazovima u ponašanju dece, program zasnovan na zajednici, pravo deteta na život u porodici, jačanje kapaciteta porodice, razvoj poverenja izmedju pružaoca i korisnika usluge, terenski rad u porodici i zajednici, porodica kao medij promene

### **ABSTRACT**

This paper presents the results of a pilot project / research and a theoretical - methodological framework for a social work service with a family of children / youth at risk based on the community. The working name of the service and service provider is "family associate", as it changes the focus from working with children to working with the whole family. The paper presents a specific service, professional procedure and procedures. The purpose of this paper is to try to show how important this approach is in working with children / young people who manifest challenging behavior, ie how the paradigm shift from working with a child / young person to working with a family in the community strengthens the willingness of all actors to get involved. they change, strengthen the power of the family and spread the effect on other

and future relations. The paper presents the outcomes of the application of this approach in five years of supervised and evaluated practice in 4 regions in Serbia.

**Key words:** Intensive family support service, family associate / family outreach worker, families with challenges in children's behavior, community-based program, the child's right to family life, strengthening the capacity of the family, development of trust between the provider and the user of the service, field work in the family and community, family as a medium of change

**Žarko Sebić, Renata Koler:**

## PREKOGRANIČNI ZVUK ZA DJECU S INVALIDITETOM

### CROSS-BORDER SOUND FOR CHILDREN WITH DISABILITIES

Žarko Sebić

Škola za osnovno i srednje obrazovanje „Milan Petrović“ sa domom učenika, Braće Ribnikar  
32, Novi Sad 21000, Srbija

[zarkoseb65@yahoo.com](mailto:zarkoseb65@yahoo.com)

Renata Koler

Saatchi art

[renatakoler@yahoo.com](mailto:renatakoler@yahoo.com)

#### **SAŽETAK**

Cilj projekta je bio podsticanje kulturnog i umjetničkog stvaranja mladih s invaliditetom u oblasti muzike, primenom novih tehnologija i omogućavanjem njihovog aktivnog učešća u kulturnom životu zajednice u graničnom području Srbije i Mađarske. Implementacijom projekta je omogućeno mladim osobama s invaliditetom da aktivno učestvuju u kulturnim i javnim događanjima u svojim zajednicama i na taj način postanu vidljiviji pokazujući svoje veštine izvođenja i kreiranja muzičkih sadržaja. Uključivanje je doprinelo stvaranju pozitivnog stava prema osobama s invaliditetom i uklanjanju psiholoških i socijalnih barijera za njihovu socijalnu integraciju.

**Ključne reči:** mladi sa invaliditetom, muzika, zvučni signal, nove tehnologije

#### **ABSTRACT**

The aim of the project was to encourage the cultural and artistic creation of young people with disabilities in the field of music, by applying new technologies and enabling their active participation in the cultural life of the community in the border area of Serbia and Hungary. The implementation of the project has enabled young people with disabilities to actively participate in cultural and public events in their communities and thus become more visible by demonstrating their skills in performing and creating music content. Inclusion has contributed to creating a positive attitude towards people with disabilities and removing psychological and social barriers to their social integration.

**Key words:** young people with disabilities, music, soundbeam, new technologies

**Milica Rakić:**

**SOCIO-TERAPIJSKI KLUB ZA RODITELJE MLADIH SA IZREČENIM KRIVIČNIM  
SANKCIJAMA**

**SOCIO-THERAPEUTIC CLUB FOR PARENTS OF YOUNG PEOPLE WITH IMPOSED  
CRIMINAL SANCTIONS**

Milica Rakić

Centar za socijalno preventivne aktivnosti GRiG, Bulevar despota Stefana 41/2,  
Beograd, Srbija

[milica@cspa-grig.org](mailto:milica@cspa-grig.org)

**SAŽETAK**

Grupni rad za roditelje mladih koji ispoljavaju različit stepen problema u ponašanju (maloljetnička delinkvencija, iskakanja/odstupanja od društveno prihvatljivih normi) odvija se u formi socioterapijskog kluba otvorenog tipa. Vođeni idejom da je suštinska podrška detetu i mladoj osobi teško izvodljiva bez podrške porodici u kojoj živi, kreirali smo ovu grupu. Socioterapija u ovom kontekstu obezbeđuje sigurno, podržavajuće okruženje u kom pojedinci, parovi, značajni drugi (za mlade) uviđaju, uče, proveravaju i uvežbavaju nova znanja, produbljuju postojeća, a bez straha od odbacivanja i osude. Grupa okuplja roditelje različitih godišta, obrazovanja, imovinskog statusa, interesovanja, a vode je obučeni profesionalci pod supervizijom. Osnova metodologije rada leži u elementima metodologije socio-terapijske grupe, ako i sistemske porodične terapije.

**Ključne reči:** roditelji, adolescenati, adolescencija, deca, mladi, podrška, klub, grupa, socioterapija, učenje, delinkvencija, kriza

**ABSTRACT**

Group work for parents of young people who have shown different degrees of behavioral problems (juvenile delinquency, jumps / deviations from socially acceptable norms) takes place in the form of an open-type socio-therapy club. Guided by the idea that essential support for a child and a young person is difficult without support for the family in which he lives, we created this group. Socio-therapy in this context provides a safe, supportive environment in which individuals, couples, significant others (for young people) recognize, learn, test and practice new knowledge, deepen existing ones, without fear of rejection and condemnation. The group brings together parents of different ages, education, property status, interests, and is led by trained professionals under supervision. The basis of the work methodology lies in the elements of the methodology of the socio-therapeutic group, as well as systemic family therapy.

**Key words:** parents, adolescents, adolescence, children, youth, support, club, group, socio-therapy, learning, delinquency, crisis

**Josipa Vučica, Amalija Hrepić Gruić:**

## **CENTAR PODRŠKE ZA DJECU I MLADE S PROBLEMIMA U PONAŠANJU**

### **CENTRE FOR SUPPORT OF CHILDREN AND YOUTH WITH BEHAVIOURAL PROBLEMS**

Josipa Vučica, magistra socijalne pedagogije

Udruga MoSt, Gundulićeva 52, 21 000 Split, Hrvatska

[info@most.hr](mailto:info@most.hr)

Amalija Hrepić Gruić, profesorica psihologije

Udruga MoSt, Gundulićeva 52, 21 000 Split, Hrvatska

[info@most.hr](mailto:info@most.hr)

#### **SAŽETAK**

Udruga MoSt je organizacija civilnog društva iz Splita, koja od 1998. godine provodi programe usmjerene djeci i mladima s problemima u ponašanju i njihovim obiteljima. U okviru Centra podrške za djecu i mlade s problemima u ponašanju provode se programi selektivne i indicirane prevencije problema u ponašanju djece i mladih, te program posttremanske podrške mladima nakon izlaska iz sustava alternativne skrbi ili nakon izvršenja odgojne mjere/zatvorske kazne u penalnim institucijama. Programe provodi tim stručnjaka, uz volontere vršnjake pomagače i osobne mentore, a cilj svih intervencija je jačanje zaštitnih čimbenika djeteta/mlade osobe, obitelji i zajednice, u skladu s potrebama i potencijalima svakog korisnika. Proveden je niz evaluacija i istraživanja čiji rezultati govore o visokom stupnju učinkovitosti intervencija, a program za djecu i mlade s problemima u ponašanju prepoznat je kao model program i diseminiran u drugim gradovima u Hrvatskoj.

**Ključne riječi:** civilno društvo, problemi u ponašanju, zaštitni čimbenici

#### **ABSTRACT**

Association MoSt is a civil society organization based in Split, which has been implementing programs aimed at children and young people with behavioral problems and their families since 1998. The Center for Support of Children and Youth with Behavioral Problems includes programs of selective and indicated prevention of behavioral problems, and the program of post-treatment support for young people after leaving the alternative care system or serving an educational measure / imprisonment in penitentiary institutions. The programs are implemented by a team of experts, together with volunteers – peer helpers and personal mentors, and the goal of all interventions is to strengthen the protective factors of the child / young person, family and communities, in accordance with the needs and potential of each beneficiary. A number of evaluations and research were conducted, the results of which show a high degree of effectiveness of the intervention, and the program for children and youth

with behavioral problems was recognized as a model program and disseminated in other cities in Croatia.

**Key words:** civil society, behavioral problems, protective factors



## CREATING AN "IN BETWEEN" TO RE-CONNECT YOUNG PEOPLE WITH THEMSELVES AND THE SOCIETY

Nele Steeno

De Wissel vzw, Tervuursevest 110, 3000 Leuven, Belgium

[nele.steen@wissel.be](mailto:nele.steen@wissel.be)

### **ABSTRACT**

Sometimes it needs time and space to discover what is important in life. By wandering between the passions of others, by meeting different people and learning to deal with them and the environment, young people get triggered again to become active participants of their life. "I have to" moves into "I want to, I desire".

**Gordana Berc, Tea Petruhar Zima, Marijana Majdak:**

# STUDENTS' BEHAVIOURAL PROBLEMS IN SCHOOLS: COOPERATION OF SCHOOL PROFESSIONAL ASSOCIATES WITH TEACHERS AND PUBLIC SERVICE ASSOCIATES

Gordana Berc

University of Zagreb, Faculty of Law, Department of social work, Hrvatska

[gordana.berc@pravo.hr](mailto:gordana.berc@pravo.hr)

Tea Petruhar Zima

Centre for social welfare Dubrava, Zagreb, Hrvatska

Marijana Majdak

University of Zagreb, Faculty of Law, Department of social work, Hrvatska

[marijana.majdak@pravo.hr](mailto:marijana.majdak@pravo.hr)

## ABSTRACT

The aim of the paper is to present the experiences of the school Professional Associates from Croatia about the cooperation between teachers and Professional Associates of public institutions and civic society organizations in working with students with behavioural problems. Research participants were Professional Associates of primary and secondary schools. Semi-structured interviews were conducted. The results show that Professional Associates are faced with different problems in students' behaviour on a daily basis. Participants reported that there is a good cooperation with teachers, but there are also experiences of insufficient teachers' understanding of the students with behavioural problems. They also stated that cooperation with public institutions and organizations should be more effective given the need for timely action, coordinated interventions and data exchange between sectors. There are examples of a good practice that indicate possibilities for positive changes, especially when motivated and competent Professional Associates are open for an additional engagement.

**Key words:** students' behavioural problems, school, professional associates, public institutions, NGOs

**Maja Malčić:**

## CENTAR ZA MLADE IZ ALTERNATIVNE SKRBI

## CENTER FOR YOUTH FROM ALTERNATIVE CARE

Maja Malčić, mag. psihologije

Udruga Igra, Sveti Duh 55/Ilica 5, 10000 Zagreb, Hrvatska

[maja.malcic@udrugaignra.hr](mailto:maja.malcic@udrugaignra.hr)

### SAŽETAK

Centar za mlade iz alternativne skrbi je prvi, kontinuirani i sveobuhvatni program čiji je cilj unaprijediti socijalnu uključenosti djece i mladih iz alternativne skrbi (mladih iz dječjih domova, odgojnih domova, odgojnih zavoda i udomiteljskih obitelji). Djelatnost Centra možemo podijeliti u tri glavna segmenta rada. Prvi segment je osnaživanje djece i mladih iz alternativne skrbi, drugi segment je osnaživanje stručnjaka, a treći istraživanja i zagovaračke aktivnosti. Na temelju opservacija stručnjaka Udruge Igra i evaluacija, primjećujemo kako se djeca i mladi uključeni u ovaj program lakše prilagođavaju na nove okolnosti, uspostavljaju bolje odnose s drugima, te su pripremljeniji za samostalan život.

**Ključne riječi:** djeca i mladi, alternativna skrbi, mladi u riziku, mladi koji napuštaju alternativnu skrb

### ABSTRACT

Centre for young people from alternative care is the first, long term and comprehensive program that aims to improve the level of social inclusion of children and young people from alternative care (children's care homes, correctional institutions or foster family). Centre consists of three main segments. The first one focuses on the empowerment of children and young people from alternative care; the second segment focuses on the empowerment of professionals and the third segment is focused on research and advocacy activities. According to the observations of the experts from Association Play and evaluation results, it can be noticed that children and young people who were involved in this program show faster and better adaptation to the new environment, they establish better relationships with other people and feel more prepared for independent life.

**Key words:** kids and young people, alternative care, youth at risk, care leavers