

SOBIVANJE BREZ NASILJA
—
**KAKO USPEŠNO POMAGATI
OTROKOM, MLADOSTNIKOM
IN ODRASLIM IZ VRTINCA
ČUSTVENIH IN VEDENJSKIH
TEŽAV?**

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UNAPRJEĐIVANJE PODRŠKE DJECI S EMOCIONALNIM I PONAŠAJNIM PROBLEMIMA U OBRAZOVNOM SUSTAVU: ISKUSTVA IZ HRVATSKE

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Abstrakt

Emocionalni i ponašajni problemi (EPP) obuhvaćaju širok spektar teškoća koje se manifestiraju kao internalizirani (npr. depresivnost, anksioznost) ili eksternalizirani (npr. nasilničko ponašanje) problemi, a nije ih moguće prevladati bez sveobuhvatnih stručnih intervencija koje su usklađene s potrebama djece i njihovih obitelji. Mogu biti posljedica razvojnog ili zdravstvenog statusa djeteta, karakteristika obiteljskog okruženja, ali i karakteristika sustava podrške djeci i njihovim obiteljima te širih društvenih okolnosti u kojima djeca rastu i razvijaju se. Djeca s EPP izložena su visokoj razini rizika socijalne isključenosti u mladosti i odrasloj dobi pa suvremena društva kontinuirano poduzimaju niz inicijativa kojima se nastoji pravodobno i stručno odgovoriti na potrebe ove marginalizirane skupine djece.

Ovo je izlaganje posvećeno prikazu tih inicijativa u Republici Hrvatskoj, s posebnim naglaskom na inicijative koje se poduzimaju u obrazovnom sustavu jer je upravo obrazovni sustav važan činitelj u zaštiti i zagovaranju prava djece. Radi se o sinergijskom djelovanju zakonodavnih, znanstvenih i stručnih inicijativa kojima je zajednički cilj unaprijediti sustav podrške obiteljima i djeci s EPP radi prevencije nepovoljnih ishoda njihovog daljnjeg razvoja. Zato će izlaganje obuhvatiti osvrt na prava ove djece u obrazovnom sustavu, najvažnije izazove u njihovoj realizaciji te prikaz novijih znanstveno utemeljenih programa podrške koji se recentno provode u Hrvatskoj.

Ključne riječi: djeca s emocionalnim i ponašajnim problemima, obrazovni sustav, prava djece, programi podrške

Abstract

Emotional and behavioural problems (EBP) involve a huge spectrum of difficulties that are manifested as internalized (e.g. depression, anxiety) or externalized (e.g. violent behaviour) problems. These problems require comprehensive expert interventions that are harmonised with needs of children and their families. The EBP may be a consequence of the developmental or health status of a child, characteristics of their family environment, and a consequence of characteristics of the system of support for children and their families and the wider social circumstances in which children grow and develop. Children with EBP are exposed to a high level of risk for social exclusion in youth and adulthood. That is why contemporary societies take a number of initiatives continuously, trying to respond to the needs of this marginalized group of children on a timely and professional manner.

This presentation is dedicated to the representation of these initiatives in the Republic of Croatia. Special attention is given to the initiatives that are taken in the educational system because the educational system is an important factor in the protection and advocacy for the rights of children. It is about the synergistic action of legislative, scientific and professional initiatives whose common goal is to improve the system of support for families and children with EBP in order to prevent adverse outcomes of their further development. Therefore, the presentation will include a review of the rights of those children in the educational system, of the most important challenges in their implementation, and an overview of recent science-based support programs that have been recently implemented in Croatia.

Key words: children with emotional and behavioural problems, educational system, children's rights, support programs

PREPOZNAVANJE IN OBVLADOVANJE NASILNEGA VEDENJA - WE NEED TO TALK ABOUT JANEZ(EK)!

DR. LEONIDA ZALOKAR
VZGOJNI ZAVOD PLANINA

Povzetek

Porast nasilja in destruktivnosti na nacionalni in svetovni ravni je že v preteklosti vzbujal pozornost tako strokovnjakov kot splošne javnosti in sprožil teoretske raziskave narave in vzrokov agresivnosti (Fromm, 1973).¹

Prevalenca osebnostnih motenj, psihopatije, nasilja namreč narašča, in seveda se kolektivi na področju vzgoje in izobraževanja tem pojavom ne moremo izogniti. Zastavlja pa se umestno vprašanje, na kakšen način se obravnavanja patologije v lastnih vrstah lotevamo.

Zato v prispevku v prvem delu obravnavamo pomembnost pravočasnega prepoznavanja simptomov patologije med zaposlenimi. Le osebe z ustreznimi osebnostnimi potezami, ki uspešno menegira samo sebe, bo lahko obvladovalo otroke in mladostnike z raznovrstnimi tipi in podtipi vedenjskih motenj s pridruženim nasilnim vedenjem, o čemer razpravljamo v drugem delu prispevka. Opozorimo tudi na poseben podtip vedenjskih motenj – *brezčutne neobčutljive poteze* - ki predstavljajo 1-2% med vedenjskimi motnjami. Terapevtsko neodzivni otroci z brezčutnimi-neobčutljivimi potezami in nasilnim vedenjem, terjajo posebne oblike pomoči ob vključitvi v specifične programe, ki jih v primerjavi z evropsko primerljivimi državami, v RS še ne poznamo. Zaradi narave svoje motnje z vključitvijo v klasične programe vzgoje in izobraževanja povzročajo ogromno škode in ogrožajo tako otroke kot vse zaposlene.

Ključne besede: Nasilje, psihopatija, osebnostne motnje, motnje vedenja, brezčutne neobčutljive poteze

¹ Nasilno vedenje, upad moralnih in etičnih vrednot se dnevno odvija pred našimi očmi, prav sedaj se zaradi suma spolnega nadlegovanja na naših fakultetah v laični in strokovni javnosti zastavlja vprašanje – *Kakšne osebnostne, značajske in intelektualne vrline morajo poosebljati profesorji, dekani in drugi kadri na položajih moči v Sloveniji* (Rebolj, 2021). Kar bi se v prvi vrsti morali vprašati vsi tisti, ki delamo na področju obravnave otrok in mladostnikov s posebnimi potrebami, torej z najranljivejšo populacijo otrok. Preden se lotevamo obravnave nasilnih otrok in mladostnikov, moramo najprej preveriti v kolektivu, ali vsi zaposleni posedujejo nujno potrebne osebnostne kvalitete.

Abstract

The increase in violence and destructiveness at national and global levels had already attracted in the past the attention of both experts and the general public, and triggered theoretical research into the nature and causes of aggression (Fromm, 1973)².

The prevalence of personality disorders, psychopathy and violence is on the rise, and collectives in the field of education of course cannot avoid these phenomena. However, the relevant question is how we approach the treatment of pathology among ourselves.

Therefore, in the first part of the paper the need to recognize pathology among employees is discussed. Only staff with appropriate personality traits, who are able to manage themselves, will be able to cope with children and adolescents with diverse subtypes of behavioral disorders with associated violent behavior, which is discussed in the second part of the paper. Moreover, a special subtype of behavioral disorder – *callous-unemotional traits* – is pointed out, which accounts for 1-2% of behavioral disorders. Therapeutically unresponsive children with callous-unemotional traits and violent behaviors require special forms of assistance along with inclusion in specific programs, which in comparison to the comparable European countries in the Republic of Slovenia are not yet known. Due to the nature of their disorder, when included in the regular education programs they cause great harm to both children and all employees.

Keywords: Violence, psychopathy, personality disorders, behavioral disorders, callous-unemotional traits

² Violent behavior, the decline of moral and ethical values is taking place before our eyes on a daily basis, and right now, due to the suspicion of sexual harassment at our faculties, the lay and professional public wonders about *What kind of personal virtues, qualities and intellectual strengths must be embodied in professors, deans and other staff in positions of power in Slovenia* (Rebolj, 2021). However, this question should be raised in the first place by all those who work in the field of treating children and adolescents with special needs, which means with the most vulnerable population of children. Before dealing with violent children and adolescents, we have to first check in the team whether all the employees possess the necessary personal qualities.

NOBODY IS NORMAL UP CLOSE

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Abstract

The title of this paper is based on Franco Basaglia' quote. Basaglia was an important Italian doctor and psychiatrist who, in the 1970s, wanted a specific Law (Law n. 180, 1978) which began the process of opening institutions to the territory and closing asylums, along with others Italian laws. Today in Italy the health and education of people with disabilities is guaranteed by the Welfare State and by the school open to each and every one (Law 104 of 1992).

Theories and principles.

Schools and social inclusion is the aim of many international documents and declarations: the Universal Declaration of Human Rights (1948), the Convention on the Rights of Children and Adolescents (1989), the Convention on the Rights of Persons with Disabilities (2006), which affirm the importance of organizing societies bearing in mind the needs of fragile and vulnerable people (disabled, young people and women), since this allows policies of reception, prevention, training and work for all.

We want to emphasize two interesting concepts: reasonable accommodation and sustainability. Reasonable accommodation is intended to point out the importance of hospitality and accessibility of educational environments, work and health services. The absence of architectural and communication barriers and prejudices is a goal to work on a lot, even in Italy. Not all groups, organizations and institutions are accessible for people with disabilities, not all environments (school, work, leisure) welcome and promote the participation of people with disabilities. What is declared by the Laws is not always realized. What is achieved is not always considered positive and valued by families, customers, educators and teachers.

The principle of sustainable development is stated in the 17 Goals for Sustainable Development of the UN Agenda 2030. It has been defined as development that meets the needs of the present without compromising the ability of future generations to meet their own needs.

We think that the idea of reasonable accommodation (the ability to affirm the rights and duties of all people from a perspective of equity and justice) and sustainability (harmonizing economic growth, social inclusion and environmental protection, building an inclusive and resilient future for people and planet) should become the Guidelines of the Governments of Nations.

Experience

The experience we present is the result of a ten-year collaboration between the Teaching of Special Pedagogy (Faculty of Education Sciences) of the Catholic University of the Sacred Heart in Milan and the Il Germoglio di Cassina De Pecchi Social Cooperative in Milan.

The collaboration was developed through the study of theoretical models useful for promoting the quality of life and the life project of people with disabilities and the reception in the University during some lessons (also online) of young adults of the Training Service Autonomy of the Il Germoglio Cooperative.

The experience collects the reflections present in the speeches of the students of the Special Pedagogy Courses of prof. Cairo M. at the Catholic University of the Sacred Heart in Milan and

Brescia and the reflections of the guests of the SFA of the Il Germoglio Social Cooperative of Cassina De Pecchi (Milan).

We have repeatedly made students and young people with disabilities meet in the classrooms of the University, trying to develop mutual knowledge, relationships and curiosity not towards clinical cases, but towards peer to peer experiences.

We gave the floor to young people with disabilities to tell their story and what they do.

The Power Point presents the SFA Service of the Il Germoglio Cooperative, a socio-educational service that has been working for years for the employment inclusion of young people with disabilities. Finally, a video (13) made together by the operators and guests of the Cooperative (with English subtitles) is shown.

PROBLEMATIKA PREPOZNAVANJA IN OBRAVNAVANJA ČUSTVENIH IN/ALI VEDENJSKIH TEŽAV V PREDŠOLSKEM OBDOBJU

TADEJA BELŠAK
CIRIUS KAMNIK

Povzetek

Za vsakega otroka je zgodnje obdobje eno ključnih v njegovem razvoju. V tem obdobju moramo pozorno spremljati spremembe, še posebej pa moramo biti pozorni na razvojna odstopanja. Slednje je še posebej pomembno, ker lahko primanjkljaje ob ustrezni strokovni pomoči omilimo ali celo odpravimo in s tem otroku omogočimo razvoj višjih funkcij in ustrezno delovanje v družini in izven nje.

Že v predšolskem obdobju lahko otroci razvijejo čustveno-vedenjske težave. Pomembno je, da ima otrok ob sebi odraslo osebo, ki mu pomaga premagovati izzive, ga spodbuja in vodi v pravo smer. To so lahko starši ali drugi pomembni (vzgojitelji), ki morajo tesno in kontinuirano sodelovati, kar pripomore k zgodnjem odkrivanju izstopajočega vedenja, da le-to ne preraste v težave ali motnje.

V članku se bomo osredotočili na pomembnost spremljanja otrokovega razvoja v predšolskem obdobju v povezavi z nastankom čustveno-vedenjskih težav. Pri tem bomo pozornost namenili predvsem dejavnikom za njihov nastanek in znakom, ki jih otrok s čustveno vedenjskimi težavami kaže. Najbolj pa nas bo zanimala strokovna obravnava otrok, pri katerih zaznamo dlje časa trajajoča pomembna odstopanja na področju vedenja in čustvovanja.

Ključne besede: predšolski otrok, čustveno-vedenjske težave, strokovna pomoč

Abstract

For every child the early period is one of the most important in his development. During this period, we must closely monitor changes and pay particular attention to developmental deviations. This is especially important because with appropriate professional help deficits can be mitigated or even eliminated thus enabling the child to develop higher functions and function properly inside and outside the family.

Even in the preschool period children can develop emotional-behavioral problems. It is important that the child has an adult with him who helps him overcome challenges, encourages him and leads him in the right direction. These can be parents or other important people (educators) who need to work closely and continuously together which helps in the early detection of outstanding behavior so that it does not escalate into problems or disorders.

In this article we will focus on the importance of monitoring child's development in the preschool period in connection with the emergence of emotional and/or behavioral problems. In doing so we will pay particular attention to the factors for their occurrence and the signs that a child with emotional and/or behavioral problems shows. We will be most interested in the professional treatment of children with detected long-term significant deviations in the field of behavior and emotions.

Key words: preschool child, emotional and/or behavioral problems, professional help

POMEN KOMUNIKACIJE Z UČENCI, KI IMAJO TEŽAVE V VEDENJU IN ČUSTOVANJU

GAJA KOLER
MLADINSKI DOM JARŠE

Povzetek

V pričujočem prispevku predstavimo pomen interakcijskega procesa in sopojavljanje številnih dejavnikov pri nastanku čustvenih in vedenjskih težav (od bioloških, psiholoških in socialnih kontekstov), kako se le-te kažejo v šolskem okolju in s katerimi izzivi v šoli se soočajo učenci, ki imajo težave v vedenju in čustvovanju. Šola lahko ob številnih okoliščinah rizičnih učencev predstavlja nezanemarljiv varovalni, vzdrževalni ali ogrožajoč dejavnik. Kot pomemben varovalni dejavnik in temelj strokovne obravnave učencev, ki izkazujejo odstopanja na področju vedenja in čustvovanja, predstavimo varen odnos med učencem in učiteljem, katerega pomemben element je tudi komunikacija. V prispevku posebno pozornost namenimo teoretični utemeljitvi pedagoške komunikacije, pomenu sporočil, ki jih učenci dnevno prejemajo od pomembnih oseb (tudi od pedagoških delavcev) in posledicah le-teh, ki pomembno zaznamujejo učenčevo doživljanje in funkcioniranje. Ob prepletu teoretičnih izhodišč podamo tudi nekaj konkretnih usmeritev za prenos strokovne in podporne pedagoške komunikacije v šolsko okolje.

Ključne besede: učenci, čustvene in vedenjske težave, komunikacija

Abstract

The paper presents the importance of interaction processes in the co-occurrence of many factors for the development of emotional and behavioural problems (from biological, psychological and social contexts), how they manifest in the school environment and thus challenges at-risk students. The school environment can act as an important protective factor, or in many cases take on the role of a maintenance or even a trigger for problems. The paper presents a safe relationship between the student and the teacher as an important protective factor and the basic professional treatment of at-risk students with a focus on professional and supportive pedagogical communications. From a theoretical point of view, we define professional and supportive pedagogical communications, the importance of messages that students receive daily from important people (including teachers) and the consequences of these messages. Along with the intertwining of theoretical starting points, we also give some concrete guidelines for the transfer of professional and supportive pedagogical communications in the school environment.

Keywords: students, emotional and behavioural problems, communication

TEŽAVE REŠUJEMO SPROTI

ALEKSANDRA LAMPRET SENČIČ
OŠ FRANJA MALGAJA ŠENTJUR

Povzetek

Na področju vzgoje in izobraževanja danes v ospredje postavljamo vseživljenjsko učenje, ki spremlja globalne spremembe sveta. Osnovne naloge šole postajajo učenje za življenje, učenje učenja, v zadnjem času se soočamo s spremembami zaradi epidemije. V članku spoznamo pomen razumevanja duševnih motenj ter vlogo družbe pri reševanju težav nasilja. Spoznamo, kako so učenci, strokovni delavci in starši pomembni pri reševanju težav otroka. Spremljanje izzivov pri soočanju s težavami učenca se odraža na področju individualnega razvoja vsakega posameznika. V tem članku so skozi prizmo spoznavanja sociatalnega in socialnega bivanja prikazane strategije reševanja konfliktnih situacij v razredu OŠ Franja Malgaja Šentjur, v oddelku prilagojenega programa. Mnoge izmed njih so prepoznane v polju šolstva, druge si še utirajo pot.

Ključne besede: reševanje težav, pojav nasilja, duševno zdravje

Abstract

The paradigm in the field of education is changing today. Lifelong learning accompanies global changes in the world. The basic tasks of the school are becoming learning for life, learning to learn, lately we are facing changes due to the epidemic. In this article, we learn about the importance of understanding mental disorders and the role of society in solving problems of violence. We learn how important are pupils, professionals and parents in solving a child's problems. Monitoring the challenges in dealing with the child's problems, reflection can be seen at the individual development of each child himself. In this article, through the prism of learning about social and social existence, strategies for resolving conflict situations between children with disabilities of the Franjo Malgaj Šentjur Primary school, are presented. Many of the methods for resolving conflict situations are recognized, others are still making their way.

Key words. Problem solving, existence of violence, mental health

PRAVLJICA O JULIJI IN ROMEU

MELITA BEZJAK
ZUDV DORNAVA

Povzetek

Prispevek bo namenjen predstavitvi vizije dela z otroci in mladostniki s težjo in težko motnjo v duševnem razvoju in z dodatnimi čustvenimi in vedenjskimi težavami. Poudarek bo na tistih posameznikih, ki imajo razen omenjenih težav še dodatno težave v duševnem zdravju, avtistično motnjo ali/in dolgotrajno bolezensko stanje.

Gre torej za posameznike, ki imajo več hkratnih težav na več področjih (v nadaljevanju: kombinirana motnja), posebej pa izstopa problem izjemno hude oblike agresivnega vedenja s težkimi posledicami za njih in za okolje. Gre za posameznike, pri katerih odpade večina pristopov in metod dela ter pri katerih medikamentozna terapija ne deluje po pričakovanjih. Gre za posameznike, ki ne razumejo ne sebe in ne okolja okrog sebe. To so posamezniki, ki ne sodijo nikamor in ki v Sloveniji tudi nimajo ustrezne namestitve, obravnave ali programa. V začetnem delu prispevka bosta opisana dva resnična posameznika, ki bivata v naši ustanovi. V drugem delu pa bo opisana vizija obravnave in način življenja, ki bi ga ta posameznika potrebovala.

Ključne besede: čustvene in vedenjske težave, agresivno vedenje, kombinirana motnja

Abstract

The purpose of this article is to present a vision of dealing with children and adolescents with severe and profound mental disabilities in additional emotional and behavioral challenges.

Focus will be on those persons with problems on many areas at the same time; mental health issues, autism and/or specific longterm health condition (combined disorders).

Majority of this individuals demonstrate extremely aggressive behaviour which has severe consequences for them and for everyone around them. These individuals has not shown significant improvements with usual methods, approaches or drug therapies. These individuals has hard time understanding themselves or the environment they live in. These individuals do not belong anywhere and there is no proper institution, care or program for them in Slovenia.

First part of an article will describe two real individuals living in our institution. And the other part will describe a vision of proper treatment, care and accommodation most suitable for those two individuals.

Key words: emotional and behavioral problems, aggressive behavior, combined disorders

UČILNICA - ZIBELKA SOCIALIZACIJE

TANJA TONEJC
OŠ GUSTAVA ŠILIHA MARIBOR

Povzetek

Na učenčevo vedenje vpliva domače primarno okolje, družbeno okolje in šola. V šoli učenci preživijo zelo veliko časa. Ta čas lahko zraven pridobivanja temeljev za bralno razumevanje in matematične veščine ipd., izkoristimo tudi za učenje veščin sprejemljivega socialnega vedenja. Tematika vedenja učencev je vedno bolj aktualna in tega se zavedajo tako ravnatelji in učitelji, kot tudi starši. Šola ni samo prostor, v katerem učenci osvajajo znanja, spretnosti in navade, ampak se v njem odvija tudi socializacija učencev. V taki šoli pa učitelj ni samo posredovalec znanj, režiser pouka in učnega procesa, pač pa pozornost obrača tudi v druga vprašanja dela in razvoja učencev. Učitelji lahko s pravim pristopom že med samimi urami vsakdanjega pouka ali med posebnimi urami, ki jih namenijo učenju socializacije, z učenci urijo prosocialno in konstruktivno vedenje. Ugotoviti moramo, kaj vpliva na učenca, da se obnaša tako, kot se. Učilnica je torej prostor, ki je bolj kot katerokoli okolje kasneje primeren za oblikovanje socialnega vedenja, ki je sprejemljivo v družbi. Tako učenje je spontano, učenci se niti ne zavedajo, da se skozi posamezne igre učijo. Kadarkoli kasneje se že pojavijo predsodki in se vsaka vedenjska terapija tabuizira. Predstavljenih je nekaj primerov, ki so se pokazali kot uspešni za oblikovanje socialno sprejemljivega vedenja učencev.

Ključne besede: šola, sprejemljivo vedenje, vpliv šole, dejavnosti

Abstract

The pupil's behavior is influenced by the primary home environment, social environment and the school. In school besides acquiring foundation for understanding of reading and mathematical skills etc., we can seize the time for teaching the skills of acceptable social behavior. The topic about pupil's behavior comes forth more and more often and the principals as well as teachers and parents are more aware of it. The school is not just a place of acquiring knowledge, experience and habits, but also plays an important role in pupil's socialization. In such environment the teacher is not only a person of transferring knowledge, directing of class and teaching process, but drives the focus of attention also to other fields of pupils work and development. With the right approach, the teachers are able to encourage prosocial and constructive behavior already during regular classes or also during special classes, devoted to social education. We need to explore the root causes of the pupil's behavior. The classroom is therefore the most appropriate place, where the social behavior is being shaped, more than any other environment after the school period. Such teaching is spontaneous, the pupils are even not aware of the teaching process, which takes place through individual games and activities. After the school period, the prejudices start to occur and every behavior therapy is already being tabooed. In this article, some examples are introduced, which proved to be effective in praxis for improving socially acceptable behavior.

Key words: school, acceptable behavior, effect of teaching, activities

IZZIVI SOCIALNEGA PRILAGAJANJA IN PRILAGODITVENEGA VEDENJA OTROK S SLEPOTO IN SLABOVIDNOSTJO

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Povzetek

Raziskave in praksa dela z otroki s slepoto in slabovidnostjo kažejo na to, da je področje socialnega prilagajanja oz. samo prilagoditveno vedenje pri otrocih s slepoto in slabovidnostjo eno najšibkejših področij razvoja in še ni v celoti raziskano ter pojasnjeno. Ena izmed omejitev je tudi majhnost populacije oseb s slepoto in slabovidnostjo znotraj skupine oseb s posebnimi potrebami.

V prispevku predstavljamo nekatere vidike socialnega prilagajanja in prilagoditvenega vedenja otrok s slepoto in slabovidnostjo, ki so bili zajeti v več raziskavah, pri čemer raziskave niso proučevale otrok s CVI.

Posebej izpostavljam uporabnost dveh merskih instrumentov za ocenjevanje socialnega prilagajanja in prilagoditvenega vedenja pri otrocih s slepoto in slabovidnostjo, to sta: Strengths and Difficulties Questionnaire – SDQ ter Adaptive Behavior Assessment System™ Third Edition - ABASTM-3.

Ključne besede: otroci s slepoto in slabovidnostjo, socialno prilagajanje, prilagoditveno vedenje

Abstract

Research and practice of working with blind and partially sighted children show that social adjustment or the adaptive behavior itself is one of the weakest fields of development for blind and partially sighted children, and is also not fully researched or explained. One of its constraints is the small population of the blind and partially sighted within the group of special needs people.

This article presents some aspects of social adjustment and adaptive behavior of blind and partially sighted children that were included in several studies, where the latter did not focus on children with CVI.

What shows as particularly useful for the evaluation of social adjustment and adaptive behavior in blind and partially sighted children are the following two measuring instruments: Strengths and Difficulties Questionnaire – SDQ and Adaptive Behavior Assessment System™ Third Edition - ABASTM-3.

Key words: blind and partially sighted children, social adjustment, adaptive behavior

UČINKI TRILETNE UPORABE ELEMENTOV NTC SISTEMA UČENJA PRI DELU Z GLUHIMI IN NAGLUŠNIMI UČENCI V STAREJŠEM ŠOLSLEM OBDOBJU

MILENA MEŠTEROVIĆ MANIĆ

SPECIJALNA ŠKOLA SA DOMOM UČENIKA BUBANJ, NIŠ, SRBIJA

Povzetek

Elemente NTC sistema, uporabljane v rednem sistemu izobraževanja ob določenih popravkih uporabljava pri delu z gluhihimi otroki, vse to s ciljem visoke kakovosti pouka in premagovanja težav pri izvajanju pouka, ki jih povzročata abstraktnost učnih vsebin po eni in specifičnost gluhe osebnosti po drugi strani. Zajeti so gluhi učenci višjih razredov osnovne šole in učenci srednjih šol.

Gluhost in jezični primanjkljaj vplivata na pomnjenje oziroma selektivno prizadeneta neke vidike pomnjenja pa imamo pri gluhih osebah slabše pomnjenje: verbalnega, logičnega, odloženega ali dolgotrajno zapomnjenega materiala.

Gluho osebnost označujejo omejena zanimanja in nizka stopnja motivacije; inertnost; rigidnost v razmišljanju; pomanjkanje samozavesti in občutek manjvrednosti.

NTC sistem učenja je specializirani akreditirani program za izobraževanje otrok, zasnovan na podlagi sodobnih znanstvenih odkritij s področij nevrološke znanosti in pedagogike. Cilj njegove uporabe je razvoj ustvarjalnosti in funkcionalnega znanja pri otrocih.

Triletna stalna uporaba prilagojenih elementov NTC sistema učenja pri izvajanju pouka učencev z okvarami sluha je pokazala, da ima izjemno vrednost, ker omogoča stimulacijo učencev k delu in učenju, prispeva k razvoju in bogatenju besedišča, pridobivanju samozavesti in k bolj spontanemu vedenju, povečuje kakovost in trajnost znanja, izboljšuje dolgotrajno pomnjenje, stimulira intelektualni razvoj učencev.

Ključne besede: gluhi in naglušni učenci, NTC sistem učenja, intelektualni razvoj učencev

POZITIVNA VEDENJSKA PODPORA V CUDV DRAGA

ROK USENIK, ŠPELA BYRNE, MATEJ PELICON, ANITA OSTREŽ, BARBARA HEGEDÜŠ,
TATJANA POPOVIĆ
CUDV DRAGA

Povzetek

V prispevku govorimo o otrocih, mladostnikih in odraslih osebah do 26. leta starosti z zmernimi, težjimi in težkimi motnjami v duševnem razvoju in dodatnimi težjimi čustvenimi in vedenjskimi motnjami.

Predstavimo teoretične osnove, pozitivno vedenjsko podporo, sistemsko urejenost področja (zakonsko, kadrovske), število incidentov v letu 2020 in predloge za rešitve.

V CUDV Draga že mnogo let delamo z otroki, mladostniki in odraslimi s težjimi čustveno vedenjskimi motnjami in iščemo ter razvijamo različne metode za zmanjševanje vedenjskih težav, s katerimi se soočamo vsakodnevno.

V prispevku razložimo program pozitivne podpore. Kljub pozitivni vedenjski podpori so nekateri posamezniki še vedno zelo ogrožajoči zase, za druge učence in za zaposlene. Predlagamo in opišemo delovanje načrtovane specializirane enote za otroke in mladostnike s težjimi vedenjskimi motnjami.

Osnovni pogoj za zmanjšanje vedenjskih motenj in izboljšanje kvalitete življenja je zadostno število usposobljenega kadra, ki omogoča varnost in s tem zmanjšanje medikamentozne terapije, minimalne uporabe PVU ter izvajanje programa Pozitivne podpore.

V CUDV Draga želimo zagotavljati dostojno in kvalitetno življenje za vse naše učence, ne glede na čustvene in vedenjske motnje, kar je njihova pravica in naša skupna dolžnost.

Ključne besede: vedenjske motnje, motnje v duševnem razvoju, pozitivna vedenjska podpora, posebni varovalni ukrepi, varovani oddelki

Abstract

In this article we talk about children, adolescents and adults up to 26 years, with moderate, severe and profound intellectual disabilities and with severe emotional and behavioral disorders. We present the theoretical foundations, Positive support program, systemic foundations (legal, staff), the number of incidents in 2020 and suggestions for solutions.

At CUDV Draga, we have been working for many years with children, adolescents and adults with severe emotional and behavioral disorders, and we are using and developing various methods to reduce the behavioral problems we face on a daily basis.

We explain the Positive Support program and the methods we use. Despite Positive Behavioral Support, some individuals are still very threatening to themselves, other users and workers. We propose and describe functioning of the Specialized Unit for Children and Adolescents with Severe Behavioral Disorders.

The basis for reducing behavioral disorders and improving the quality of life is a sufficient number of staff, which enables safety and reduction of medication, minimal use of restrictive measures and the implementation of the Positive Support program.

At CUDV Draga, we want to ensure a decent and quality life for all our users, regardless of emotional and behavioral disorders, which is their right and our common duty.

Key words: behavioral disorders, intellectual disabilities, positive behavioral support, restrictive measures, protected wards

TOGETHER WE ARE STRONGER – COOPERATE TO ACHIEVE WELLNESS

SARA SANTANGELO, LUCA TORRIANI
COOPERATIVA IMPAROLE, MILANO, ITALIA

Abstract

The purpose of our intervention is to show how Imparole works in close cooperation with families and schools, always putting the child at the center. The method we work with, based on the SECEM approach, is built on the idea of emotional and ecological structural cognitive modifiability, starting from the principles of the Feuerstein method. Our presentation will focus on the analysis of two aspects of Imparole: collaboration with the school on the one hand and collaboration with families on the other. A fundamental tool that accompanies our work is the *digital platform*: programmed starting from a Moodle platform, this platform allows the creation of shared spaces between therapists, families and schools, in which it is possible to upload video lessons, interactive exercises and material for shared use. Imparole supports schools and families in drafting the new IEP. The presentation will also show the methodologies used by the various specialists in carrying out the online therapies. An important focus will be directed precisely on online therapies, with the pros and cons.

SOCIALNOPEDAGOŠKO OCENJEVANJE POTREB OTROK IN MLADOSTNIKOV S ČUSTVENIMI IN VEDENJSKIMI TEŽAVAMI ALI MOTNJAMI

EVA BREZNIK
MLADINSKI DOM JARŠE

Povzetek

V prispevku predstavim proces socialnopedagoškega ocenjevanja kot ključen korak v načrtovanju dela z otroki/mladostniki, ki se soočajo s težavami ali motnjami na področju vedenja in/ali čustvovanja ter njihovimi družinami. Izpostavim dilemo poimenovanja procesa ocenjevanja in opišem značilnosti socialnopedagoškega ocenjevanja, rekonstruktivne analize življenjskih zgodb ter predstavim koncept sodelovalnega ocenjevanja in interveniranja. V drugem delu opišem primer dobre prakse in predstavim na kakšen način sama uporabljam model sodelovalnega ocenjevanja in interveniranja.

Ključne besede: Socialnopedagoško ocenjevanje, rekonstruktivna analiza življenjskih zgodb, sodelovalno ocenjevanje in interveniranje.

Abstract

This paper presents social pedagogical assessment as a key phase in planning the work with children and adolescents facing emotional or behavioural issues or disorders, and their families. The paper highlights the dilemma of naming the evaluation process, describes the features of the social pedagogical assessment and reconstructive analysis of life stories, and presents the concept of collaborative assessment and intervention. The second part of the paper focuses on good practice and my use of the concept of collaborative assessment and intervention.

Key words: Social pedagogical assessment, reconstructive analysis of life stories, concept of collaborative assessment and intervention

POZITIVNA DISCIPLINA IN UČENCI S ČUSTVENO-VEDENJSKIMI TEŽAVAMI/MOTNJAMI

BARBARA FERŠ
OŠ GUSTAVA ŠILHA MARIBOR

Povzetek

V prispevku želim predstaviti svoje izkušnje pri poučevanju učencev s čustveno-vedenjskimi težavami s pomočjo pozitivne discipline.

Čustveno-vedenjske motnje zajemajo širok spekter neustreznih vedenj in se pojavljajo v različnih oblikah in težavnostnih stopnjah.

Zato v svojem prispevku ne bom ločevala učencev s težavami in učencev z motnjami, prav tako ne učencev z odločbo o usmeritvi in tistih brez nje. Z besedno zvezo učenci s čustveno-vedenjskimi motnjami bom zajela vse tiste, ki izstopajo iz povprečja in nam učiteljem povzročajo »težave«.

Za uspeh pri delu z učenci s čustveno-vedenjskimi motnjami ni recepta. Tako kot se razlikujejo učenci s svojimi težavami med seboj, smo tudi učitelji različni. Vsak na svoj način sprejema in rešuje nastale težave.

Obstajajo pa smernice in priporočila, ki so nam učiteljem v pomoč pri delu s temi učenci.

Izpostavila bom nekaj strategij, ki sem jih sama preizkusila in so učinkovite tako za učitelja, učenca s težavami in razredno skupnost.

Pozitivni pristop – sprejetje učenca

Postavljanje pravil in doslednost njihovega upoštevanja

Pohvala in kritika

Razredni sestanki

Timski pristop

Ključne besede: učenci s čustveno-vedenjskimi težavami, neprimerno vedenje, pozitivna disciplina, pohvala, sodelovanje

Summary

In the article I present my experience in teaching students with emotional and behavioural difficulties with help of positive discipline. Emotional and behavioural difficulties are a spectre of unacceptable behaviours that occur in different settings and in different stages.

With the term behavioural and emotional difficulties, I have in mind all the students that stand out from the average and are causing "troubles".

There is no recipe to successful work with such students. Every student is different and so are their teachers. Every one accepts and deals with problems with their own way.

However, there are certain guidelines and strategies that help teachers.

I present some strategies that I tested myself and are useful for teachers, for students with behavioural and emotional difficulties and for the class community.

Positive discipline – accepting a student

Setting rules

Praise and critique

Class meetings

Teamwork

Key words: students with behavioural and emotional difficulties, unacceptable behaviour, positive discipline, praise, teamwork

DRUGAČNO UČENJE SLOVENŠČINE MED GIBANJEM Z UČENCI S ČUSTVENIMI IN VEDENJSKIMI TEŽAVAMI

KATARINA FEKONJA
OŠ BOROVNICA

Povzetek

Pri poučevanju slovenščine v osnovni šoli imamo učitelji znotraj manjših učnih skupin pogosto vključenih veliko učencev, ki potrebujejo dodatno strokovno pomoč ter imajo čustvene in vedenjske težave. Ti učenci prihajajo iz različnih oddelkov, kar pogosto privede do novega vzpostavljanja moči posameznikov v taki učni skupini, večinoma pa so ta vzpostavljanja moči povezana z nezaželenim vedenjem, kot so nastopaštvo, agresija, neprimerna vprašanja, klovnovstvo ipd., kar privede do motenja pouka. Delo v taki skupini zahteva od učitelja več pozornosti pri izbiri učnih metod. Ti učenci pogosto niso notranje motivirani za pomnjenje njim nepomembnih podatkov, kar učitelji večinoma označimo za pomanjkanje koncentracije in pozornosti. Na podlagi tega sem razmišljala, kako bi lahko učenje v taki učni skupini povezala s prijetno in drugačno izkušnjo, s katero bi si učenci lažje zapomnili "suhoparno" učno snov ter bi bili pri pouku bolj motivirani, pouk pa bi tako potekal z manj motnjami. Na podlagi teorije, da več čutil, ko uporabljamo, bolje se ustvarjajo povezave med živčnimi celicami in centri, sem se pri urah slovenščine odločila za izvedbo učenja med gibanjem, saj je med tako dejavnostjo povezanih več čutil, prav tako pa se razbremeni napetost učencev, ki s težavo spremljajo pouk sedeč v šolski klopi. Gibanje namreč spodbuja dotok kisika v možgane, poveča pozornost, izboljša shranjevanje informacij z osebno izkušnjo, v našem primeru sintezo podatkov med gibalnimi igrami, ter omogoči učencem, da se izrazijo tudi na drugačne načine, kar pripomore k boljšemu sobivanju. Učne ure z gibanjem sem izvedla pri urah slovenščine, in sicer v manjši učni skupini v sedmem razredu. Pri učni uri sem z učenci izvedla štiri naloge, ki so od njih zahtevale, da so se povezovali v različne skupine in ponavljali učno snov med gibanjem. Učenci so se med učnim procesom gibali, kar jih je dodatno motiviralo za delo, poleg tega so med seboj sodelovali in so drug drugemu pomagali.

Ključne besede: učenje med gibanjem, pozornost, sodelovanje, ustvarjalnost

Abstract

When teaching Slovenian language in primary school within smaller groups, teachers often work with several pupils who need additional professional help and express emotional and behavioral problems. These pupils originally come from different school classes, which often leads to the re-establishment of the power between individuals within a smaller study group. Frequently, the establishment of the power is related to undesirable behaviors, such as acting out, aggression, asking inappropriate questions, clowning, etc. and often leads to disruption of lessons. Teaching in such a group requires a teacher to more carefully choose the teaching methods. These pupils are often not internally motivated to memorize data, that do not seem important to them, which teachers mostly label as a lack of concentration and attention. Based on this observation, I considered possible ways to connect learning with a pleasant and different kind of experience, that would make it easier for pupils to memorize "uninteresting" learning content while being more motivated and less distracting during lessons. Based on a theory, that the more senses we use, the more connections are established between nerve cells and centers, I decided to carry out learning with movement during the lessons of Slovene language. During such an activity, different senses are connected, while the tension of pupils, who have difficulty attending lessons sitting behind a school desk, is relieved. Movement stimulates the flow of oxygen into the brain, increases attention, improves the storage of information through personal experience, in our case the synthesis of data during movement games, as well as allows pupils to express themselves in different ways, which also contributes to a better coexistence. I carried out learning with movement during the lessons of Slovenian language, namely in a smaller study group of pupils in the seventh grade. During the lessons, I performed four tasks, which required the pupils to connect with each other within different groups and to consolidate the knowledge during movement. The pupils moved during the learning process, which further motivated them for school work, while cooperating and helping each other.

Key words: learning in motion, attention, cooperation, creativity

RAZVIJANJE SOČUTJA IN PREPREČEVANJE NASILJA S POMOČJO GLASBE IN GIBANJA

NATAŠA BABIČ

OŠ ANGELA BESEDNJAKA MARIBOR

Povzetek

Na OŠ Angela Besednjaka Maribor šesto šolsko leto izvajamo projekt Z glasbo in gibanjem do boljših odnosov. Uporabljamo metodo biodanze za otroke, s katero učenci razvijajo čustveni razvoj, socialno integracijo, gibalni razvoj in neverbalno komunikacijo.

Metoda temelji na skrbno izbranih in empirično preverjenih vajah in glasbi ter obsežnem teoretičnem ozadju. Delamo po vzgledu nemške Šole za sočutje - Tanzpro.

Osnovana je na povezovanju in sodelovanju, zato omogoča vključevanje, sprejemanje in spoštovanje manj priljubljenih otrok, otrok s čustvenimi težavami in z nekonstruktivnim vedenjem v oddelčno skupnost.

Hkrati razvijamo čustveno inteligenco s poudarkom na sočutju, skrbi za drugega, nežnosti, pripravljenosti pomagati, izražanju, spoštovanju, samospoštovanju in samozavesti.

Neverbalna komunikacija omogoča, da učenci med seboj komunicirajo s pogledi, kretnjami, telesnim izražanjem in dotikom. Bistvena člena sta gibanje, ki zajema ritem, sinergijo, ravnotežje, gibčnost in čustveno-motorično koordinacijo, ter načrtno izbrana glasba, ki vzbudita na doživljajskem nivoju povezovalni moment s samim seboj in z drugimi.

Ure izvajamo razredničarke in specialna pedagoginja. Sestavljene so iz verbalnega in neverbalnega dela. V času epidemiološke situacije izvajamo le individualne vaje.

Pri učencih se opazi povečano povezovanje, občutljivost drug do drugega, skrb za drugega, izkazovanje nežnosti, življenje v situacije, sodelovalnost in izraznost.

Ključne besede: biodanza za otroke, glasba, gibanje, sočutje, vključevanje

Abstract

At the Angel Besednjak Primary School in Maribor, we are implementing the project With Music and Movement towards Better Relationships for the sixth year. We use the biodanza method for children as a tool for pupils to advance their emotional development, social integration, motor development and non-verbal communication.

The method is based on carefully selected and empirically verified exercises and music, as well as an extensive theoretical background. We follow the example of the German School of Empathy - Tanzpro.

It is based on integration and cooperation, thus facilitating acceptance and respect for less accepted children, children with emotional and behavior problems, and their inclusion.

At the same time, we develop emotional intelligence with an emphasis on empathy, care for others, tenderness, willingness to help, expression, respect, self-esteem, and self-confidence. Nonverbal communication allows children to communicate with each other through eye contact, gestures, body expression, and touch. The essential elements are: a movement and specifically selected music, that both cause at an experiential level a connection with self and others.

Classes are taught by class teachers and a special pedagogue. They consist of verbal and nonverbal work. During the epidemiological situation, we perform only individual exercises. Pupils show increased connection, sensitivity to each other, caring for others, showing tenderness, situational empathy, cooperation and expression.

Keywords: biodanza for children, empathy, inclusion, movement, music

JOGA ZA OSEBE S POSEBNIMI POTREBAMI

ALENKA VIDGAJ

OSNOVNA ŠOLA LITIJA, PODRUŽNICA S PRILAGOJENIM PROGRAMOM

Povzetek

Priljubljenost joge narašča, saj je primerna za vsakogar, ne glede na telesno pripravljenost. Z jogo v življenje vnašamo mir in harmonijo, ker poleg telesnih vaj vključuje tudi tehnike sproščanja, tehnike dihanja in meditacijo. Joga lahko občutno izboljša kakovost življenja oseb s posebnimi potrebami. Zaradi svojih ovir se pogosto težje vključujejo v organizirane vadbe v svojem okolju, zato so za tovrstno vadbo prikrajšani. Vadbo joge lahko prilagodimo različnim starostnim skupinam, vrstam motnje ter potrebam posameznika. Tako lahko omogočimo osebam s posebnimi potrebami možnosti, da uživajo vrsto koristi, ki jih joga prinaša: ohranjanje zdravja, boljše počutje, krepitev samozavesti, umirjenost, izboljšanje telesne drža, krepitev telesne moči, izboljšanje gibljivosti, čustveno ravnovesje,... Jogo lahko vključimo v pouk, interesno dejavnost, izbirni predmet. Z vključevanjem joge v različne aktivnosti omogočamo osebam s posebnimi potrebami lažje soočanje s čustvenimi izzivi ter dnevnimi napori.

Ključne besede: osebe s posebnimi potrebami, joga, koristi vadbe, čustveno ravnovesje

Abstract

The popularity of yoga is growing as it is suitable for everyone, regardless of fitness. With yoga, we bring peace and harmony to life, because in addition to physical exercises, it also includes relaxation techniques, breathing techniques and meditation. Yoga can significantly improve the quality of life of people with special needs. Because of their barriers, they often find it harder to engage in organized exercise in their environment, so they are disadvantaged for this type of exercise. Yoga practice can be adapted to different age groups, types of disorder and the needs of the individual. Thus, we can give people with special needs the opportunity to enjoy the range of benefits that yoga brings: maintaining health, well-being, strengthening self-confidence, calmness, improving posture, strengthening physical strength, improving mobility, emotional balance, .. Yoga can be included in lessons, extracurricular activities, electives. By including yoga in various activities, we enable people with special needs to more easily cope with emotional challenges and daily efforts.

Keywords: people with special needs, yoga, benefits of exercise, emotional balance

POMOČ MLADOSTNIKOM, KI UPORABLJAJO DROGE

KARMEN MIHELČIČ
VIZ VIŠNJA GORA

Povzetek

V vzgojno izobraževalnem zavodu Višnja Gora postaja uporaba drog in odvisnost med mladostniki problem, ki zahteva vso našo pozornost in energijo. Sistemske spremembe, ki so se zgodile v maju 2019, so nam prinesle v trajno obravnavo mladostnike, ki so globoko v drogi. Za opis situacije s katero se soočamo, se bomo seznanili z dejstvi o drogah, med katerimi najbolj izstopa normalizacija. Za ilustracijo teme prispevka se bomo preselili v Maribor, kjer je nastala subkultura, ki proizvaja nove mladoletne odvisnike. Dinamika, ki poganja kolesje odvisnosti, bo predstavljena skozi prizmo transakcijske analize, kjer bo našo pozornost pritegnila igra narkomanov zadet in ponosen. Pogledali bomo tudi načine pomoči v VIZ VG mladostnikom, ki uporabljajo droge in z naraščanjem problematike žal nemalokrat spominjajo na improvizacijo. V zaključku bomo pogledali katere spremembe bi bile najbolj dobrodošle pri učinkoviti obravnavi mladih uporabnikov drog.

Ključne besede: droge, mladostniki, zgodnja obravnavna, čustvene in vedenjske motnje

VPLIV MEDIJEV NA NASILNO VEDENJE OTROK

IVANA PAVLOVIĆ
CKSG PORTOROŽ

Povzetek

V današnjem svetu so nasilne slike in prizori dostopni lažje kot kadar koli prej, obseg nasilja, ki ga mediji prikazujejo pa so bistveno preveliki. Nasilne prizore prikazujejo filmi, oglasi, oddaje, video igrice ter internet. Pri otrocih je nasilno vedenje lahko rezultat slabih življenjskih pogojev, zlorabe v družini, pomanjkanje starševske pozornosti ter izpostavljenosti nasilnim medijskim vsebinam. Otroci in mladi so v obdobju formiranja lastne identitete bolj dojemljivi za vpliv okolja zaradi tega odgovore na svoja vprašanja iščejo tudi pri medijih.

V znanosti velja splošno mnenje o nezdravih učinkih nasilja v medijih. Med pomembnimi so: visoka stopnja asocialnega vedenja, sprejemanje nasilja kot rešitev za probleme, dvig sovražnosti do drugih ter neobčutljivost za nasilje. Izpostavljenost nasilnim vsebinam pri otrocih pogosto izzove strahove.

Na področju vpliva nasilnih vsebin na otroke je bilo izvedenih več kot 3000 raziskav, večina od njih je posredovala zgolj domnevne ugotovitve. Ne glede na to so znanstveniki enotni pri tem, da prekomerna izpostavljenost otrok medijskemu nasilju ima negativne posledice v fizičnem, psihičnem in moralnem smislu.

Ker obstajajo številni negativni učinki, ki se pojavijo kot posledica izpostavljenosti nasilnim vsebinam, so danes ključni pristopi za omejevanje in zmanjševanje teh učinkov.

Ključne besede: mediji / nasilje / medijsko nasilje

OPOLNOMOČENJE STROKOVNIH DELAVCEV ZA DELO Z OTROKI S ČUSTVENIMI IN VEDENJSKIMI MOTNJAMI

LEA KOSMAČ
VRTEC TRŽIČ

Povzetek

Otrok s čustvenimi in vedenjskimi motnjami je vse več, njihove potrebe pa postajajo vse bolj raznolike in zahtevne. Področje ravno zaradi intenzitete sprememb potrebuje vse več novih pristopov in izboljšav, ob tem pa prepogosto pozabimo, da moramo najprej opolnomočiti strokovne delavce, poskrbeti za to, da bodo strokovno podkovani, hkrati pa se bodo znali spopadati s stresom, ki ga delo z otroki, ki imajo čustvene in vedenjske težave prinaša. V prispevku smo podrobneje predstavili pomen opolnomočenja strokovnih delavcev za uspešno delo in napredek na omenjenem področju, ugotovitve pa podkrepili s primerom dobre prakse vrtca Tržič.

Ključne besede: Čustvene in vedenjske motnje, opolnomočenje strokovnih delavcev, specialni pedagog, spopadanje s stresom

Abstract

There are more and more children with emotional and behavioral disorders, and their needs are becoming more diverse and demanding. Precisely because of the intensity of change, the field needs new approaches and improvements, and all too often we forget that we must first empower the people who work with them, make sure they are professionally trained, and at the same time be able to cope with the stress that working with children who have emotional and behavioral problems brings. In this article, we presented the importance of empowering professionals for successful work and progress in this area, and supported the findings with an example of good practice in kindergarten Tržič.

Key words: Emotional and behavioral disorders, empowering professionals, special pedagogue, coping with stress

KARIERNI RAZVOJ MLADIH S ČUSTVENIMI IN VEDENJSKIMI MOTNJAMI (V LUČI PROJEKTA PREHOD MLADIH)

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ŠENTPRIMA

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ZDRUŽENJE IZVAJALCEV ZAPOSLOTVENE REHABILITACIJE V RS - ZIZRS

Povzetek

V okviru projekta Prehod mladih že četrto leto pomagamo mladim s posebnimi potrebami pri prehajanju med različnimi nivoji v izobraževalnem sistemu in med izobraževalnimi zavodi ter kasneje na trg dela. Osrednja storitev Prehoda je zagotavljanje podpore pri karierni usmeritvi ter ustvarjanje priložnosti za pridobivanje pozitivnih delovnih in socialnih izkušenj, ki so kasneje v pomoč pri prehodu na trg dela. Prehod med različnimi izobraževalnimi ustanovami in kasneje v sistem zaposlovanja, je za večino mladih zahteven, še posebej za mlade s posebnimi potrebami. Pomanjkanje pozitivnih socialnih in delovnih izkušenj, manj priložnosti za razvoj strategij pomembnih za spoprijemanje s socialnimi situacijami in kasnejšimi zahtevami delodajalcev, slaba informiranost o skritem trgu dela, ki je pripravljen na vključevanje otrok s posebnimi potrebami ter pomankljive informacije o organizirani strokovni podpori za vključevanje na trg dela, so le nekateri izmed dejavnikov, ki otežuje kasnejši uspešen prehod mladih s posebnimi potrebami. Mladi s čustveno vedenjskimi motnjami v projektu Prehod mladih predstavljajo 6% delež vseh vključenih v projekt in svojevrsten izziv. Iz prvih izkušenj Prehoda lahko potrdimo, da se čustveno vedenjske motnje velikokrat pridružijo drugim motnjam, kot npr. govorno jezikovni motnji, spektroavtistični, ADHD motnji in podobno.

V prispevku bomo predstavili primer uporabnika s spektroavtistično motnjo s kasneje razvitimi čustveno vedenjskimi težavami v obliki obsesivno kompulzivne motnje, anksioznosti ter panične motnje. Opisali bomo podporo, ki jo je dobil v okviru projekta Prehod. Vključevala je široko paleto podpornih storitev, ki so bile nujne, da bi uporabnik pridobil čim boljše izkušnje prehoda na fakulteto ter vzporedno pridobival pozitivne delovne izkušnje, ki bi mu kasneje pomagale pri prehodu na trg dela. V skladu z zastavljenimi cilji v individualnem načrtu podpore je tekom vključitve uporabnik pridobil ugodnejšo izkušnjo prehoda ter nekaj pozitivnih delovnih izkušenj. Skupaj z družino smo organizirali tudi skupnostno podporno mrežo na katero se je lahko obrnil, ko je potreboval pomoč.

Ključne besede: mladi, posebne potrebe, trg dela, karierni razvoj, čustveno vedenjske težave

Abstract

Within the Youth Transition project, young people with special needs have been offered help in making the transition between different levels of education and educational institutions, and finally to the labour market, already for four years. One of the main services provided within the project is offering support in career guidance and creating opportunities for gaining positive work and social experiences, which later help in their transition to the labour market. The transition between different educational institutions and later to the employment system is demanding for most young people, especially for young people with special needs. A lack of positive social and work experiences, fewer opportunities to develop strategies relevant to addressing socially demanding situations and employer expectations, poor information on a hidden job market that offers work opportunities for youth with special needs, and a lack of information on organized professional support for labour-market integration are just some of the factors that hinder the subsequent successful transition of young people with special needs to the labour market. Young people with emotional and behavioural disorders represent only 6% of all young people with special needs involved in the Youth Transition project, but they are a unique challenge. Early experiences from the project show that emotional and behavioural disorders are often paired with other disorders, such as speech impairment, autistic spectrum disorders, ADHD, and others.

In this paper, an example of a client with an autistic spectrum disorder with subsequently developed emotional and behavioural disorders in the form of obsessive-compulsive disorder, anxiety, and panic disorder will be presented. The support obtained within the Youth Transition project will be described. It included a wide range of support services, which were necessary to produce the best possible experience in his transition to university and in parallel to gain positive work experience which would later help him in his transition to the labour market. In accordance with the goals set in his individual transition plan, the client gained favourable transition experience and some positive work experience when participating in the project. In addition, a community support network that he could turn to when in need was organised in cooperation with his family.

Key words: youth, special needs, labour market, career development, emotional and behavioural disorders