

# SPECIJALNA EDUKACIJA I REHABILITACIJA

- MENTORSHIP AND REGULAR TEACHERS' SELF-EFFICACY
- TEACHER RESPONSES TO ANXIETY IN STUDENTS WITH ASD
- STAVOVI NASTAVNIKA PREMA VRŠNJAČKOM NASILJU
- STAVOVI SPORTSKIH TRENERA PREMA GLUVOĆI
- SCINTIGRAFIJA ŠTITNJAČE OSOBA SA AUTIZMOM



2022 / Vol. 21 / Br. 4

---

ISSN 1452-7367

eISSN 2406-1328

UDK 376

# **Specijalna edukacija i rehabilitacija**

## **Special Education and Rehabilitation**

**Univerzitet u Beogradu  
Fakultet za specijalnu  
edukaciju i  
rehabilitaciju**



**University of Belgrade  
Faculty of Special  
Education and  
Rehabilitation**

**IZDAVAČ**

Univerzitet u Beogradu  
Fakultet za specijalnu edukaciju i rehabilitaciju

**Za izdavača**

dr Marina ŠESTIĆ, redovni profesor, dekan

**GLAVNI I ODGOVORNI UREDNIK**

dr Vesna ŽUNIĆ-PAVLOVIĆ, redovni profesor  
Univerzitet u Beogradu – Fakultet za specijalnu edukaciju i rehabilitaciju

**ČLANOVI UREDNIŠTVA**

dr Vasilis ARGIROPULOS, vanredni profesor, Univerzitet u Tesaliji, Grčka; dr Mira CVETKOVA-ARSOVA, redovni profesor, Univerzitet u Sofiji „Sv. Kliment Ohridski”, Fakultet za obrazovne studije i umetnosti, Bugarska; dr Sanja DIMOSKI, redovni profesor, Univerzitet u Beogradu, Fakultet za specijalnu edukaciju i rehabilitaciju, Srbija; dr Nenad GLUMBIĆ, redovni profesor, Univerzitet u Beogradu, Fakultet za specijalnu edukaciju i rehabilitaciju, Srbija; dr Hose Luis GONSALES-KASTRO, vanredni profesor, Univerzitet u Burgosu, Pedagoški fakultet, Španija; dr Aleksandra GRBOVIĆ, vanredni profesor, Univerzitet u Beogradu, Fakultet za specijalnu edukaciju i rehabilitaciju, Srbija; dr Snežana ILIĆ, vanredni profesor, Univerzitet u Beogradu, Fakultet za specijalnu edukaciju i rehabilitaciju, Srbija; dr Zora JAČOVA, redovni profesor, Univerzitet „Sv. Ćirilo i Metodije” u Skoplju, Filozofski fakultet, Institut za specijalnu edukaciju i rehabilitaciju, Makedonija; dr Goran JOVANIĆ, vanredni profesor, Univerzitet u Beogradu, Fakultet za specijalnu edukaciju i rehabilitaciju, Srbija; dr Svetlana KALJAČA, redovni profesor, Univerzitet u Beogradu, Fakultet za specijalnu edukaciju i rehabilitaciju, Srbija; dr Lelia KIŠ-GLAVAŠ, redovni profesor, Univerzitet u Zagrebu, Edukacijsko-rehabilitacijski fakultet, Hrvatska; dr Damjana KOGOVIŠEK, docent, Univerzitet u Ljubljani, Pedagoški fakultet, Slovenija; dr Mitja KRAJNČAN, redovni profesor, Primorski univerzitet, Pedagoški fakultet, Slovenija; dr Viviana LANGER, vanredni profesor, Univerzitet Sapijenca u Rimu, Fakultet za medicinu i psihologiju, Italija; dr Brajan MAKORMIK, redovni profesor, Templ Univerzitet, Koledž za javno zdravlje, Pensilvanija, SAD; dr Luka MIJATOVIĆ, docent, Univerzitet u Beogradu, Fakultet za specijalnu edukaciju i rehabilitaciju, Srbija; dr Gordana ODOVIĆ, redovni profesor, Univerzitet u Beogradu, Fakultet za specijalnu edukaciju i rehabilitaciju, Srbija; dr Marina ŠESTIĆ, redovni profesor, Univerzitet u Beogradu, Fakultet za specijalnu edukaciju i rehabilitaciju, Srbija; dr Predrag TEOVANOVIĆ, vanredni profesor, Univerzitet u Beogradu, Fakultet za specijalnu edukaciju i rehabilitaciju, Srbija; dr Medina VANTIĆ-TANJIĆ, redovni profesor, Univerzitet u Tuzli, Edukacijsko-rehabilitacijski fakultet, Bosna i Hercegovina

**Grafički urednik:** Biljana KRASIĆ

**Lektura i korektura:** Nataša NIKOLIĆ (srpski), Maja IVANČEVIĆ OTANJAC (engleski)

**Dizajn korica:** Aleksandar LAZAR

**Kontakt:**

Univerzitet u Beogradu, Fakultet za  
specijalnu edukaciju i rehabilitaciju  
Visokog Stevana 2, 11000 Beograd  
tel. +381 11 2030 720

e-adresa: [casopis@fasper.bg.ac.rs](mailto:casopis@fasper.bg.ac.rs)

URL: [https://www.casopis.fasper.bg.ac.rs/  
index.html](https://www.casopis.fasper.bg.ac.rs/index.html)

Časopis izlazi četiri puta godišnje.

**Indeksirano u:** SCIndeks, Scopus, DOAJ  
Izdavanje časopisa finansira Ministarstvo  
prosvete, nauke i tehnološkog razvoja  
Republike Srbije.

Otvoreni pristup

CC BY-SA



**PUBLISHER**

University of Belgrade  
Faculty of Special Education and Rehabilitation

**For publisher**

Marina ŠESTIĆ, PhD, professor, dean

**EDITOR IN CHIEF**

Vesna ŽUNIĆ-PAVLOVIĆ, PhD, professor  
University of Belgrade – Faculty of Special Education and Rehabilitation

**EDITORIAL BOARD**

Vassilis ARGYROPOULOS, PhD, associate professor, University of Thessaly, Greece; Mira TZVETKOVA-ARSOVA, PhD, professor, Sofia University “St. Kliment Ohridski”, Faculty of Educational Studies and the Arts, Bulgaria; Sanja DIMOSKI, PhD, professor, University of Belgrade, Faculty of Special Education and Rehabilitation, Serbia; Nenad GLUMBIC, PhD, professor, University of Belgrade, Faculty of Special Education and Rehabilitation, Serbia; José Luis GONZÁLEZ-CASTRO, PhD, associate professor, University of Burgos, Faculty of Education, Spain; Aleksandra GRBOVIĆ, PhD, associate professor, University of Belgrade, Faculty of Special Education and Rehabilitation, Serbia; Snežana ILIĆ, PhD, associate professor, University of Belgrade, Faculty of Special Education and Rehabilitation, Serbia; Zora JAČOVA, PhD, professor, “Ss. Cyril and Methodius” University in Skopje, Faculty of Philosophy, Institute for Special Education and Rehabilitation, Macedonia; Goran JOVANIĆ, PhD, associate professor, University of Belgrade, Faculty of Special Education and Rehabilitation, Serbia; Svetlana KALJAČA, PhD, professor, University of Belgrade, Faculty of Special Education and Rehabilitation, Serbia; Lelia KIŠ-GLAVAŠ, PhD, professor, University of Zagreb, Faculty of Education and Rehabilitation Sciences, Croatia; Damjana KOGOVIĆ, PhD, assistant professor, University of Ljubljana, Faculty of Education, Slovenia; Mitja KRAJNČAN, PhD, professor, University of Primorska, Faculty of Education, Slovenia; Viviana LANGHER, PhD, associate professor, Sapienza University of Rome, Faculty of Medicine and Psychology, Italy; Bryan MCCORMICK, PhD, professor, Temple University, College of Public Health, Pennsylvania, USA; Luka MIJATOVIĆ, PhD, assistant professor, University of Belgrade, Faculty of Special Education and Rehabilitation, Serbia; Gordana ODOVIĆ, PhD, professor, University of Belgrade, Faculty of Special Education and Rehabilitation, Serbia; Marina ŠESTIĆ, PhD, professor, University of Belgrade, Faculty of Special Education and Rehabilitation, Serbia; Predrag TEOVANOVIĆ, PhD, associate professor, University of Belgrade, Faculty of Special Education and Rehabilitation, Serbia; Medina VANTIĆ-TANJIĆ, PhD, professor, University of Tuzla, Faculty of Special Education and Rehabilitation, Bosnia and Herzegovina

**Layout editor:** Biljana KRASIĆ

**Language editors:** Nataša NIKOLIĆ (Serbian), Maja IVANČEVIĆ OTANJAC (English)

**Cover design:** Aleksandar LAZAR

**Contact:**

University of Belgrade, Faculty of Special  
Education and Rehabilitation  
Visokog Stevana 2, 11000 Belgrade  
tel. +381 11 2030 720  
e-address: [casopis@fasper.bg.ac.rs](mailto:casopis@fasper.bg.ac.rs)  
URL: <https://www.casopis.fasper.bg.ac.rs/eng/index.html>

The journal is published four times a year.

**Indexed in:** SCIndeks, Scopus, DOAJ

The publication of the journal is financed  
by the Ministry of Education, Science and  
Technological Development of the Republic  
of Serbia.

Open Access

CC BY-SA



## Sadržaj

- 233    Efekat mentorskog rada na samoeфикаsnost nastavnika redovnih škola u implementaciji inkluzivne edukacije na nivou osnovnog obrazovanja  

---

*Terfa A. Adaka, Olufemi T. Adigun, James Lulu, Thanduxolo P. Mngomezulu*
- 255    Odgovori nastavnika na anksioznost učenika s poremećajem iz spektra autizma: Predlog prediktivnog modela  

---

*Osvaldo Hernández-González, Rosario Spencer-Contreras, Belén de la Torre González, Bárbara Rondón Mejías*
- 269    Stavovi nastavnika prema zastupljenosti oblika vršnjačkog nasilja i specifičnim karakteristikama žrtava  

---

*Iva N. Manić, Marija R. Marković*
- 283    Stavovi sportskih trenera prema gluvoći kao indikator stvaranja inkluzivne klime  

---

*Jasmina B. Karić, Milena B. Kordić*
- 297    Priprema osoba sa autizmom za scintigrafiju štitnjače  

---

*Nenad P. Glumbić, Mirjana V. Đorđević, Branislav B. Brojčin, Milovan D. Matović*

Spisak recenzenata u volumenu iz 2022. godine

Uputstvo za autore

## Contents

- 233 Effect of mentorship on regular teachers' self-efficacy towards implementation of inclusive education at basic education level
- 

*Terfa A. Adaka, Olufemi T. Adigun, James Lulu,  
Thanduxolo P. Mngomezulu*

- 255 Teachers' responses to anxiety in students with autism spectrum disorder: Proposal of a predictive model
- 

*Oswaldo Hernández-González, Rosario Spencer-Contreras,  
Belén de la Torre González, Bárbara Rondón Mejías*

- 269 Teachers' attitudes towards the prevalence of bullying and the specific characteristics of victims
- 

*Iva N. Manić, Marija R. Marković*

- 283 Attitudes of sports coaches toward deafness as an indicator of creating an inclusive climate
- 

*Jasmina B. Karić, Milena B. Kordić*

- 297 Preparation of people with autism for thyroid scintigraphy
- 

*Nenad P. Glumbić, Mirjana V. Đorđević, Branislav B. Brojčin,  
Milovan D. Matović*

List of reviewers in the volume from 2022

Instructions for authors



## Effect of mentorship on regular teachers' self-efficacy towards implementation of inclusive education at basic education level

Terfa A. Adaka<sup>a</sup>, Olufemi T. Adigun<sup>b</sup>, James Lalu<sup>c</sup>,  
Thanduxolo P. Mngomezulu<sup>d</sup>

<sup>a</sup> Federal University Lafia, Lafia, Nigeria

<sup>b</sup> National University Lesotho, Roma, Lesotho

<sup>c</sup> National Disability Commission, Abuja, Nigeria

<sup>d</sup> University of Zululand, KwaDlangezwa, South Africa

*Introduction.* Impaired teachers' self-efficacy has contributed to delays in the implementation of inclusive education in Nigeria. Unfortunately, several efforts established towards ensuring the actualization of the Salamanca Declaration in Nigeria are yet to produce desired results. Although some past studies identified a mentor-mentee approach as a model that promotes the efficient implementation of established policies, paucity of research evidence exists on the implication of mentor-mentee approaches on the construction of teachers' self-efficacy for inclusive education, particularly at the basic level of education. *Objectives.* This study was conducted to investigate the effect of mentorship on in-service regular teachers' self-efficacy towards the implementation of inclusive education at the basic education level in Gombe State, Nigeria. *Methods.* A quasi-experimental research design was adopted for the study, while a purposive sampling technique was used to select 42 participants aged between 20 and 45 ( $M = 33.90$ ,  $SD = 6.35$ ) from two local government areas of the Gombe South Senatorial District. Participants were assigned to treatment and control groups, with 21 participants in each group. The Teachers' Sense of Efficacy Scale ( $\alpha = .81$ ) was used for data collection. Data collected was analysed with an independent sample t-test. *Results.* Findings showed the efficacy of a mentoring training program on the self-efficacy of in-service regular teachers towards effective implementation of inclusive education at the basic level of education. Also, male and older teachers had higher self-efficacy for the implementation of Inclusive education at the basic education level. *Conclusion.* Mentorship programs significantly facilitate the achievement of inclusive education, particularly at the basic level of education. Well-designed mentorship programs for early career in-service regular teachers would equip them with an orientation that would guide them towards effective implementation of

---

\* Correspondence: Olufemi Adigun, [olufemiadigun@yahoo.com](mailto:olufemiadigun@yahoo.com); [ot.adigun@nul.ls](mailto:ot.adigun@nul.ls)

inclusive education at the basic level of education. Based on the outcome of the study appropriate mentorship strategy for novice teachers was recommended.

*Keywords:* inclusive education, mentorship, teacher self-efficacy, basic education

## Introduction

### Background of the Study

Significant efforts and applications of appropriate measures in educational programmes, especially at the basic education levels, that is, Grade 1 to Grade 9, are germane to achieving remarkable success in the implementation of inclusive education in policies and programs in Nigeria. Hence, the implementation of effective inclusive education policies and programs at the basic education level in Nigeria is constantly evolving through the application of and experimentation of appropriate measures and efforts (Adetoro, 2014; Adigun, 2021). As a concept, inclusive education is an art and practice that ensures the utmost inclusion of children with special education needs in classrooms, without embracing any iota of discrimination. Across the globe, inclusive education is a term widely used for the purpose of addressing the needs of all learners, regardless of their disabilities (Adigun, 2021). The term “inclusion” has been highlighted to mean campaign and advocacy for equality, human rights, and social justice (Ajuwon, 2008; Hamid et al., 2015). Opoku et al. (2021) and Osisanya et al. (2015) assert that inclusion means giving the same privileges and opportunities to all learners – irrespective of disabilities, age, and group – and to learn under the same conditions without being marginalised.

Inclusive education is an umbrella term that encompasses considerations and strategies to support the diversity of learners in each context by minimising barriers to learning which may impact an individual's ability to achieve his/her full potential. It ascertains that the learning environment promotes and sustains a sense of belonging and gives value and respect for talents, beliefs and backgrounds, regardless of learners' learning differences and disabilities. Conceptualizing this locally, Nigeria – in response to the Salamanca Declaration (UNESCO, 1994) – included inclusive education in the *National Policy on Education* (NPE) and placed emphasis on the need to include all learners in regular classrooms (Federal Government of Nigeria [FGN], 2004). The emergence of this policy formed the foundation of an inclusive education program at the basic education level. Thus, the policy triggers the need for teachers to adapt to the new system and implement the principles of the NPE.

However, to date – after enactment of the NPE and domestication of the Salamanca Declaration (UNESCO, 1994) – inclusive education in Nigeria is yet to achieve the set goals or recorded significant progress in teachers'



commitment towards inclusive education. Lamentably, the practice of inclusive education in Nigeria is still plagued with attendant problems, which include, but are not limited to: inadequacy of political will to implement the required policy framework for the implementation of inclusive education; lack of adequate human and material resources for efficient implementation of inclusive educational frameworks; provision of adequate incentives and motivations for teachers in inclusive schools; ill-preparedness of service teachers for inclusive schools; poor attitude towards learners with special needs and the low morale of teachers; lack of required mentorship capacities, and impaired teachers' self-efficacy for inclusive education (Adetoro, 2014; Adigun, 2021; Brydges & Mkandawire, 2020). Ajuwon (2012) and Okonkwo and Samuel (2020) highlighted additional problems such as limited teachers' capacity, teachers' self-efficacy, mentorship, and school leadership abilities.

Until now, irrespective of gender, Nigerian teachers, especially those at the basic level, have continued to struggle with ensuring the effective implementation of inclusive education (Nanjwan et al., 2019). Nanjwan et al. (2019) and Gjedia and Gardinier (2018) identified a lack of adequate mentorship for teachers' self-efficacy so that they can implement inclusive education at the basic level of education effectively. Thus, mentoring of teachers for increased pedagogical content knowledge and delivery skills, increased teacher retention, job satisfaction and improved teacher self-efficacy are needed (Gjedia & Gardinier, 2018; Maphalala, 2013; Wiens et al., 2019). Described as a complex but interactive process, Petrovska et al. (2018) assert that mentoring is also a two-way interaction between individuals (mentor-mentee) of different levels of experience and expertise. In respect to the foregoing, Petrovska et al. (2018) aver that the mentor who is an expert should give needed support to mentees so that they can become more efficient in the workplace in a manner geared towards the achievement of institutional goals.

In their submission, Gjedia and Gardinier (2018) and Wiens et al. (2019) allude that professional development, efficiency, and career advancement in the workplace are the ultimate goals of the mentoring process. Essentially, in the educational sector (regular education<sup>1</sup>, inclusive education<sup>2</sup> and special education<sup>3</sup>), unlike un-mentored teachers, mentored teachers have enhanced potential to become successful in their profession and to improve overall learning outcomes (Ingersoll & Kralik, 2004). Hence, the process of adoption

---

1 "Regular education" is the term often used to describe the educational experience of typically developing children.

2 "Inclusive education" is an umbrella term that encompasses considerations and strategies to support the diversity of learners in each context by minimising barriers to learning which may impact an individual's ability to achieve his/her full potential.

3 "Special Education" are educational programs that are specifically designed for those students with exceptional abilities such as those who are with physical disabilities, behaviour and emotional disturbed, learners with sensory disabilities, the Gifted and Talented learners.

and implementation of the requirements of inclusive education goes beyond being a signatory to the Salamanca Declaration but involves training, re-training, capacity building and mentorship of non-special (regular) education teachers for effective and efficient implementation of inclusive education (Adigun, 2021). Therefore, if the states within Nigeria desire inclusive education at the basic level of education, regular teachers' self-efficacy for effective implementation of inclusive education through mentorship must be prioritized.

Described as one's competence to accomplish a given task (Bandura, 2006), self-efficacy further represents peoples' claims about their capacity to exercise some control over their ability to initiate action, control behaviour, or intention to exhibit some characteristics (Adigun, 2020). In other words, self-efficacy implies that irrespective of domain or profession, people are proactive, self-regulating, self-organizing, and self-reflecting when viewed from the mastery of experiences, motivation, social persuasion, and emotional states (Kuyini et al., 2020; Okonkwo & Samuel, 2020). While the teaching profession has been regarded as stressful (Adigun et al., 2021), teachers' self-efficacy remains a buffer for coping with associated stress and contentious phenomena in the implementation of pedagogical strategies and various educational approaches, such as inclusive education. Thus, teachers' self-efficacy may inform teachers' convictions to influence educational approaches, pedagogical strategies, and contents. As indicated by Skaalvik and Skaalvik (2007), teachers' self-efficacy may influence teachers' beliefs about their own abilities, attitudes, and behaviour towards teaching, particularly in an inclusive educational setting. While the assertion of Skaalvik and Skaalvik (2007) has been confirmed by other studies (Sharma et al., 2012; Özokcu, 2018; Yada et al., 2018), the implications of mentoring on the self-efficacy of teachers, especially for inclusive education, is yet to be established in extant literature.

Although studies among teachers in general education have revealed the impact of mentorship programs on teacher self-efficacy, teacher retention, and capacity developments, Chizhik et al. (2018), for example, believed that mentoring teachers facilitates the provision of modelling effective teaching strategies and real-time feedback mechanisms, provision of emotional and professional support during and after teaching, and as acculturation into the school community. In their study, Allen and O'Brien (2006) placed a value on mentoring programs in teacher education and workplace programs. The duo noted that mentoring in the teaching profession could attract teachers' interest in pursuing the realization of organizational goals, increased achievement motivation, enhanced pedagogical delivery, and increased retention rates. In another study by Van Zandt Allen (2013), which examined the impact of mentoring programs on the efficacy of 96 novice teachers for a period of four weeks, they found that the four-week mentorship program positively influenced feelings of effectiveness, with mentees using terms such as "I feel more

recharged and more competent”. Lyne (2013) adopted the pre/post-test quasi-experimental research design to assess the effect of mentoring programs on 21 Malaysian teachers who participated in mentoring programs. Findings reported by Lyne (2013) revealed significant improvement in teaching self-efficacy and pedagogical skills development of the participants.

Despite the plethora of research evidence on teacher self-efficacy, available evidence has shown that it is not only that there are inconsistencies in results prevented by previous studies, but a dearth of such studies have beamed research light on teacher self-efficacy for inclusive education, especially at the basic level of education. A study among 118 teachers from public schools in the district of Lahore in the Punjab province of Pakistan, by Shaukat et al. (2019), clearly revealed that gender variation has an impact on teachers’ self-efficacy for teaching learners with disabilities. In line with the studies of Anderson (2011) and Shaukat et al. (2013), who reported that female teachers teaching at the basic education level exhibited higher levels of self-efficacy beliefs in teaching students with disabilities, the study of Shaukat et al. (2019) found that female teachers had significantly higher mean scores for the TSE as compared to male counterparts whereas the result of the study of Kwon et al. (2019) confirmed that male teachers had higher teacher self-efficacy than female teachers in the application of technology in the teaching of diverse learners. In another study among 1430 pre-service teachers in Canada, Klassen and Chiu (2010) reported no statistically significant gender differences in relation to teacher self-efficacy for teaching in a specific educational programme. Similarly, no significant gender differences were observed by Moalosi and Forchheh (2015) as a factor that influenced teacher self-efficacy for classroom management and pedagogical skills.

In the past two decades, researchers (Bandura, 1997; Fisher & Rose, 2011; Hassan, 2019; Klaseen & Chiu, 2010) have identified age as a contextual variable that plays a significant role in the self-efficacy of teachers for professional development. Research findings have indicated that teachers’ age has an impact on teachers’ self-efficacy for classroom management. However, Bandura (1995) opined that age as a contextual factor might not be associated with self-efficacy because of differences in ego and individual differences. Tschannen-Moran et al. (1998) indicated that teachers’ self-efficacy is resistant to teachers’ age, and it probably has no influence on teachers’ potential and capacities for the delivery of pedagogical content. On the other hand, some other research avers that age influences variations of self-efficacy among teachers (Moafian & Ghanizadeh, 2009; Robinson & Edward, 2012). Moafian and Ghanizadeh (2009) advanced the difference in age difference in relation to pedagogical success. Their study concluded that a significant difference in teachers’ pedagogical success is linked with age, with older teachers having higher scores than their younger counterparts. Findings presented by Moafian

& Ghanizadeh (2009) were in congruence with what was reported by Robinson and Edward (2012), Lasha (2017), and Potter (2021). Conversely, some other research has found that teachers who are young have stronger and higher teacher self-efficacy beliefs and more expectations. For instance, a report presented by Shaukat and Iqbal (2012) indicated that younger teachers had better teacher self-efficacy in engaging students and implementing instructional strategies than older teachers.

Irrespective of any contextual factors such as age and gender, Chizhik et al. (2018) investigated the comparative effectiveness of mentoring programs on teacher self-efficacy. Chizhik et al. (2018) exposed some teachers to the use of the Shared Mentoring in Learning Environments (SMILE) program, and others to a traditional approach to mentoring. Findings presented by Chizhik et al. (2018) indicated that participants exposed to the SMILE program had extensive capacity and increased self-efficacy for teaching. Research evidence presented in the study by Chizhik et al. (2018) showed that with mentorship programs for teachers, there is potential for the development of pedagogical abilities and skills, and increased teachers' capacity for beliefs about their teaching efficacy. In line with Klassen and Chiu, 2010 and Rubie-Davies et al. (2012), Chizhik et al. (2018) noted that mentorship for novice teachers could translate into increased retention rate in the teaching profession and elevated academic performances among learners. Forbis (2021) asserts that novice Adventist teachers in North America who participated in mentoring programs felt supported and gained moderate levels of implementation capacities for the execution of teaching objectives and instructional and relationship efficacy. As reported by Forbis (2021), mentoring had no effect on teacher commitment, but did affect teaching self-efficacy of teachers who participated in mentoring programs. While various research evidence on mentorship abounds in existing literature, there is a paucity of research studies on the effect of mentorship on regular teachers' self-efficacy towards the implementation of inclusive education, particularly at the basic level of education.

### **Theoretical framework**

This study is framed by the social cognitive theory (SCT) (Bandura, 1986). The theory assumes that an individual's attitude or behaviour is influenced by a combination of three reciprocal factors; namely, personal characteristics (age, cognition, gender), environmental factors (for example, access to resources, social capital and support) and behaviour (competence, outcome and vigour of the behaviour, among others). Essentially, the construct of SCT is premised on the process of learning through observation and imitation (Bandura, 1986; Connolly, 2017). In addition, SCT holds that human behaviour and interactions are functions of cognition, personal attributes such as self-efficacy, and self-regulatory and self-reflective capacities which can drive changes motivated

by environmental forces/stimuli. However, as much as environmental forces/stimuli may serve as role models for a change in behaviour, the functionality of human cognitive ability to reason and interpret environmental occurrences, as well as personal beliefs (self-efficacy), remain an essential factor in motivating desired societal changes. In other words, teachers who are mentored and have the personal characteristics required for the teaching profession may derive the required capacity, skills, and pedagogical abilities from a well-stimulated mentorship program. Consequently, such mentoring programs must be carefully organized and structured in a manner that appeals to cognitive, affective, and psychomotor domains of mentee teachers.

Therefore, hinged on the SCT, the authors of this study believe that when regular teachers are properly guided, mentored and trained, they can contribute immensely to the development and achievement of the objectives of inclusive education, especially at the level of basic education in Nigeria. Regrettably, despite the enriching potential of mentoring programs in the educational sector as reported in past studies, there is a paucity of studies that have examined the effects of mentoring programs on regular teachers towards the effective implementation of inclusive education in Northern Nigeria.

### **Aim of the study**

The aim of this study was to determine:

- I. the difference in the regular teachers' self-efficacy towards the implementation of inclusive education at the basic education level of the participants in both the experimental and control groups;
- II. the difference in regular teachers' self-efficacy towards the implementation of inclusive education at the basic education level based on the participants' age and gender in both the experimental and control groups.

### **Hypotheses**

- I. There is a significant difference in the self-efficacy of in-service regular teachers exposed to mentorship programs and the control group towards the implementation of inclusive education at the basic level of education in Gombe state.
- II. There is a significant difference in regular teachers' self-efficacy towards the implementation of inclusive education at the basic education level based on the participants' age and gender in both the experimental and control groups.

## Methods

A quantitative quasi-experimental research design was adopted in this study by comparing an experimental group and a control group. In-service regular teachers of learners in Grade 9 (Junior Secondary School III) from the Gombe South Senatorial District, Gombe state in Nigeria, were purposively sampled for this study. Gombe state (10.3638° N, 11.1928° E) is one of the six north-eastern states of Nigeria. The state was chosen for this study because it is among the states that have started practising inclusive education following the launching of the Universal Basic Education Scheme. The study randomly sampled two out of the four Local Government Areas (LGAs) in Gombe South Senatorial District.

Two different Local Government Areas (LGAs), code-named A and B, were purposively selected to avoid contamination of treatment. In each identified LGA, five Local Educational Districts (LEDs) were purposively selected because of the availability of "inclusive model schools" at the basic education levels in the LGAs. Selected participants in each of the LEDs under LGAs 'A and B' were gathered in a very conducive facility and were pretested with the Teachers' Sense of Efficacy Scale (TSES) (Tschannen-Moran et al., 1998). This implies that a total of 100 teachers (10 from each of the identified five LEDs) from both LGAs identified in the study attended the TSES. The researchers further purposively selected 42 teachers (21 each from each of the LGAs) of the 47 in-service regular teachers who scored below 60 in the TSES. The selected 42 participants comprised 18 males and 24 females aged between 20 and 45 years ( $M = 33.90$ ,  $SD = 6.35$ ). In-service regular teachers from LGA 'A' were purposively exposed to a seven-week mentorship training course on the implementation of inclusive education, while those in LGA 'B' were given a placebo treatment (no mentorship training programmes but advice and motivation on the importance of self-efficacy for teaching in inclusive classroom at the basic level of education). The post-test was conducted on the seventh week of intervention. The post-test was considered appropriate in order to ascertain the level of impact of the mentorship training programme on the efficacy of regular teachers for deployment and teaching in various inclusive schools in Gombe state, Nigeria.

### Inclusion criteria

Participants were randomly selected through voluntary participation, and they had to meet the following inclusion criteria:

- Participants' scores were below 60 on the Teachers' Sense of Efficacy Scale (TSES).
- Participants signed the consent form.
- Participants were between their first and fifth year of in-service teaching. Teachers in the first five years of service in the state teaching service commission were chosen for this study not only because they were novice

teachers<sup>4</sup> but also because they have energy and ideas that can be harnessed for classrooms management practices that could improve the learning environment of students irrespective of disabilities.

- Participants were between 20 and 45 years of age.

### **Experimental group: Mentorship training**

The goal of mentorship training is to foster self-efficacy of in-service regular teachers who are mentees with a view to implementing inclusive education in basic education programs in Gombe State, Nigeria. Each session of the mentoring training program session, which occurred once a week, lasted 60 minutes.

- *Session 1:* General orientation, familiarisation, and administration of instrument to obtain pre-Test scores.
- *Session 2:* *Facilitating, implementing, and administrating educational programs for learners with special needs in the inclusive classroom.*
- *Session 3:* *Overcoming associated challenges in the inclusive classroom.*
- *Session 4:* *Implication of personal beliefs, and self-regulatory and self-reflective capacities of regular teachers in the inclusive classroom.*
- *Session 5:* *Modelling appropriate pedagogical skills for inclusive education in the basic education programs.*
- *Session 6:* *Resilience building and coping mechanism against behavioural/repulsive disorders and tantrums in the inclusive education classroom.*
- *Session 7:* *Revision of all past activities in the previous session and re-administration of TSES for post-test.*

### **Control group**

Participants in this group were not exposed to any treatment (no mentorship training programmes) but were encouraged and motivated on the importance of self-efficacy for teaching in an inclusive classroom at the basic level of education for the same seven-week period doing their regular teaching activities.

### **Research Instrument**

The instrument used was the Teachers' Sense of Efficacy Scale (TSES) developed by Tschannen-Moran et al. (1998). No language translation was conducted in this study. This was because the scale was written in English, and the English Language is an official language in Nigeria and is also a means of academic engagement in schools. The long form of the TSES is a 24-item scale designed in a nine-point Likert scale of 1 = 'Nothing' to 5 = 'A great deal'. The long form of the TSES has three subscales which are: (i) Efficacy in Student Engagement, (ii) Efficacy in Instructional Practices, and (iii) Efficacy in Classroom Management. The TSES was used to determine the level of self-

---

<sup>4</sup> "Novice teachers" are recent graduates of a teacher preparation program who may have little teaching experience primarily acquired during an internship and student teaching.

efficacy of the participants. The long form of TSES was adapted for this study to reflect a five-point Likert scale of 1 = 'Nothing' to 5 = 'A great deal'. Adaptation was made to TSES used for the study to reflect issues of learners with special needs in an inclusive classroom. For instance, 'How much can you do to control disruptive behaviour in the classroom?' was changed to 'How much can you do to control disruptive behaviour of learners with special needs in the inclusive classroom?'. The question, "How much can you do to get children to follow classroom rules?" was changed to 'How much can you do to get learners with special needs to follow the rules in the inclusive classroom?'. The adapted TSES was used for a pre-test and post-test.

### ***Validity and reliability of the instrument***

The adapted TSES was subjected to face and content validity by three experts, two of whom specialized in academia and research in disability studies; the other expert specialized in Educational Measurement and Evaluation. Although past studies have reported reliability coefficients ranging from .84 to .94 (Perera et al., 2019; Rahayu & Wangid, 2021; Salas-Rodríguez et al., 2021), this study re-established the reliability coefficient of the adapted TSES among some 32 in-service regular teachers in basic schools in Gombe South Senatorial District. The responses gathered from 32 in-services regular teachers in basic schools were subjected to a reliability analysis to determine the internal consistency of the adapted TSES. Based on the analysis, an internal consistency value of .81 was achieved. Hence, the adapted TSES was found reliable.

### **Ethical consideration**

Approval to conduct this study was secured from the Institutional Review Board (IBR) of the Federal University Lafia, Nigeria. In addition, permission to conduct the study in the various LEDs was secured from the Directors of Education in the selected LGAs. Heads of schools from which participants were drawn also approved the participation of selected teachers. All participants gave their signed informed consent to participate in the study at no cost.

### **Data analysis**

To determine the significant difference in the self-efficacy of in-service regular teachers exposed to mentorship training programs and those in the control group towards the implementation of inclusive education at the basic level of education in Gombe state, Nigeria, data collected was analysed using One Sample t-test to analyse hypothesis 1 and an Independent Sample t-test to analyse hypothesis 2 at .05 level of significance.



## Results

*Hypothesis 1:* There is a significant difference in the self-efficacy of in-service regular teachers exposed to mentorship programs and the control towards the implementation of inclusive education at the basic level of education in Gombe state.

**Table 1**

*Computed differences in the self-efficacy of in-service regular teachers in the experimental and control groups*

Variables	<i>N</i>	<i>M</i>	<i>SD</i>	<i>t</i>	<i>df</i>	<i>p</i>
Pre-achievement in TSE for experimental group	42	3.83	3.98	6.24	41	< .001
Pre-achievement in TSE for control group		3.90	4.07	6.22		
Post-achievement in TSE for experimental group	42	7.02	7.37	6.18	41	< .001
Post-achievement in TSE for control group		5.07	5.18	6.34		

There was a significant difference in pre-achievement TSE scores of in-service regular teachers for inclusive education at the basic level of education between the experimental group ( $M = 3.83$ ,  $SD = 3.98$ ) and the control group ( $M = 3.90$ ,  $SD = 4.07$ );  $t(41) = 6.24$ ,  $p < .001$ . Similarly, Table 1 showed a significant difference in post-achievement TSE scores in of in-service regular teachers for inclusive education at the basic level of education between the experimental group ( $M = 7.02$ ,  $SD = 7.37$ ) and the control group ( $M = 5.07$ ,  $SD = 5.18$ );  $t(41) = 6.34$ ,  $p < .001$ . Based on the mean values for both pre- and post-TSE scores of both the experimental and control groups, it is evident that the mentoring training programme for teachers' self-efficacy for inclusive education at the basic level of education was potent. Hence, the null hypothesis was not rejected.

*Hypothesis 2:* There is a significant difference in the regular teachers' self-efficacy towards the implementation of inclusive education at the basic education level based on age and gender of the participants in both the experimental and control groups.

Based on participants' age and gender, Table 2 presents an independent-samples t-test which was conducted to compare the TSE score of in-service regular teachers in experimental and control groups for inclusive education in the basic level of education in Gombe state. Table 2 revealed a significant difference in the scores for pre-test vis-à-vis the participants' gender [Male:  $M = 14.11$ ,  $SD = 2.26$ ; Female:  $M = 7.58$ ,  $SD = 1.62$ ;  $t(19) = 0.85$ ,  $p = 0.046$  of the control group]. Similarly, a significant difference was found in the post-Test scores vis-à-vis the participants' gender [Male:  $M = 9.78$ ,  $SD = 0.67$ ; Female:  $M$

= 10.42, SD = 1.16;  $t(19) = 1.47$ ,  $p = .04$  of the control group]. While there was also a significant difference in post-test scores for TSE based on the participants' age [20–32:  $M = 13.93$ ,  $SD = 3.20$ ; 33–45:  $M = 14.29$ ,  $SD = 1.89$ ;  $t(19) = -2.71$ ,  $p = .005$  of the experimental group]; no significant difference was found in the pre-test scores based on the participants' age [20–32:  $M = 7.36$ ,  $SD = 1.34$ ; 33–45:  $M = 8.28$ ,  $SD = 0.95$ ;  $t(19) = -1.63$ ,  $p = 0.26$  of the experimental group].

**Table 2**

*Computed differences in the self-efficacy of in-service regular teachers in the experimental and control groups based on age and gender of the participants*

TSE Scores	Group	<i>N</i>	<i>M</i> ± <i>Std</i>	<i>F</i> value	<i>t</i>	<i>p</i>
Pre-AE/Gender	Male	9	8.33 ± 0.87	1.42	2.28	.25
	Female	12	7.17 ± 1.34			
Post-AE/Gender	Male	9	14.11 ± 2.26	3.26	0.09	.09
	Female	12	14.00 ± 3.22			
Pre-AC/Gender	Male	9	8.11 ± 1.05	4.57	0.85	.046
	Female	12	7.58 ± 1.62			
Post-AC/Gender	Male	9	9.78 ± 0.67	4.87	-1.47	.04
	Female	12	10.42 ± 1.16			
Pre-AE/Age	20–32	14	7.36 ± 1.34	1.37	-1.63	.26
	33–45	7	8.28 ± 0.95			
Post-AE/Age	20–32	14	13.93 ± 3.20	9.85	-2.71	.005
	33–45	7	14.29 ± 1.89			
Pre-AC/Age	20–32	17	7.70 ± 1.36	0.08	-0.69	.78
	33–45	4	8.25 ± 1.71			
Post-AC/Age	20–32	17	10.18 ± 1.07	0.93	0.31	.35
	33–45	4	10.00 ± 0.82			

Note. Pre-AE = Pre-achievement score of experimental group; Post-AE = Post-achievement score of experimental group; Pre-AC = Pre-achievement score of control group; Post-AC = Post-achievement score of control group

These results suggest that irrespective of gender and despite the fact that those in the control group were not exposed to the mentorship training programme, the participants in the control group showed potential for elevated teacher self-efficacy for teaching in inclusive schools at the basic level of education in Gombe state. The result further showed that age is a component that may influence elevated teacher self-efficacy for inclusive education at the basic level of education. This is shown in Table 2, with participants aged 33–45 having a higher mean value of 14.29 as compared to participants aged 20–32 with a mean value of 13.93. Based on the findings, this study accepts the hypothesis that there is a significant difference in the self-efficacy of in-service regular teachers towards the implementation of inclusive education at the basic education level based on age.

## Discussion

Nigeria is yet to satisfactorily achieve the dictates of the Salamanca Declaration (Nanjwan et al., 2019; Osisanya et al., 2015; UNESCO, 1994). However, past studies revealed that the slow progress towards the achievement of inclusive education in Nigeria is attributed to several factors, such as impaired teachers' self-efficacy, limited pedagogical capacity, and commitment. While other studies have extolled the implication of mentoring on capacity development (Allen & O'Brien, 2006; Chizhik et al., 2018), and there is yet such a study among in-service regular teachers for the purpose of inclusive education, especially in Nigeria, this study was designed to investigate the effect of mentorship on regular teachers' self-efficacy for the implementation of inclusive education in Gombe state, Nigeria. Based on the mean values obtained for both pre- and post-TSE scores of both the experimental and control groups, it is evident that the mentoring training programme for teachers' self-efficacy for inclusive education at the basic level of education was potent. In other words, the results obtained in the study attested to the fact that in-service regular teachers' self-efficacy for the effective implementation of inclusive education is enhanced through an effective mentorship training programme.

From the finding of this study, it is evident that challenges faced in the effective implementation and practice of inclusive education at the basic education level in Nigeria (Adetoro, 2014; Adigun, 2021; Ajuwon, 2012; Okonkwo & Samuel, 2020) could be well managed through well-organised mentorship programs for regular in-service teachers. Such mentorship training programmes could adequately foster teachers' sense of self-efficacy for teaching learners with special needs in an inclusive classroom. This present finding aligns with prior studies (Chizhik et al., 2018; Gjedia & Gardinier, 2018; Ingersoll & Kralik, 2004; Maphalala, 2013; Petrovska et al., 2018; Van Zandt Allen, 2013; Wiens et al., 2019). The finding further confirms the position of Forbis (2021) regarding the effect that mentoring has on teaching self-efficacy of teachers. A plausible explanation for the potency of mentorship programs on the efficacy of in-service regular teachers for inclusive education was established by Bandura (1986) and Connolly (2017) based on the assumption of the SCT that believed that learning and adequate bio-psychosocial adjustment, leading to the exhibition of expected or desirable human behaviour, could be influenced by cognition, personal attributes, and environmental forces or stimuli. Other studies also aver that mentorship for novice teachers could increase teacher retention rates, improve their teaching efficacy, and enhance teachers' capacity for implementation and execution of instructional objectives and pedagogical deliveries (Chizhik et al., 2018; Forbis, 2021; Klassen & Chiu, 2010; Lyne, 2013; Rubie-Davies et al., 2012).

Our study established that age and gender are contextual factors that could influence the self-efficacy of in-service regular teachers for effective

implementation and practice of inclusive education at the basic level of education. Our study observed that male in-service regular teachers have a higher potential to enhance teachers' self-efficacy for deployment for inclusive education at the basic level of education as compared to female counterparts. Also, this study notes that irrespective of gender, older teachers were more inclined to a higher level of teachers' self-efficacy for inclusive education after being exposed to a mentorship training programme. This implies that age is a component that may influence elevated teacher self-efficacy for inclusive education at the basic level of education when mentored. In terms of gender vis-à-vis teachers' self-efficacy towards the implementation of inclusive education, our findings lend support to the study of Kwon et al. (2019), who stated that male teachers had higher teacher self-efficacy than female teachers in the application of technology in the teaching of diverse learners. However, our findings contradict the outcome of the study reported by Anderson (2011), Klassen and Chiu (2010), Moalosi and Forchheh (2015), Shaukat et al. (2013), and Shaukat et al. (2019). While our study confirmed that male teachers had higher self-efficacy for the implementation of inclusive education, Anderson (2011), Shaukat et al. (2013), and Shaukat et al. (2019) reported that female teachers teaching at the basic education level exhibited higher levels of self-efficacy beliefs in teaching students with disabilities compared to male counterparts. Observed higher teacher self-efficacy for the implementation of inclusive education in our study may probably be attributed to the mentorship training programme in which male teachers participated. Unlike our findings, Klassen and Chiu (2010), as well as Moalosi and Forchheh (2015), reported no statistically significant gender differences in relation to teacher self-efficacy for teaching in a specific educational programme.

Also, our study affirmed that irrespective of gender, older teachers were more inclined to a higher level of teachers' self-efficacy for inclusive education after being exposed to the mentorship training programme. Our study corresponds to Bandura (1997), Fisher and Rose (2011), Moafian & Ghanizadeh (2009), Klaseen and Chiu (2010), Lesha (2017), Potter (2021), Hassan, (2019), Robinson and Edward (2012) as well as Shaukat and Iqbal (2012) who had earlier presented and examined teachers' age in relation to their self-efficacy for teaching. Unlike the finding presented in our study which found that teachers' age influences their perceived self-efficacy for inclusive education teaching, other studies (Bandura, 1995; Tschannen-Moran et al., 1998) have proved otherwise of the implication of teachers' age for teachers' self-efficacy for delivery of pedagogical contents. Interestingly, the finding of this current study with regard to older teachers and higher self-efficacy is in congruence with that of Moafian and Ghanizadeh (2009), Robinson and Edward (2012), Lesha (2017), and Potter (2021), who found and reported that teachers' pedagogical success is linked with age. According to the submissions, older teachers have

higher teacher self-efficacy for teaching in a specific educational programme than their younger or novice counterparts. Conversely, the current finding in this study negates that of Shaukat and Iqbal (2012) who indicated that younger teachers had better teacher self-efficacy in engaging students and implementing instructional strategies than older teachers.

### **Conclusion and implication**

This study has established the effects of mentorship on regular teachers' self-efficacy for the implementation of inclusive education at the basic level of education in Gombe state. The outcomes of this study are important for the achievement of the objective of inclusive education, as stated in the Salamanca Declaration. In order to achieve a just and egalitarian society in a free and democratic society as stated in the National Policy on Education (FGN, 2004), it is important to build teachers' self-confidence and self-efficacy that is needed to teach learners with special needs in an inclusive classroom. Thus, this study established that mentorship programs could facilitate the achievement of inclusive education, particularly at the basic level of education. Well-designed mentorship programs for early career in-service regular teachers would equip them with an orientation that would guide them towards effective implementation of inclusive education at the basic level of education. This concludes that age and gender are contextual factors that could influence the self-efficacy of in-service regular teachers for effective implementation and practice of inclusive education at the basic level of education. Male in-service regular teachers have a higher potential to enhance teachers' self-efficacy for deployment for inclusive education at the basic level of education as compared to female counterparts. Also, older teachers were more inclined to a higher level of teachers' self-efficacy for inclusive education after being exposed to the mentorship training programme.

Thus, the findings of this study will increase the participants' teaching self-efficacy and modelled capacity that would guide them in the quest for teaching in inclusive classrooms. It will enhance in-service regular teachers' understanding of inclusive education and also the implication of their personal beliefs regarding personal contributions to the effective implementation of inclusive education. Mentorship training programs used in this study may have served as a platform through which study participants have further discovered themselves.

### **Recommendations**

Teachers' self-efficacy is an important factor in the teaching profession. Hence, its implication on teachers' capacity to teach learners with special needs, especially in inclusive education at the basic level of education, can never be

over-emphasised. However, while in-service regular teachers at the basic level of education may have lower efficacy for teaching learners and implementing inclusive education in Gombe state, Nigeria, mentoring of such teachers remains a viable option, not only for effective teaching of learners with special needs at the basic level of education, but also for efficient implementation of inclusive education at the basic level of education. It is expedient that such mentoring programs should be carefully planned and monitored. Carefully developed mentoring programs are geared towards building teachers' self-efficacy for teaching learners with special needs at the basic level of education and for effective implementation of inclusive education and the complexity, process and function of in-service regular teachers for inclusive teaching must be considered.

There is a need to invest more resources towards the development of a pool of mentor teachers for inclusive education that will continually assist newly recruited teachers with tasks required for the implementation of inclusive educational practices. We recommend the need to embed mentoring training programs within in-service training programs for mid-career teachers. This will enable sustainable mentoring capacities among teachers for educational improvement and implementation of education policies and reforms. When mid/late career teachers mentor novice teachers in inclusive educational practices, there is more potential for novice teachers to feel confident and homely within schools. Such a process would enhance consistencies within schools, with a resultant positive effect on school climate and student engagement.

### **Limitations and suggestions for further studies**

This study mainly considered early career in-service regular teachers' self-efficacy in Gombe South Senatorial District and the implementation of inclusive education at the basic level of education. The study employed an experimental research design and presented a report regarding a seven-week training course. There is a need to institute a process of monitoring and evaluation of the mentoring programs geared towards the reportage of a longitudinal study. This study did not consider the implication of moderator variables, such as teachers' gender and their attitudes towards persons with disabilities. Future studies may consider assessing the role of moderator variables when undertaking a quasi-experimental study that assesses mentoring programs on the implementation of inclusive education. This study was conducted in one district, thereby limiting the generalisation of the study. Therefore, it is suggested that the replication of this study elsewhere would be welcomed.

## References

- Adetoro, R. A. (2014). Inclusive education in Nigeria – A myth or reality? *Creative Education, 5*(20), 1777-1781. <http://dx.doi.org/10.4236/ce.2014.520198>
- Adigun, O. T. (2020). Self-esteem, self-efficacy, self-concept and intimate image diffusion among deaf adolescents: A structural equation model analysis. *Heliyon, 6*(8), Article e04742. <https://doi.org/10.1016/j.heliyon.2020.e04742>
- Adigun, O. T. (2021). Inclusive education among pre-service teachers from Nigeria and South Africa: A comparative cross-sectional study. *Cogent Education, 8*(1), Article 1930491. <https://doi.org/10.1080/2331186X.2021.1930491>
- Adigun, O. T., Tijani, F. A., Nzima, D. R., & Vivekanantharasa, R. (2021). Perceived stress of special education teachers in the context of the person-environment relationship. *The Open Psychology Journal, 14*, 300-309. <https://doi.org/10.2174/1874350102114010300>
- Ajuwon, P. M. (2008). Inclusive education for students with disabilities in Nigeria: Benefits challenges and policy implications. *International Journal of Special Education, 23*(3), 11-16.
- Ajuwon, P. M. (2012). Making inclusive education work in Nigeria: Evaluation of special educators' attitudes. *Disability Studies Quarterly, 32*(2). <https://doi.org/10.18061/dsq.v32i2.3198>
- Allen, T. D., & O'Brien, K. E. (2006). Formal mentoring programs and organizational attraction. *Human Resource Development Quarterly, 17*(1), 43-58. <https://doi.org/10.1002/hrdq.1160>
- Anderson, L. B. (2011, September). *Teacher diversity: Do male and female teachers have different self-efficacy and job satisfaction?* [Paper presentation]. 33rd EGPA Conference, Bucharest, Czechoslovakia.
- Bandura, A. (1986). The explanatory and predictive scope of self-efficacy theory. *Journal of Social and Clinical Psychology, 4*(3), 359-373. <https://doi.org/10.1521/jscp.1986.4.3.359>
- Bandura, A. (1995). Comments on the crusade against the causal efficacy of human thought. *Journal of Behavior Therapy and Experimental Psychiatry, 26*(3), 179-190. [https://doi.org/10.1016/0005-7916\(95\)00034-W](https://doi.org/10.1016/0005-7916(95)00034-W)
- Bandura, A. (1997). *Self-efficacy: The exercise of control*. Freeman.
- Bandura, A. (2006). Toward a psychology of human agency. *Perspectives on Psychological Science, 1*(2), 164-180. <https://doi.org/10.1111/j.1745-6916.2006.00011.x>
- Brydges, C., & Mkandawire, P. (2020). Perceptions and experiences of inclusive education among parents of children with disabilities in Lagos, Nigeria. *International Journal of Inclusive Education, 24*(6), 645-659. <https://doi.org/10.1080/13603116.2018.1480669>
- Chizhik, E. W., Chizhik, A. W., Close, C., & Gallego, M. (2018). Developing student teachers' teaching self-efficacy through Shared Mentoring in Learning Environments (SMILE). *International Journal of Mentoring and Coaching in Education, 7*(1), 35-53. <https://doi.org/10.1108/ijmce-02-2017-0014>
- Connolly, G. J. (2017). Applying social cognitive theory in coaching athletes: The power of positive role models. *Strategies, 30*(3), 23-29. <http://dx.doi.org/10.1080/08924562.2017.1297750>
- Federal Government of Nigeria. (2004). *National policy on education*. NERDC.
- Fisher, R., & Rose, P. (2011). Effects of age, experience, and instruction on elementary music teacher movement self-efficacy: A pilot study. *Texas Music Education Research, 24*, 24-37.

- Forbis, K. E. (2021). The influence of mentoring, self-efficacy and perceived organizational support on commitment among novice Adventist teachers in North America [Doctoral dissertation, Andrews University]. Digital Commons @ Andrews University. <https://digitalcommons.andrews.edu/dissertations/1755>
- Gjedia, R., & Gardinier, M. P. (2018). Mentoring and teachers' professional development in Albania. *European Journal of Education, 53*(1), 102-117. <https://doi.org/10.1111/ejed.12258>
- Hamid, A. E., Alasmari, A., & Eldood, E. Y. (2015). Attitude of pre-service educators toward including children with special needs in general classes case study of Education Faculty – University of Jazan. KSA. *International Journal of Scientific Research in Science and Technology, 1*(3), 140-145.
- Hassan, M. U. (2019). Teachers' self-efficacy: Effective indicator towards students' success in medium of education perspective. *Problems of Education in the 21st Century, 77*(5), 667-679. <https://doi.org/10.33225/pec/19.77.667>
- Ingersoll, R., & Kralik, J. (2004). *The impact of mentoring on teacher retention: What the research says*. Education Commission of the States.
- Klassen, R. M., & Chiu, M. M. (2010). Effects on teachers' self-efficacy and job satisfaction: Teacher gender, years of experience, and job stress. *Journal of Educational Psychology, 102*(3), 741-756.
- Kuyini, A. B., Desai, I., & Sharma, U. (2020). Teachers' self-efficacy beliefs, attitudes and concerns about implementing inclusive education in Ghana. *International Journal of Inclusive Education, 24*(14), 1509-1526. <https://doi.org/10.1080/13603116.2018.1544298>
- Kwon, K., Ottenbreit-Leftwich, A. T., Sari, A. R., Khlaif, Z., Zhu, M., Nadir, H., & Gok, F. (2019). Teachers' self-efficacy matters: Exploring the integration of mobile computing device in middle schools. *TechTrends, 63*(6), 682-692. <https://doi.org/10.1007/s11528-019-00402-5>
- Lesha, J. (2017). Teachers' self-efficacy beliefs: The relationship between teachers' age and instructional strategies, classroom management and student engagement. *European Journal of Social Sciences Studies, 2*(5), 217-266. <https://doi.org/10.5281/zenodo.1059115>
- Lyne, M. J. (2013). Effect of teacher mentoring programme in Malaysia on improving teachers' self-efficacy. *Malaysian Journal of ELT Research, 9*(1), 1-18.
- Maphalala, M. C. (2013). Understanding the role of mentor teachers during teaching practice session. *International Journal of Educational Sciences, 5*(2), 123-130. <https://doi.org/10.1080/09751122.2013.11890069>
- Moafian, F., & Ghanizadeh, A. (2009). The relationship between Iranian EFL teachers' emotional intelligence and their self-efficacy in Language Institutes. *System, 37*(4), 708-718. <https://doi.org/10.1016/j.system.2009.09.014>
- Moalosi, W. T. S., & Forchheh, N. (2015). Self-efficacy levels and gender differentials among teacher trainees in colleges of education in Botswana. *Journal of Education & Learning, 4*(3), 1-14.
- Nanjwan, J., Dasel, I., Emmanuel, U., & Aderibgbe, S. A. (2019). The role of special educator in implementing inclusive education in Nigeria. *International Journal of Innovative Science and Research Technology (IJISRT), 4*(9), 722-725.
- Okonkwo, I. G., & Samuel, N. N. C. (2020). Influence of chemistry teachers' self-efficacy on inclusive education in secondary school chemistry classroom teaching in Anambra State, Nigeria. *International Journal of Innovative Research and Development, 9*(12), 61-66. <https://doi.org/10.24940/ijird/2020/v9/i12/DEC20016>



- Opoku, M. P., Nketsia, W., Alzyoudi, M., Dogbe, J. A., & Agyei-Okyere, E. (2021). Twin-track approach to teacher training in Ghana: Exploring the moderation effect of demographic variables on pre-service teachers' attitudes towards inclusive education. *Educational Psychology, 41*(3), 358-377. <https://doi.org/10.1080/01443410.2020.1724888>
- Osisanya, A., Oyewumi, A. M., & Adigun O. T. (2015). Perception of parents of children with communication difficulties about inclusive education in Ibadan metropolis. *African Journal of Educational Research, 19*(1), 21-32.
- Özokcu, O. (2018). The relationship between teacher attitude and self-efficacy for inclusive practices in Turkey. *Journal of Education and Training Studies, 6*(3), 6-12.
- Perera, H. N., Calkins, C., & Part, R. (2019). Teacher self-efficacy profiles: Determinants, outcomes, and generalizability across teaching level. *Contemporary Educational Psychology, 58*, 186-203. <https://doi.org/10.1016/j.cedpsych.2019.02.006>
- Petrovska, S., Sivevska, D., Popeska, B., & Runcheva, J. (2018). Mentoring in teaching profession. *International Journal of Cognitive Research in Science, Engineering and Education, 6*(2), 47-56. <https://doi.org/10.5937/ijersee1802047P>
- Potter, J. L. (2021). Novice and experienced elementary general music teachers' classroom management self-efficacy. *Journal of Music Teacher Education, 30*(2), 65-76.
- Rahayu, L. P., & Wangid, M. N. (2021). Teachers' Sense of Efficacy Scale: Confirming the factor structure on Indonesian elementary teachers. *Ilkogretim Online, 20*(1), 563-574. <https://doi.org/10.17051/ilkonline.2021.01.47>
- Robinson, J. S., & Edwards, M. C. (2012). Assessing the teacher self-efficacy of agriculture instructors and their early career employment status: A comparison of certification types. *Journal of Agricultural Education, 53*(1), 150-161. <https://doi.org/10.5032/jae.2012.01150>
- Rubie-Davies, C. M., Flint, A., & McDonald, L. G. (2012). Teacher beliefs, teacher characteristics, and school contextual factors: What are the relationships? *British Journal of Educational Psychology, 82*(2), 270-288. <https://doi.org/10.1111/j.2044-8279.2011.02025.x>
- Salas-Rodríguez, F., Lara, S., & Martínez, M. (2021). Spanish version of the Teachers' Sense of Efficacy Scale: An adaptation and validation study. *Frontiers in Psychology, 12*, Article 714145. <https://doi.org/10.3389/fpsyg.2021.714145>
- Sharma, U., Loreman, T., & Forlin, C. (2012). Measuring teacher efficacy to implement inclusive practices. *Journal of Research in Special Educational Needs, 12*(1), 12-21. <https://doi.org/10.1111/j.1471-3802.2011.01200.x>
- Shaukat, S., & Iqbal, H. M. (2012). Teacher self-efficacy as a function of student engagement, instructional strategies and classroom management. *Pakistan Journal of Social and Clinical Psychology, 10*(2), 82-85.
- Shaukat, S., Sharma, U., & Furlonger, B. (2013). Pakistan and Australian prospective teachers' attitudes and efficacy beliefs towards Inclusion. *Journal of Behavioural Sciences, 23*(2), 1-16.
- Shaukat, S., Vishnumolakala, V. R., & Al Bustami, G. (2019). The impact of teachers' characteristics on their self-efficacy and job satisfaction: A perspective from teachers engaging students with disabilities. *Journal of Research in Special Educational Needs, 19*(1), 68-76. <https://doi.org/10.1111/1471-3802.12425>
- Skaalvik, E. M., & Skaalvik, S. (2007). Dimensions of teacher self-efficacy and relations with strain factors, perceived collective teacher efficacy, and teacher burnout. *Journal of Educational Psychology, 99*(3), 611-625. <https://doi.org/10.1037/0022-0663.99.3.611>

- Tschannen-Moran, M., Woolfolk Hoy, A., & Hoy, W. K. (1998). Teacher efficacy: Its meaning and measure. *Review of Educational Research, 68*(2), 202-248. <https://doi.org/10.2307/1170754>
- UNESCO. (1994). *The Salamanca Statement and Framework for Action on Special Needs Education*.
- Van Zandt Allen, L. (2013). The impact of induction support on teacher development, teacher retention, and the teacher quality issue. *Teacher Education Quarterly, 40*(3), 75-92.
- Wiens, P. D., Chou, A., Vallett, D., & Beck, J. S. (2019). New teacher mentoring and teacher retention: Examining the peer assistance and review program. *Educational Research: Theory and Practice, 30*(2), 103-110.
- Yada, A., Tolvanen, A., & Savolainen, H. (2018). Teachers' attitudes and self-efficacy on implementing inclusive education in Japan and Finland: A comparative study using multi-group structural equation modelling. *Teaching and Teacher Education, 75*, 343-355. <https://doi.org/10.1016/j.tate.2018.07.011>

## Efekat mentorskog rada na samoeфикаsnost nastavnika redovnih škola u implementaciji inkluzivne edukacije na nivou osnovnog obrazovanja

Terfa A. Adaka<sup>a</sup>, Olufemi T. Adigun<sup>b</sup>, James Lalu<sup>c</sup>,  
Thanduxolo P. Mngomezulu<sup>d</sup>

<sup>a</sup> Savezni Univerzitet u Lafiji, Lafija, Nigerija

<sup>b</sup> Nacionalni Univerzitet Lesota, Roma, Lesoto

<sup>c</sup> Nacionalna komisija za invalide, Abudža, Nigerija

<sup>d</sup> Univerzitet u Zululandu, Kvadlangezva, Južna Afrika

*Uvod:* Nedovoljna samoeфикаsnost nastavnika doprinela je kašnjenju u primenu inkluzivne edukacije u Nigeriji. Nažalost, naponi uloženi u obezbeđivanje aktuelizacije Deklaracije iz Salamanke u Nigeriji još uvek nisu dali očekivane rezultate. Iako su neke prethodne studije identifikovale mentorski pristup kao model koji promovise efikasnu implementaciju utvrđenih politika, mali broj istraživanja pruža dokaze o implikacijama mentorskih pristupa na učvršćivanju samoeфикаsnosti nastavnika u oblasti inkluzivne edukacije, naročito na nivou osnovnog obrazovanja. *Cilj:* Ovo istraživanje je sprovedeno kako bi se ispitao uticaj mentorskog rada na samoeфикаsnost nastavnika redovnih škola u primeni inkluzivne edukacije na nivou osnovnog obrazovanja u državi Gombe u Nigeriji. *Metode:* U ovom istraživanju primenjen je kvaziekperimentalni dizajn, dok je prigodni uzorak sačinjen od 42 ispitanika uzrasta između 20 i 45 godina ( $AS = 33.90$ ,  $SD = 6.35$ ) iz dve oblasti lokalne samouprave u Južnom senatorskom okrugu u Gombeu. Ispitanici su bili podeljeni u grupu u kojoj je sproveden tretman i u kontrolnu grupu, sa po 21 ispitanikom u svakom poduzorku. U prikupljanju podataka korišćena je Skala za procenu doživljaja samoeфикаsnosti nastavnika (Teachers' Sense of Efficacy Scale) ( $\alpha = .81$ ). Prikupljeni podaci analizirani su pomoću t-testa za nezavisne uzorke. *Rezultati:* Dobijeni nalazi ukazuju na efikasnost programa mentorske obuke u postizanju samoeфикаsnosti nastavnika redovnih škola u implementaciji inkluzivne edukacije na nivou osnovnog

obrazovanja. Takođe je nađeno da su nastavnici muškog pola i stariji nastavnici postigli viši nivo samoeфикаsnosti. *Zaključak:* Mentorski programi u značajnoj meri olakšavaju ostvarivanje inkluzivne edukacije, naročito na nivou osnovnog obrazovanja. Dobro osmišljeni mentorski programi na početku karijere nastavnika redovnih škola usmerili bi ih ka efektivnoj implementaciji inkluzivne edukacije u osnovnom obrazovanju. Na osnovu dobijenih rezultata ovog istraživanja predložene su prikladne strategije mentorskog rada za nastavnike koji su početnici.

*Ključne reči:* inkluzivna edukacija, mentorski rad, samoeфикаsnost nastavnika, osnovno obrazovanje

PRIMLJENO: 28.03.2022.  
REVIDIRANO: 13.07.2022.  
PRIHVACENO: 15.07.2022.





## Teachers' responses to anxiety in students with autism spectrum disorder: Proposal of a predictive model

Osvaldo Hernández-González<sup>a,b\*</sup>, Rosario Spencer-Contreras<sup>b</sup>,  
Belén de la Torre González<sup>c</sup>, Bárbara Rondón Mejías<sup>a,b</sup>

<sup>a</sup> University of Talca, Institute of Humanistic Studies Juan Ignacio Molina, Talca, Chile

<sup>b</sup> University of Talca, Faculty of Psychology, Talca, Chile

<sup>c</sup> Complutense University of Madrid, Faculty of Psychology, Madrid, Spain

*Introduction.* Students with autism spectrum disorder (ASD) experience clinical or subclinical levels of anxiety which problematizes the possibilities of communication and social interaction. Current educational demands require the exploration of variables linked to the mediation of teachers' responses to the anxiety of students with ASD. *Objective.* To propose a predictive model based on mediating variables of teachers' responses to the anxiety of students with ASD in inclusive schools. *Methods.* This manuscript is focused on the review of the variables: knowledge about ASD, emotional regulation strategies, experience in special/inclusive education, and teachers' attitudes towards inclusion. *Results.* The evidence suggests that the variables reviewed are key in the responses of teachers to the anxiety of students with ASD. Based on this finding, a model is proposed that associates high knowledge about ASD, cognitive reassessment as a strategy for emotional regulation, positive attitude, and experience in special and/or inclusive education with responses from teachers that promote autonomy, while indicators such as low knowledge about students with ASD, expressive suppression as an emotional regulation strategy, negative attitude, and little experience in special and/or inclusive education are related to responses that problematize anxiety symptoms in students with ASD. *Conclusion.* The predictive model proposed here is speculative, but theoretically, it paves the way for possible empirical studies that demonstrate its validity.

*Keywords:* autism, anxiety, teacher's attitude, inclusion, predictive model

---

\* PhD student in Human Sciences

Correspondence: Osvaldo Hernández-González, [osvaldo.hernandez@utalca.cl](mailto:osvaldo.hernandez@utalca.cl)

Note. This work was supported by the National Research and Development Agency (ANID), Chile. Ph.D. Number 21210105

## Introduction

### **Introduction to the clinical overlap of autism spectrum disorder and anxiety symptoms**

The characteristics of people with autism spectrum disorder (ASD) begin to stand out in the early ages of development. The semiology is very variable, but as a general rule, they refer to a wide range of alterations in social interaction and communication, repetitive and stereotyped behaviors, and restricted interests (American Psychiatric Association, 2013). The possibility of an additional diagnosis is common in people with this neurodevelopmental condition. Clinical symptoms of anxiety are recognized as one of the most common problems, further limiting the cognitive, emotional, and volitional development of people with ASD (Kerns & Kendall, 2014). The meta-analysis carried out by van Steensel et al., (2011) emphasizes that the prevalence of clinical anxiety in the population with ASD reaches values of 40% compared to 13.4% of people with typical development.

The empirical literature underlines that clinical and subclinical symptoms of anxiety can exacerbate the features of ASD (Ersoy et al., 2021). The overlap between ASD and anxiety is embryonic and not well understood, but some evidence suggests that there may be bidirectionality between ASD traits and anxiety. In this sense, problems related to reciprocal social interaction can make social anxiety problems more latent, having an impact on people's autonomy and quality of life (Adams, Clark, & Simpson, 2019). In this regard, South & Rodgers (2017) emphasize that sensory problems and poor ability to understand and label one's own emotions (alexithymia) can generate significant amounts of rigidity and uncertainty in people with ASD when responding to social and emotional situations. Intolerance of uncertainty is a key mechanism underlying some anxiety disorders, suggesting that anxiety problems and features of ASD should not only be understood separately, but that the interaction between them should also be understood globally and holistically.

Much of the research on the clinical overlap of ASD and anxiety has been conducted from the perspective and experience of parents and/or caregivers, and the educational space has remained less considered in these studies (Adams, Young, & Keen, 2019). In this sense, understanding the role of the school and especially the work of teachers is key to providing the necessary support and adequate responses to students with ASD and comorbid anxiety (van Steensel & Heeman, 2017).

## **The impact of anxiety comorbidity in students with ASD diagnosis at school: the role of the teacher**

Anxiety is a common school-age problem and is linked to academic problems, relationship difficulties, and rejection at school. Anxious behaviors limit, in varying proportions, the quality of student participation in educational and cultural activities carried out at school (Herzig-Anderson et al., 2012). In relation to this, both parents and teachers are well placed to support children with anxiety problems from the early stages of development. (Allen & Lerman, 2018).

The prevalence of ASD has been increasing (Bennett et al., 2018), and this has happened in the midst of an inclusive educational scenario that aims for students, with and without disabilities, to learn together in regular schools. This scenario has led students with ASD to participate more and more in inclusive schools, which poses new pedagogical challenges for teachers, including the approach or work around clinical and subclinical symptoms of anxiety. Research related to the experiences of teachers in this context has been conducted. However, it is not well understood how they respond to the clinical and subclinical anxiety of students with ASD (Soto-Chodiman et al., 2012).

The literature underlines that overprotective, sanctioning, and avoidant reinforcement responses from parents and/or caregivers contribute to the hardening of anxiety symptoms in children, while, on the contrary, responses associated with rewards, stimuli, and problem-solving promote student's autonomy (Murray et al., 2009). In accordance, a study conducted by Allen & Lerman (2018) explored teachers' responses to symptoms of separation anxiety, social anxiety, and generalized anxiety in elementary school students. The results indicated that male teachers were more likely than female teachers to use responses that reinforced anxiety symptoms, but there were no differences in responses that promoted autonomy. Teachers with more teaching experience did not rely on overprotective responses, while teachers with less experience did so by promoting anxiety. Finally, teachers reported that they were less likely to use autonomy-promoting responses in cases of separation anxiety compared to symptoms of social or generalized anxiety.

Based on these findings, Adams, MacDonald, & Keen (2019) conducted a comparative exploratory study that revealed that teachers responded differently to the anxiety of students with ASD versus those who meet the expected development standards. They also responded by promoting anxiety in students with ASD (overprotection, sanction, and reinforcement of anxious behavior) when students show generalized anxiety and separation anxiety symptoms but not social anxiety. These data allow us a first approximation of the responses of teachers towards the anxiety of students with ASD. However, to strengthen our understanding of this problem, it is necessary to explore what variables could mediate the teachers' responses.

### **Objective, justification, and social relevance of the manuscript**

This argumentative manuscript examines the role of three variables that may be particularly relevant to understand teachers' responses to the anxiety of students with ASD in inclusive classrooms: (1) the knowledge that teachers have about the explanatory bases of ASD, which has been shown to be crucial to providing the necessary support and understanding the demands of students with special educational needs; (2) the emotional regulation strategies used by teachers, which have been shown to be key when dealing with situations that produce stress, anguish, and apprehension in pedagogical activities; and (3) the experience in special and inclusive education of teachers, an important aspect of solving the problems in the classroom.

These variables have been developed from the psychological and educational sciences, and they are closely related to the social role of teachers. Thus, the aim of this document is to propose a predictive model of teachers' responses to the anxiety of students with ASD in inclusive classrooms, using the theoretical and practical value of the variables mentioned in the previous lines. The proposal of this model is relevant because it contributes to the educational sciences, helping to prepare teachers to respond to the psychological and emotional needs of children in diverse educational contexts.

The model suggests a guide to explore the impact of the coexistence of ASD and anxiety in the classroom, especially in the pedagogical work of teachers. This model should be tested in future research to deepen the understanding of the role of teachers in the emotional well-being and mental health of children with ASD. Exploring the way in which teachers respond to the anxiety of students with ASD would promote a systemic comprehension of teaching in inclusive educational settings, which could enhance the participation of students with ASD in the classroom.

### **Model development**

#### **Teachers' knowledge of the explanatory bases of ASD as a key aspect in the development of their inclusive work**

Even though many teachers are convinced about the relevance of inclusive practices for students with ASD, in practice, they lack time to respond to the individual needs of students with this neurodevelopmental condition (Urbanovská et al., 2014). A study carried out by Sanz et al. (2017) has highlighted that teachers often do not receive the necessary preparation and lack basic knowledge about students with ASD. This pedagogical weakness prevents some teachers in the inclusive classroom from responding adequately and in time to the emotional and cognitive demands of the student with ASD.



According to these findings, general education must continue to strengthen the conventional pedagogical proposal with elements that provide a greater understanding of disability, which allows teachers to know how to do it in inclusive settings. The knowledge of teachers is an essential requirement to move towards higher levels of inclusion in school, especially when it comes to students with ASD (Rhodes, 2017). Mastery of the explanatory bases of the disorder, in variable proportions, can help teachers respond in a more efficient way, promoting the autonomy of students with ASD. On the other hand, the absence of essential knowledge about ASD can lead teachers to work from conceptions of typical cognitive development and end up excluding students with ASD (Andrews et al., 2015). Teachers must not only take into account the characteristics of students with ASD, but also a wide variability of clinical problems that overlap with this condition. This probably causes a decrease in teachers' expectations due to the exacerbation of problematic behaviors in students with ASD, which can lead to a substantive impoverishment of the relationship between teachers and their students.

In terms of comorbidity, the impact of separation anxiety, generalized anxiety, and social anxiety on ASD has been reported by teachers as one of the juxtaposed problems that most disturbs school participation in students with these characteristics (Saggers et al., 2016). Thus, it is possible to assume that the teachers' knowledge constitutes a crucial element to respond to the anxiety of students with ASD. This knowledge could become an invaluable support in the pedagogical work to know when the behaviors are typical of ASD, anxiety, or the interaction of both clinical conditions. Considering this variable in inclusive educational settings could improve the strategies for effective interventions in the classroom.

### **The emotional regulation of teachers as a major aspect in the inclusion of students with ASD**

The research on emotional regulation in school settings has been gaining attention, probably because managing one's own emotions has an impact on social behaviors, which is crucial for both children's and teachers' performance at school. Teachers must respond to multiple cognitive and emotional demands within the classroom, especially when working with students with ASD (Brotheridge & Grandey, 2002). Using adjusted strategies to regulate emotions is a protective factor for teachers' mental health that helps to manage stress, prevent burnout, and improve feelings of personal value, which in turn, could improve learning outcomes for students (Corcoran & Tormey, 2013).

The emotional regulation process consists of the conscious or unconscious efforts carried out by a person to determine the intensity and duration of their emotions in relation to the social circumstances in which they appear, the experience that they contribute, and their expression (Gross & Thompson, 2007).

From this perspective, the main emotional regulation strategies are cognitive reappraisal (alters emotional reactions at the time of their appearance, managing to change the emotional experience) and expressive suppression (changes the emotional expression, trying to hide the lived experience without being able to alter it). Empirical evidence underlines that cognitive reappraisal is the most adaptative strategy for adjusted emotional regulation (Brockman et al., 2017). Brackett et al. (2010) affirm that emotional regulation strategies predict feelings of personal achievement in teachers, which has a positive impact on the quality of interpersonal relationships. According to the criteria of Taxer & Gross (2018), both instrumental and hedonic emotional regulation allow teachers to modulate their own emotions and those of their students, promoting a positive climate in the classroom. However, the literature on the emotional regulation of special education teachers in inclusive educational settings is still limited (Hickman & Jureia, 2017). Teachers in inclusive schools, on numerous occasions, must work with students with ASD, who present complex peculiarities in verbal and non-verbal communication and in social behavior, which are often exacerbated by the juxtaposition with clinically significant anxiety symptoms (South & Rodgers, 2017).

In consequence, the teaching task of those teachers is much more complicated and forces them not only to work with the ravages of autism spectrum comorbidity and clinical and subclinical symptoms of anxiety, but also with their own state of mind regarding this work and challenges. It is possible to assume that teachers with more potential to understand and regulate their emotions can critically review their educational actions and better resolve the anguish and stress they experience at school, especially when it comes to responding to the anxiety of students with ASD. Undoubtedly, teachers' responses to comorbid anxiety with the autism spectrum can have a direct impact on their educational work and on the academic performance and participation of students with ASD in the regular classroom.

### **The importance of the experience and attitude of teachers towards the inclusion of students with ASD**

Experience in special and/or inclusive education is a relevant characteristic that allows teachers to know how to exploit teaching possibilities during their pedagogical work, with the purpose of contributing to the personal and social development of students with special educational needs. Teachers with experience in special and/or inclusive classrooms may have a clearer understanding of the sociocultural and individual aspects that interact and mediate the participation of the student with ASD in the classroom. That is, they are much more likely to develop global explanations about student behavior, using the guiding bases of the literature and the experiences of parents as a complement, instead of reductionist explanations (Campo, 2012).

The experience in special and/or inclusive education is related to the teachers' attitude towards inclusion since it provides them with a more hopeful vision of disability, associated critically and consistently with successful inclusion (Rodríguez et al., 2012). Teachers who do not have the necessary experience and have a negative attitude towards inclusion report apprehension and anguish if they have to lead a class with students with some kind of disability, partly because of the characteristics of the students and also because of the scarcity of time and few methodological resources for providing adequate support (Anglim et al., 2018).

The teachers who have had experience in the education of children with ASD, as a general rule, have a more positive attitude than teachers who have not had the opportunity to do so (Park & Chitiyo, 2010). This is important to support successful inclusion, since the position of teachers can promote the implementation of inclusive practices or become a barrier to student learning and participation. In this sense, the experience and attitude of teachers are critical elements that can break with the conception of development stagnant to the problematic characteristics of students with ASD, considering the possibilities of development that students with these behavioral characteristics possess. It is likely that the most experienced teachers can develop a keen psychopedagogical observation that allows them to understand the behavioral characteristics inherent to autism and know how to separate them from other symptoms that overlap the condition, such as clinical symptoms of anxiety. It is also likely that teachers with a positive attitude towards inclusion respond to the clinical and subclinical symptoms of anxiety of students with ASD with rewards and encouragement, while teachers with a negative attitude respond using punishment. It is necessary to underline that interdisciplinary research is needed in this area, since the responses of teachers in educational spaces open to diversity, where students with ASD participate, are still not well understood (Robertson et al., 2003).

### **Predictive model proposal**

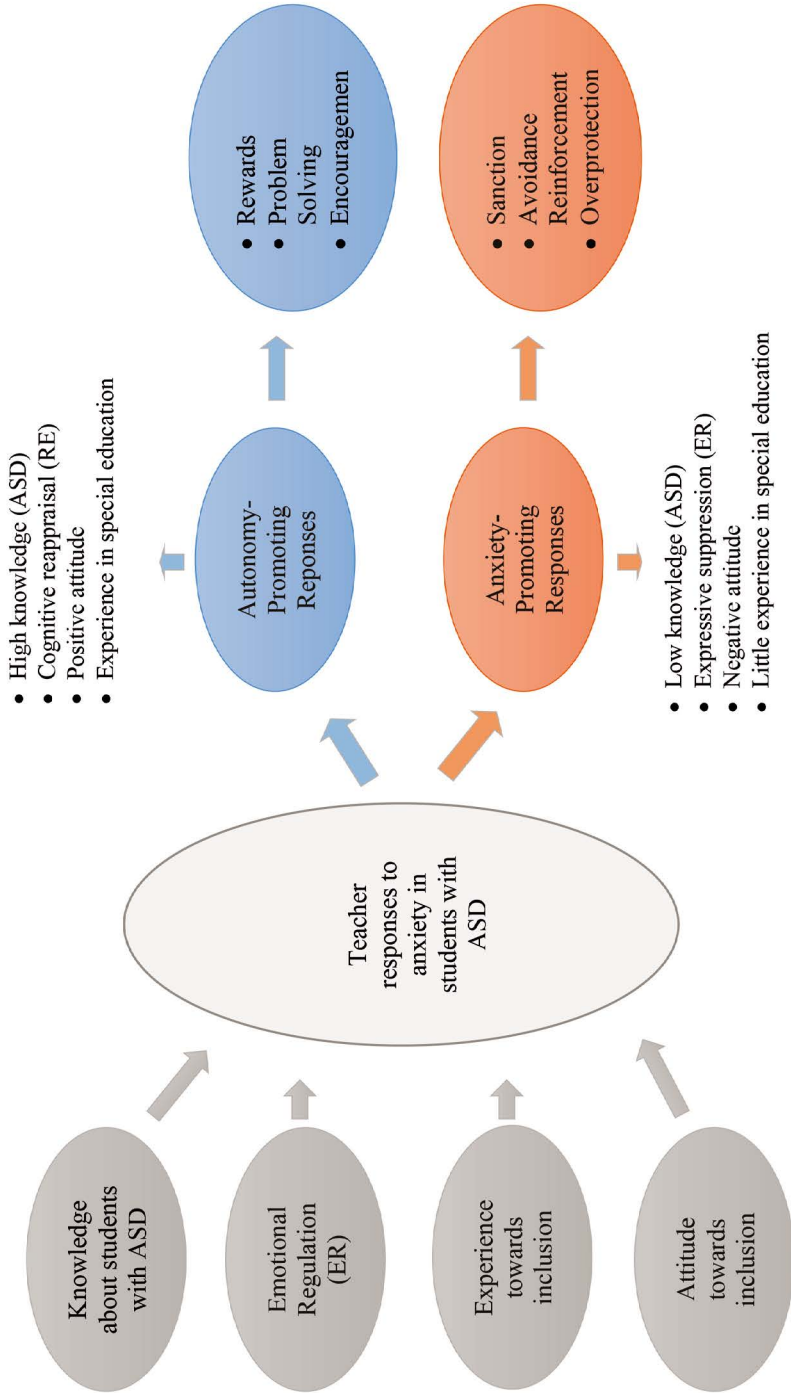
We have presented evidence of the importance of teachers' knowledge about the disorder, their emotional regulation strategies, and the experience and attitude of teachers regarding the inclusion of students with ASD in educational spaces. The evidence suggests that these variables may have a key role in teachers' responses to the anxiety of students with ASD. Nevertheless, it is necessary to underline that there may be other variables involved, such as teachers' personality characteristics and gender, that could have an impact on their practices. Recent studies have highlighted the relevance of each of these variables for the development of inclusive practices that seek to increase the participation of students with ASD. Considering this evidence, we propose the following predictive model as a basis for future studies that

seek to empirically verify the causal relationships between the variables addressed and the responses of teachers towards the anxiety of students with ASD in inclusive classrooms (see Figure 1). It has been proved that teachers' knowledge about the disability of their students is a fundamental aspect in supporting their demands in the classroom. Our model includes insights related to teachers' knowledge of ASD who have not yet received adequate guidance on the coexistence of autism and anxiety in the classroom, but which may also provide explanatory power. The evidence suggests that teachers' emotional regulation strategies are key to combating stress and anguish, and solving coexistence problems that arise in the classroom. Our model includes ideas related to the value of emotion regulation strategies when teachers respond to the onslaught of the clinical overlap of ASD and anxiety symptoms. The evidence also suggests that teachers' experience and attitude are requirements to support inclusion. The model that we propose uses the explanatory value of these variables, relating them to a problem that has been very little addressed in educational psychology and educational sciences.

According to the theory, the proposed model hypothesizes that indicators such as high knowledge about ASD, cognitive reappraisal (RE) as an emotional regulation strategy, positive attitude, and experience in special and/or inclusive education are related to the teachers' responses that promote autonomy (overprotection, sanctions, and avoidant reinforcement), and that indicators such as low knowledge about students with ASD, expressive suppression (ER) as an emotional regulation strategy, negative attitude, and little experience in special and/or inclusive education are related to responses that further problematize anxiety symptoms in autism (rewards, stimuli, and problem-solving). The predictive capacity of the model would have to be verified, but a valid question would be whether the indicators are distributed in this way to predict the responses of the teachers or they are combined in another way in practice.

Most of the results of the studies analyzed in this review are based on the operational benefits of self-report scales (Teacher Responses to Anxiety in Children Questionnaire – TRAC; The Autism Knowledge Questionnaire – AKQ; Emotion Regulation Questionnaire – ERQ). These instruments, like any self-report scale, include biases in the evaluation, despite their psychometric properties. In this sense, it is unavoidable to ask how valid the existing measures are to understand the role of the variables addressed in the responses of teachers towards the anxiety of students with ASD. There is an urgent need for experimental paradigms to address the responses of teachers in inclusive classrooms, since the observation and control of other variables can provide us with a causal explanation of the proposed model. Studies with these characteristics are necessary to clearly understand the role of teachers in inclusive classrooms where students with ASD participate.

**Figure 1**  
*Exploratory model of possible pathways related to teachers' responses to the anxiety of students with ASD in inclusive classrooms*



### **Implications of the model for the development of educational inclusion of students with ASD**

Theoretical models provide a relevant guiding framework for practice since they help to understand the complexity of human behavior. However, these models vary widely with respect to their degree of “realism” when it comes to representing the scenarios of social life, especially educational ones (Grober et al., 2004). Beyond these limitations, surprisingly, the coexistence of ASD and clinical symptoms of anxiety have not been addressed as a priority in schools, especially from the perspective of teachers. The proposed model could serve as a basis for developing studies that contribute to solving the lack of research in this area of education.

The literature related to contemporary education suggests that the inclusion of people with special educational needs could be enhanced by understanding the role of teachers (Siuty, 2019). In this sense, testing the proposed hypothetical model in future research contributes to understanding the nature of the bond between teachers and their students, specifically between teachers’ responses to the anxiety of students with ASD in inclusive classrooms. The results could become an organized and updated base to provide training, development, and support to the practical work of teachers, who have the social responsibility of educating children and adolescents with ASD and different symptoms of anxiety (Adams, MacDonald, & Keen, 2019).

The inclusion of students with ASD in regular classrooms has promoted research related to the preparation of teachers, since the work they carry out is relevant to changing the course of ASD behaviors towards a more adaptive functioning at each stage of development (Hawlder et al., 2018). In this sense, the model is developed in relation to the strategies that teachers use to respond to children’s anxiety, but it could also improve the comprehension of a wide range of symptoms that overlap with autism, such as depressive symptoms (Hollocks et al., 2019). This would contribute to the study and understanding of the teachers’ role, and ASD and its comorbid nature, which can provide recommendations for more effective intervention.

The psychological characteristics of teachers are critical aspects for the development of their pedagogical work in educational settings open to neurodiversity. That is why we included the emotional regulation strategies used by teachers in the proposed model, since it is known that the regulation of emotions is related to feelings of personal achievement in teachers (Brackett et al., 2010), which mediates the quality of interpersonal relationships. Taxer & Gross (2018) suggest that during their social work, teachers regulate their own emotions, as well as those of their students, in order to reduce the negative emotions that occur in the classroom. In this sense, the model not only attends to the findings that come from the studies of emotions and that demonstrate their relevance in social coexistence, but also contributes to eliminating the

vision of traditional education focused almost exclusively on the development of the intellect, with a marked forgetfulness of the emotional.

### Conclusions

There is an urgent need to investigate the responses of teachers towards the anxiety of students with ASD in inclusive classrooms, emphasizing predictive variables that help us understand the teaching task. This theoretical article has focused on some of those variables (knowledge about ASD, emotional regulation strategies, experience in special/inclusive education, and attitude of teachers) that seem to be closely related to each other and that could predict teachers' responses towards the anxiety of students with ASD. The literature is clear on the relevance of these variables to support the pedagogical work of teachers in classrooms open to neurodiversity, but research is still needed to explain the relationship between them. In this regard, this predictive model is speculative, but it can be tested in future studies. Understanding the responses of teachers towards the anxiety of students with ASD and the variables involved could enhance the inclusion of people with ASD in educational settings.

### Acknowledgments

We thank the Programa de Investigación Asociativa (PIA) en Ciencias Cognitivas, Research Center on Cognitive Sciences, Faculty of Psychology, Universidad de Talca.

### References

- Adams, D., Clark, M., & Simpson, K. (2019). The relationship between child anxiety and the quality of life of children, and parents of children, on the autism spectrum. *Journal of Autism and Developmental Disabilities, 50*(5), 1756-1769. <https://doi.org/10.1007/s10803-019-03932-2>
- Adams, D., MacDonald, L., & Keen, D. (2019). Teacher responses to anxiety-related behaviours in students on the autism spectrum. *Research in Developmental Disabilities, 86*, 11-19. <https://doi.org/10.1016/j.ridd.2018.12.009>
- Adams, D., Young, K., & Keen, D. (2019). Anxiety in children with autism at school: A systematic review. *Review Journal of Autism and Developmental Disorders, 6*, 274-288. <https://doi.org/10.1007/s40489-019-00172-z>
- Allen, L., & Lerman, R. (2018). Teacher Responses to Anxiety in Children questionnaire (TRAC): Psychometric properties and relationship with teaching staff characteristics. *Emotional and Behavioural Difficulties, 23*(2), 154-168. <https://doi.org/10.1080/13632752.2017.1376974>
- American Psychiatric Association. (2013). *Diagnostic and Statistical Manual of Mental Disorders* (5th ed.).

- Andrews, J. W., Drefs, M., Lupart, J., & Loreman, T. (2015). Foundations, principles, and student diversity. In J. W. Andrews, & J. L. Lupard (Eds.), *Diversity education: Understanding and addressing student diversity* (pp. 24-73). Nelson.
- Anglim, J., Prendeville, P., & Kinsella, W. (2018). The self-efficacy of primary teachers in supporting the inclusion of children with autism spectrum disorder. *Educational Psychology in Practice*, 34(1), 73-88. <https://doi.org/10.1080/02667363.2017.1391750>
- Bennett, M., Webster, A. A., Goodall, E., & Rowland, S. (2018). Exploring the identity of autistic individuals: Reconstructing the autism epidemic myth. In *Life on the Autism Spectrum* (pp. 17-35). Springer.
- Brackett, M. A., Palomera, R., Mojsa-Kaja, J., Reyes, M. R., & Salovey, P. (2010). Emotion-regulation ability, burnout, and job satisfaction among British secondary-school teachers. *Psychology in the Schools*, 47(4), 406-417. <https://doi.org/10.1002/pits.20478>
- Brockman, R., Ciarrochi, J., Parker, P., & Kashdan, T. (2017). Emotion regulation strategies in daily life: Mindfulness, cognitive reappraisal and emotion suppression. *Cognitive Behaviour Therapy*, 46(2), 91-113. <https://doi.org/10.1080/16506073.2016.1218926>
- Brotheridge, C. M., & Grandey, A. A. (2002). Emotional labor and burnout: Comparing two perspectives of "people work". *Journal of Vocational Behavior*, 60(1), 17-39. <https://doi.org/10.1006/jvbe.2001.1815>
- Campo, I. (2012). *Una estrategia de educación familiar en la escuela para niños con autismo [A family education strategy at school for children with autism]* [Unpublished doctoral dissertation]. Universidad de la Habana.
- Corcoran, R. P., & Tormey, R. (2013). Does emotional intelligence predict student teachers' performance? *Teaching and Teacher Education*, 35, 34-42. <https://doi.org/10.1016/j.tate.2013.04.008>
- Ersoy, M., Charman, T., Pasco, G., Carr, E., Johnson, M. H., Jones, E. J., & The BASIS Team. (2021). Developmental paths to anxiety in an autism-enriched infant cohort: The role of temperamental reactivity and regulation. *Journal of Autism and Developmental Disorders*, 51, 2631-2645. <https://doi.org/10.1007/s10803-020-04734-7>
- Grober, E. D., Hamstra, S. J., Wanzel, K. R., Reznick, R. K., Matsumoto, E. D., Sidhu, R. S., & Jarvi, K. A. (2004). The educational impact of bench model fidelity on the acquisition of technical skill. *Annals of Surgery*, 240(2), 374-381. <https://doi.org/10.1097/01.sla.0000133346.07434.30>
- Gross, J., & Thompson, R. (2007). Emotion regulation: Conceptual foundations. In J. J. Gross (Ed.), *Handbook of emotion regulation* (pp. 3-25). Guilford Press.
- Hawllader, M. D. H., Preity, S., Abdullah, A. S. M., Akhter, S., & Biswas, A. (2018). Perceptions, practices and challenges in schools for autistic children: A qualitative exploration of teachers and school authorities' views in Bangladesh. *Austin Journal of Public Health and Epidemiology*, 5(1), Article 1065.
- Herzig-Anderson, K., Colognori, D., Fox, J. K., Stewart, C. E., & Masia-Warner, C. (2012). School-based anxiety treatments for children and adolescents. *Child and Adolescent Psychiatric Clinics of North America*, 21(3), 655-668. <https://doi.org/10.1016/j.chc.2012.05.006>
- Hickman, C., & Jureia, A. (2017). *An Analysis of the Relationship of the Emotional Intelligence of Special Education Teachers and Special Education Student Achievement*. ProQuest LLC.
- Hollocks, M. J., Lerh, J. W., Magiati, I., Meiser-Stedman, R., & Brugha, T. S. (2019). Anxiety and depression in adults with autism spectrum disorder: A systematic



- review and meta-analysis. *Psychological Medicine*, 49(4), 559-572. <https://doi.org/10.1017/S0033291718002283>
- Kerns, C. M., & Kendall, P. C. (2014). Autism and anxiety: Overlap, similarities and differences. In T. E. Davis III, S. W. White, & T. H. Ollendick (Eds.), *Handbook of autism and anxiety* (pp. 75-89). Springer.
- Murray, L., Creswell, C., & Cooper, P. (2009). The development of anxiety disorders in childhood: An integrative review. *Psychological Medicine*, 39(9), 1413-1423. <https://doi.org/10.1017/S0033291709005157>
- Park, M., & Chitiyo, M. (2010). An examination of teacher attitudes towards children with autism. *Journal of Research in Special Educational Needs*, 11(1), 70-78. <https://doi.org/10.1111/j.1471-3802.2010.01181.x>
- Rhodes, C. (2017). *Effective educational practices regarding general education teachers and inclusion of students with autism* [Doctoral dissertation, Walden University]. ProQuest. <https://www.proquest.com/openview/dca74b0005e9675432996d294882a035/1?pq-origsite=gscholar&cbl=18750>
- Robertson, K., Chamberlain, B., & Kasari, C. (2003). General education teachers' relationships with included students with autism. *Journal of Autism and Developmental Disorders*, 33(2), 123-130. <https://doi.org/10.1023/A:1022979108096>
- Rodríguez, I. R., Saldaña, D., & Moreno, F. J. (2012). Support, inclusion, and special education teachers' attitudes toward the education of students with autism spectrum disorders. *Autism Research and Treatment*, 2012, Article 259468. <https://doi.org/10.1155/2012/259468>
- Sagers, B., Klug, D., Harper-Hill, K., Ashburner, J., Costley, D., Clark, T., Bruck, S., Trembath, D., Webster, A. A., & Carrington, S. (2016). *Australian autism educational needs analysis – what are the needs of schools, parents and students on the autism spectrum?* Cooperative Research Centre for Living with Autism.
- Sanz, P., Fernández, I., Pastor, G., & Tárraga, R. (2017). Pre-service teachers' knowledge, misconceptions and gaps about autism spectrum disorder. *Teacher Education and Special Education*, 40(3), 212-224. <https://doi.org/10.1177/0888406417700963>
- Siuty, M. B. (2019). Teacher preparation as interruption or disruption? Understanding identity (re)constitution for critical inclusion. *Teaching and Teacher Education*, 81(1), 38-49. <https://doi.org/10.1016/j.tate.2019.02.008>
- Soto-Chodiman, R., Pooley, J. A., Cohen, L., & Taylor, M. F. (2012). Students with ASD in mainstream primary education settings: Teachers' experiences in Western Australian classrooms. *Australasian Journal of Special Education*, 36(2), 97-111. <https://doi.org/10.1017/jse.2012.10>
- South, M., & Rodgers, J. (2017). Sensory, emotional and cognitive contributions to anxiety in autism spectrum disorders. *Frontiers in Human Neuroscience*, 11, Article 20. <https://doi.org/10.3389/fnhum.2017.00020>
- Taxer, J. L., & Gross, J. J. (2018). Emotion regulation in teachers: The “why” and “how”. *Teaching and Teacher Education*, 74, 180-189. <https://doi.org/10.1016/j.tate.2018.05.008>
- Urbanovská, E., Kantor, J., & Růžicka, M. (2014, 23–24 May). The education of students with autism spectrum disorders from the teacher's viewpoint – a Czech/Polish comparative study at the secondary education level [Paper presentation]. International Scientific Conference Society, Integration, Education, Rezekne, Latvia.

- Van Steensel, F. J., & Heeman, E. J. (2017). Anxiety levels in children with autism spectrum disorder: A meta-analysis. *Journal of Child and Family Studies*, 26(7), 1753-1767. <https://doi.org/10.1007/s10826-017-0687-7>
- Van Steensel, F. J., Bögels, S. M., & Perrin, S. (2011). Anxiety disorders in children and adolescents with autistic spectrum disorders: A meta-analysis. *Clinical Child and Family Psychology Review*, 14(3), 302-317. <https://doi.org/10.1007/s10567-011-0097-0>

## Odgovori nastavnika na anksioznost učenika s poremećajem iz spektra autizma: Predlog prediktivnog modela

Osvaldo Hernández-González<sup>a,b</sup>, Rosario Spencer-Contreras<sup>b</sup>,  
Belén de la Torre González<sup>c</sup>, Bárbara Rondón Mejías<sup>a,b</sup>

<sup>a</sup> Univerzitet u Talki, Institut za humanističke studije Huan Ignacio Molina, Talka, Čile

<sup>b</sup> Univerzitet u Talki, Fakultet za psihologiju, Talka, Čile

<sup>c</sup> Madridski Univerzitet Komplutense, Fakultet za psihologiju, Madrid, Španija

*Uvod:* Učenici s poremećajem iz spektra autizma (PSA) doživljavaju kliničke ili subkliničke nivoe anksioznosti koji problematizuju mogućnosti komunikacije i socijalne interakcije. Trenutni obrazovni zahtevi iziskuju istraživanje varijabli povezanih sa posredovanjem odgovora nastavnika na anksioznost učenika sa PSA. *Cilj:* Predložiti prediktivni model zasnovan na posredujućim varijablama odgovora nastavnika na anksioznost učenika sa PSA u inkluzivnim školama. *Metode:* Ovaj rukopis je fokusiran na pregled varijabli: znanja o PSA, strategije emocionalne regulacije, iskustva u specijalnom/inkluzivnom obrazovanju i stavovi nastavnika prema inkluziji. *Rezultati:* Dokazi sugeriraju da su razmotrene varijable ključne u odgovorima nastavnika na anksioznost učenika sa PSA. Na osnovu ovog nalaza, predložen je model koji povezuje visoko znanje o PSA, kognitivno ponovno procenjivanje kao strategiju emocionalne regulacije, pozitivan stav i iskustvo u specijalnom i/ili inkluzivnom obrazovanju sa odgovorima nastavnika koji promovišu autonomiju, dok su indikatori kao što su slabo znanje o učenicima sa PSA, ekspresivno potiskivanje kao strategija emocionalne regulacije, negativan stav i malo iskustva u specijalnom i/ili inkluzivnom obrazovanju povezani sa odgovorima koji problematizuju simptome anksioznosti kod učenika sa PSA. *Zaključak:* Prediktivni model koji je ovde predložen je spekulativan, ali teoretski otvara put mogućim empirijskim studijama koje će demonstrirati njegovu validnost.

*Ključne reči:* autizam, anksioznost, stav nastavnika, inkluzija, prediktivni model

PRIMLJENO: 11.05.2022.

REVIDIRANO: 20.08.2022.

PRIHVACENO: 30.08.2022.



## Stavovi nastavnika prema zastupljenosti oblika vršnjačkog nasilja i specifičnim karakteristikama žrtava

Iva N. Manić, Marija R. Marković

*Univerzitet u Nišu – Filozofski fakultet, Departman za pedagogiju, Niš, Srbija*

*Uvod:* Vršnjačko nasilje je fenomen koji podrazumeva neravnotežu moći između vršnjaka. Odnosi se na situacije kada dolazi do ponovljenih verbalnih i fizičkih napada, socijalnog isključivanja i emocionalnog, psihičkog i seksualnog zlostavljanja jednog učenika od drugog/drugih učenika, pri čemu žrtva ničim nije izazvala takvo ponašanje nasilnika. *Cilj:* Cilj ovog istraživanja bio je da se utvrde stavovi nastavnika prema zastupljenosti pojedinih oblika vršnjačkog nasilja i specifičnim karakteristikama žrtava. *Metode:* Uzorak je činilo 109 nastavnika iz šest osnovnih i srednjih škola sa teritorije grada Pirota. Kao instrument za prikupljanje podataka korišćena je petostepena skala procene Likertovog tipa, konstruisana za potrebe istraživanja. *Rezultati:* Rezultati istraživanja pokazuju da je verbalno nasilje najčešće primećen oblik nasilja među učenicima osnovnih i srednjih škola u Pirotu. Takođe, na osnovu stavova nastavnika može se zaključiti da određena specifičnost učenika nije nužan razlog da on postane žrtva vršnjačkog nasilja. *Zaključak:* Verbalno nasilje identifikovano je kao najizraženiji oblik vršnjačkog nasilja, dok se specifičnosti učenika nisu izdvojile kao rizičan faktor individualnog nivoa za vršnjačko nasilje. Zbog težeg otkrivanja pojedinih oblika vršnjačkog nasilja od strane odraslih, kao i zbog mogućnosti da žrtva vršnjačkog nasilja postane bilo koji učenik, u predupređivanju ove pojave veliki značaj ima preventivno delovanje škole, porodice i drugih podistema značajnih za vaspitanje i obrazovanje dece.

*Ključne reči:* vršnjačko nasilje, oblici vršnjačkog nasilja, karakteristike žrtava, škola, stavovi nastavnika

---

\* Korespondencija: Iva Manić, [i.manic-17507@filfak.ni.ac.rs](mailto:i.manic-17507@filfak.ni.ac.rs)

Napomene: Rad predstavlja deo master rada Manić. I. (2021). *Determinišući faktori pojave vršnjačkog nasilja u školi* [master rad]. Univerzitet u Nišu – Filozofski fakultet.

Rad je nastao kao rezultat istraživanja na projektu koji finansira Ministarstvo prosvete, nauke i tehnološkog razvoja Republike Srbije (br. ugovora 451-03-9/2021-14/200165).

## Uvod

U našoj praksi sve češće se upotrebljava termin *bullying* (eng. bullying), koji označava ponašanje pojedinca koji primenjuje moć ili snagu kako bi naneo štetu ili povredio slabijeg od sebe. Ovaj termin ne može se na našem jeziku u potpunosti opisati jednom rečju, pa se tumači kao maltretiranje, nasilje, siledžijstvo (Popadić i Plut, 2007). Vršnjačko nasilje se može okarakterisati kao namerno korišćenje fizičke sile ili verbalne moći protiv drugog vršnjaka ili grupe vršnjaka od moćnijeg vršnjaka, što izaziva negativne posledice po učenike koji su im izloženi (Marković, 2015). Dešava se u svakodnevnom okruženju i na svim uzrastima, ali većina istraživanja ove problematike fokusira se na decu školskog uzrasta (Graham & Juvonen, 2014). Kroz proučavanje vršnjačkog nasilja, primenom brojnih metoda i tehnika istraživanja, nastoji se doprineti boljem razumevanju ovog fenomena kako bi se uticalo na smanjenje njegove učestalosti (Field, 2004). Predmet ovog istraživanja jeste proučavanje stavova nastavnika prema vršnjačkom nasilju, s posebnim osvrtom na zastupljenost pojedinih oblika vršnjačkog nasilja i karakteristike žrtava.

Vršnjačko nasilje među učenicima predstavlja kompleksan fenomen i može se manifestovati u različitim formama. *Direktni* oblik nasilja prepoznaje se na osnovu otvorenih i neposrednih napada na žrtvu (npr. vređanje, kritikovanje, ruganje, guranje), a *indirektni* oblik obuhvata društvenu izolaciju, ogovaranje, ignorisanje i slično (Bjelošević et al., 2020). Suština indirektnog oblika ogleda se u nastojanju da žrtva postane socijalno izolovana, odnosno isključena iz vršnjačke grupe. Takvi postupci, usled dugotrajne isključenosti žrtve iz grupe, mogu imati značajne negativne posledice po njeno psihofizičko zdravlje.

U relevantnoj literaturi postoje različite tipologije vršnjačkog nasilja. Jedna od njih ukazuje na postojanje sledećih oblika nasilja: fizičko, verbalno, relaciono i seksualno (Rakić, 2015). Fizičko nasilje podrazumeva direktan napad na žrtvu i lako ga je identifikovati jer se ispoljava štipanjem, udaranjem, podmetanjem noge, izvlačenjem stolice i sl. (Dukan, 2020). Podrazumeva redovno napadanje vršnjaka slabijeg od sebe, direktnim ili indirektnim postupcima (Marković, 2015). Olveus (Olweus, 1994) ukazuje da je fizičko nasilje najprisutniji oblik vršnjačkog nasilja u školama i objašnjava da se može pojaviti kao čisto fizičko nasilje ili/i u kombinaciji sa verbalnim (psihičkim). Verbalno nasilje se ispoljava rečima, sa namerom da se vršnjak povredi, odnosno da mu se nanese psihička bol (Rakić, 2015). Ova vrsta nasilja podrazumeva ponašanja koja trenutno ili trajno ugrožavaju psihičko i emocionalno zdravlje vršnjaka (ogovaranje, ismevanje, nazivanje pogrđnim imenima i slično). Relaciono nasilje (isključivanje) često je primećeno među vršnjacima i zasniva se na načelima socijalne manipulacije (Marković, 2017). Ono se može opisati situacijama u kojim učenik ili grupa učenika ne dozvoljava pojedincu da pripada neformalnoj vršnjačkoj grupi. Ovaj oblik nasilja uključuje suptilna, prikrivena ponašanja ili neverbalni govor, pri čemu nasilnik može manipulirati sa drugim učenicima bez direktnog učešća.

Socijalno isključivanje ima za cilj formiranje grupnog identiteta, koji predstavlja snažan mehanizam kontrole (Marković, 2017). Seksualno nasilje, kao oblik vršnjačkog nasilja, podrazumeva uključivanje učenika u seksualnu aktivnost za koju nisu dovoljno zreli ili upućivanje poruka, dodirivanje, uvlačenje dece u prostituciju i druge vrste seksualne eksploatacije. Cilj seksualnog nasilja je zadovoljavanje potreba nasilnika, čime se ugrožava seksualni identitet žrtve tako što se primorava na neki oblik seksualne komunikacije (Dukan, 2020).

Navedenim oblicima nasilja često se priključuje i digitalno nasilje, koje podrazumeva primenu digitalne tehnologije za slanje poruka koje sadrže vređanje, pretnje, seksualno uznemiravanje (SMS, website), čime se može manifestovati jedan ili više pomenutih oblika nasilja (Bjelajac i Filipović, 2021).

Kada je reč o karakteristikama učenika koji su izloženi vršnjačkom nasilju, ustanovljeno je da pojedine nebihevioralne karakteristike učenika-žrtava, kao što su gojaznost, invaliditet, pripadnost LGBT populaciji, povećavaju rizik od vršnjačkog nasilja (Graham & Juvonen, 2014). Bilo koja jedinstvena karakteristika po kojoj se učenici-žrtve razlikuju od svojih vršnjaka može predstavljati rizični faktor (Graham & Juvonen, 2014).

Prethodna istraživanja koja su se takođe bavila utvrđivanjem tipičnih karakteristika žrtava pokazuju da su žrtve zapravo učenici koji pripadaju društveno marginalizovanim grupama, kao što su nacionalne manjine, migranti, učenici sa teškoćama u učenju i razvoju (Alivernini et al., 2019; Paul Poteat et al., 2013). Slično tome, istraživanjem koje je sprovedeno u Švedskoj utvrđeno je da su učenici sa potrebom za posebnom društvenom podrškom češće izloženi vršnjačkom nasilju (40%) u odnosu na ostale vršnjake (Fridh et al., 2017).

Verbalni, ali i drugi oblici vršnjačkog nasilja povezani su sa socijalnim statusom učenika (Pistella et al., 2020; Salmivalli & Isaacs, 2005). Ovaj podatak može se tumačiti sa aspekta percipiranja žrtve kao manje vredne i nedovoljno atraktivne za dominantnu grupu vršnjaka. To dovodi do socijalne isključenosti ili odbacivanja žrtve i često je praćeno ismevanjem, ruganjem, dodeljivanjem nadimaka i zastrašivanjem. Rezultati longitudinalne studije pokazali su da žrtve vršnjačkog nasilja ne reaguju odmah na doživljeno nasilje iz straha da neće imati adekvatnu podršku od ostalih učesnika obrazovno-vaspitnog procesa (Jiménez et al., 2021).

Istraživanjem je utvrđeno da se uzrast kao karakteristika može dovesti u vezu sa profilom žrtve i da on određuje trajanje i intenzitet nasilja. Vršnjačko nasilje se najčešće pojavljuje u periodu kada dete krene u školu, budući da početak formalnog obrazovanja predstavlja i pogodnu sredinu za interakciju sa vršnjacima. Rigbi (Rigby, 2007) navodi da je prijavljena viktimizacija izraženija među mlađim učenicima osnovne škole i postepeno se smanjuje u periodu srednje škole. U vezi sa tim primećeno je da je vršnjačko nasilje između mlađih učenika kratkotrajno i manje intenzivno, dok je kod starijih suprotno (Dukan, 2020; Krajnik, 2019). Ovaj podatak može se protumačiti sa aspekta

razvijenih socijalnih veština i sposobnosti samozaštite žrtve. Učenici mlađeg školskog uzrasta nemaju razvijene mehanizme samozaštite i u procesu su razvijanja samopouzdanja na osnovu povratnih informacija koje o sebi dobijaju od vršnjaka, pa samim tim češće mogu postati mete vršnjačkog nasilja (Perren et al., 2012). Takođe, postoje slučajevi i kada učenici sazrevaju i postaju svesniji posledica svojih postupaka po druge. U takvim situacijama oni mogu prestati da vrše nasilje nad drugima ili to mogu činiti na manje uočljiv način.

Na osnovu pregleda literature može se primetiti da dečaci često iniciraju nasilne interakcije, odnosno da su i u ulozi nasilnika i u ulozi žrtve (Popadić i Plut, 2007). Isti autori ukazuju na postojanje polnih razlika u izloženosti pojedinim oblicima vršnjačkog nasilja. Primećeno je da dečaci češće ispoljavaju fizičko nasilje, a devojčice relaciono (Marković, 2015). Rezultati drugog istraživanja potvrđuju da su devojčice češće uključene u verbalni, odnosno relacioni oblik vršnjačkog nasilja (Stepanić, 2019).

Neravnoteža moći je upravo ono što razlikuje vršnjačko nasilje od vršnjačkih konflikata, u kojima su strane u sukobu približno jednake moći (Graham & Juvonen, 2014). Specifične karakteristike vršnjačkog nasilja jesu intenzitet, odnosno trajanje, negativni postupci jednog učenika ili grupe učenika nad vršnjakom, pri čemu postoji neravnomeran odnos snaga, kao i repetitivnost (Graham & Juvonen, 2014).

Cilj ovog istraživanja bio je da se utvrde stavovi nastavnika prema vršnjačkom nasilju, sa posebnim osvrtom na zastupljenost pojedinih oblika vršnjačkog nasilja i specifične karakteristike žrtava. Pritom su rezultati istraživanja analizirani imajući u vidu razlike u dužini radnog staža ispitanika i vrste škole u kojoj rade.

## Metode

### Uzorak

Istraživanje je sprovedeno 2021. godine u šest škola sa teritorije grada Pirota. Škole koje su uključene u istraživanje (OŠ „Vuk Karadžić“, OŠ „8. septembar“, OŠ „Dušan Radović“, Gimnazija Pirot, Ekonomska škola i Mlekarska škola) predstavljaju prigodni uzorak. U istraživanju je dobrovoljno učestvovalo 109 nastavnika. Podaci su anonimno prikupljeni uz pomoć skale procene distribuirane elektronskim putem.

Uzorak čini 76 nastavnika zaposlenih u osnovnim školama i 33 nastavnika koji rade u srednjim školama. Od ukupnog broja ispitanika 11 nastavnika (10.1%) ima manje od pet godina radnog staža, 20 nastavnika (18.3%) između pet i 10 godina i 78 nastavnika (71.6%) ima više od 10 godina radnog iskustva.

## Zadaci i hipoteze istraživanja

U ovom istraživanju postavljena su dva istraživačka zadatka: utvrditi koji su oblik vršnjačkog nasilja nastavnici najčešće primetili u školskoj praksi i utvrditi zapažanja nastavnika u pogledu specifičnih karakteristika žrtava vršnjačkog nasilja. U skladu sa tim zadacima najpre se pretpostavilo je da verbalni oblik vršnjačkog nasilja najčešće primećena forma nasilja među učenicima, a potom i da nastavnici pojedine karakteristike učenika, kao što su slabije fizičke sposobnosti, stidljivost, prethodno doživljena viktimizacija, razvojne smetnje, prepoznaju kao rizične faktore za njihovu viktimizaciju od vršnjaka.

## Instrument istraživanja

U istraživanju je korišćena skala procene Likertovog tipa. Skala procene konstruisana je za potrebe ovog istraživanja sa namerom da se utvrde stavovi nastavnika prema vršnjačkom nasilju i specifičnim karakteristikama žrtava. Prva celina odnosi se na utvrđivanje stavova nastavnika prema učestalosti ispoljavanja različitih oblika vršnjačkog nasilja (npr. *Primećujem da se učenici često tuku ili fizički sukobljavaju; Dominantniji učenici često etiketiraju stidljivije učenike; Učenici često prijavljuju da su bili žrtve verbalnog nasilja*), dok se druga odnosi na stavove nastavnika prema karakteristikama žrtava (npr. *Smatram da učenici sa slabijim fizičkim sposobnostima češće postaju žrtve vršnjačkog nasilja u odnosu na ostale učenike; Mislim da učenici koji imaju određene poteškoće u razvoju često doživljavaju nasilje od vršnjaka; Stidljiviji učenici češće doživljavaju nasilje od vršnjaka u odnosu na ostale učenike; Mislim da je za učenike koji se plaše da neposredno prijave nasilje veća verovatnoća da kasnije ponovo budu žrtve u odnosu na učenike koji odmah reaguju*).

Ispitanici su iskazivali sepen saglasnosti sa tvrdnjama označavanjem brojeva od 1 (uopšte se ne slažem) do 5 (u potpunosti se slažem). Vrednost Kronbahovog alfa koeficijenta za prvu subskalu iznosi  $\alpha = .79$ , a za drugu  $\alpha = .80$ .

## Procedura istraživanja

S obzirom na aktuelnu epidemiološku situaciju nije bilo mogućnosti da se istraživanje sprovede na terenu, pa je skala procene distribuirana elektronskom poštom i postavljena na pojedine zatvorene grupe na društvenim mrežama.

## Obrada podataka

Statistička obrada podataka izvršena je korišćenjem programa IBM SPSS Statistics 20. Razlike u stavovima nastavnika prema vršnjačkom nasilju i specifičnim karakteristikama žrtava u odnosu na školu u kojoj su zaposleni obrađene su primenom t-testa, a razlike u stavovima u odnosu na godine radnog staža obrađene su primenom F-testa. Za precizniji prikaz razlika u kategorijama, u okviru F-testa primenjen je *Bonferoni post hoc* postupak. Od statističkih parametara korišćeni su i frekvencije, aritmetička sredina, standardna devijacija, stepen slobode i statistička značajnost.

### Rezultati istraživanja

Rezultati dobijeni ovim istraživanjem pokazuju da je, na osnovu stavova nastavnika, verbalni oblik vršnjačkog nasilja najučestaliji. U Tabeli 1 prikazani su rezultati značajni za utvrđivanje učestalosti ispoljavanja oblika vršnjačkog nasilja.

**Tabela 1**

*Stavovi nastavnika prema učestalosti ispoljavanja različitih oblika vršnjačkog nasilja*

Ajtemi	U potpunosti se slažem	Slažem se	Niti se slažem, niti se ne slažem	Ne slažem se	Uopšte se ne slažem
Primećujem da se učenici često tuku ili fizički sukobljavaju	10	10	33	27	29
Dominantniji učenici stalno etiketiraju stidljivije učenike	24	36	31	15	3
Učenici često prijavljuju da su bili žrtve verbalnog nasilja	1	5	21	47	35
Mislim da pojedini učenici koriste svaku priliku da manipulišu sa učenicima koje doživljavaju kao slabije	15	19	31	28	16

Dobijeni nalazi pokazuju niži stepen slaganja ispitanika sa tvrdnjom o učestalom ispoljavanju fizičkog oblika. Veći broj ispitanika se u potpunosti slaže ( $n = 24$ ) ili iskazuje saglasnost ( $n = 36$ ) sa tim da dominantniji učenici stalno etiketiraju stidljivije, dok troje ispitanika uopšte nije saglasno sa datom tvrdnjom. Najveći broj ispitanika ( $n = 47$ ) ima nizak stepen saglasnosti sa tvrdnjom da učenici često prijavljuju da su bili žrtve verbalnog nasilja. Nastavnici ( $n = 31$ ) nemaju jasno formiran stav (niti se slažu, niti se ne slažu) prema tvrdnji da pojedini učenici koriste svaku priliku da manipulišu sa učenicima koje doživljavaju kao slabije.

**Tabela 2**

*Stavovi nastavnika prema učestalosti oblika vršnjačkog nasilja u odnosu na vrstu škole*

Vrsta škole	<i>AS</i>	<i>t</i>	<i>p</i>
Osnovna	10.47	-2.24	.11
Srednja	12.09		

Iz Tabele 2 se može videti da nema statistički značajnih razlika u odgovorima nastavnika osnovnih i nastavnika srednjih škola na pomenute tvrdnje ( $t(106) = -2.24, p > .05$ ).



**Tabela 3**

*Stavovi nastavnika o učestalosti oblika vršnjačkog nasilja u odnosu na godine radnog staža*

Varijable	<i>N</i>	<i>AS</i>	<i>SD</i>	<i>F</i>	<i>df1</i>	<i>df2</i>	<i>p</i>
Manje od pet godina	11	10.18	2.48				
Između pet i 10 godina	20	12.85	4.15	3.75	1	107	.02
Više od 10 godina	78	10.58	3.51				

Dobijene vrednosti primenom F-testa pokazuju da je između grupa ispitanika prisutna statistički značajna razlika ( $F = 3.75, p < .05$ ). Na osnovu podataka prikazanih u Tabeli 3 primećuje se da se aritmetička sredina u odgovorima ispitanika razlikuje, pa je primenjen statistički postupak koji još preciznije pokazuje razliku u kategorijama.

Izračunavanjem razlika unutar grupa primenom *Bonferoni post hoc* postupka, dobijena vrednost ( $p > .001$ ) pokazuje da se odgovori ispitanika sa manje od pet godina radnog staža statistički značajno razlikuju od odgovora ispitanika sa više godina radnog staža.

**Tabela 4**

*Stavovi nastavnika prema specifičnim karakteristikama žrtava vršnjačkog nasilja*

Ajtemi	U potpunosti se slažem	Slažem se	Niti se slažem, niti se ne slažem	Ne slažem se	Uopšte se ne slažem
Smatram da učenici sa slabijim fizičkim sposobnostima češće postaju žrtve vršnjačkog nasilja u odnosu na ostale učenike	13	31	37	18	10
Mislim da učenici koji imaju određenje poteškoće u razvoju često doživljavaju nasilje od vršnjaka	17	16	32	26	18
Smatram da je za učenike koji su jednom bili žrtve vršnjačkog nasilja veća verovatnoća da ponovo dožive nasilje u odnosu na ostale učenike	21	33	32	13	10
Stidljiviji učenici češće doživljavaju nasilje od vršnjaka u odnosu na ostale učenike	22	42	25	16	4
Mislim da je za učenike koji se plaše da neposredno prijave nasilje veća verovatnoća da kasnije ponovo budu žrtve u odnosu na učenike koji odmah reaguju	44	39	13	11	2

Nastavnici ( $n = 37$ ) su izrazili neodlučnost (Niti se slažem, niti se ne slažem) pri proceni tvrdnje da učenici sa slabijim fizičkim sposobnostima češće postaju žrtve vršnjačkog nasilja u odnosu na ostale. Veći stepen saglasnosti (slažem se) sa istom tvrdnjom imao je 31 ispitanik. Manji broj nastavnika ( $n = 17$ ) u potpunosti se slaže sa tim da učenici sa poteškoćama u razvoju često doživljavaju nasilje od svojih vršnjaka. Delimičnu saglasnost (slažem se) sa pretpostavkom da je za učenike koji su jednom bili žrtve veća verovatnoća da to ponovo postanu u odnosu na druge učenike ispoljilo je 33 nastavnika. Veći broj ispitanika ( $n = 42$ ) slaže se sa tim da stidljiviji učenici češće doživljavaju vršnjačko nasilje u odnosu na ostale. Najveći broj ispitanika (44 u potpunosti, a 39 delimično) slaže se sa tvrdnjom *Mislim da je za učenike koji se plaše da neposredno prijave nasilje veća verovatnoća da kasnije ponovo budu žrtve u odnosu na učenike koji odmah reaguju.*

**Tabela 5**

*Stavovi nastavnika prema specifičnim karakteristikama žrtava vršnjačkog nasilja u odnosu na vrstu škole*

Vrsta škole	AS	t	p
Osnovna	16.36	-2.50	.71
Srednja	18.60		

Izračunata vrednost t-testa ( $t(106) = -2.50, p > .05$ ) pokazuje da nema statistički značajnih razlika u odgovorima nastavnika osnovnih i nastavnika srednjih škole na pomenute tvrdnje.

**Tabela 6**

*Stavovi nastavnika prema specifičnim karakteristikama žrtava vršnjačkog nasilja u odnosu na godine radnog staža*

Varijable	N	AS	SD	F	df1	df2	p
Manje od pet godina	11	16.09	4.39	1.70	1	107	.20
Između pet i 10 godina	20	18.60	4.90				
Više od 10 godina	78	16.70	4.32				

Podaci dobijeni primenom F-testa pokazuju da između odgovora ispitanika ne postoji statistički značajna razlika ( $F = 1.70, p > .05$ ).

Izračunavanjem razlika unutar grupa, primenom *Bonferoni post hoc postupka* (Tabela 6), zaključuje se da se kategorija ispitanika „manje od pet godina” razlikuje od ostalih kategorija s obzirom na razlike u aritmetičkim sredinama. Dobijena vrednost ( $p > .05$ ) pokazuje da ne postoji statistički značajna razlika u odgovorima mlađih ispitanika u odnosu na odgovore ispitanika sa više godina radnog staža.

## Diskusija

Sprovedeno istraživanje imalo je za cilj da se utvrde stavovi nastavnika prema zastupljenosti pojedinih oblika vršnjačkog nasilja i specifičnim karakteristikama žrtava. Ispitanici su ispoljili niži stepen slaganja sa tvrdnjom koja se odnosi na učestalo ispoljavanje fizičkog nasilja, što se može protumačiti da ono takođe postoji među učenicima, ali se verovatno češće javlja u odsustvu nastavnika. Dobijeni nalazi mogu se objasniti činjenicom da kod učenika postoji strah od kazne za učinjen fizički napad, zbog čega mogu češće pribegavati verbalnom obliku. Verbalni oblik vršnjačkog nasilja učenici doživljavaju kao nešto uobičajeno (Bilić, 2018). Zastrašivanje, vređanje, ogovaranje i drugi tipovi verbalnog nasilja teže se uočavaju, što se može dovesti u vezu sa shvatanjem učenika da je verbalni oblik „manje štetan”. Rezultati ovog istraživanja potvrđuju nalaze prethodnih istraživanja (Kosić-Bibić i Kovačević, 2018; López-Castedo et al., 2018) o tome da je verbalni oblik vršnjačkog nasilja najčešće zastupljen među učenicima. Najzastupljeniji postupci su ismevanje i omalovažavanje, a zatim ogovaranje i širenje laži (Kosić-Bibić i Kovačević, 2018; Martić, 2021). Takođe, istraživanje učestalosti nasilja među učenicima srednje škole pokazuje da je 23% ispitanika najčešće doživelo da ih vršnjaci vređaju i ismevaju, a 28% ispitanika da ih nazivaju pogrđnim imenima (Kodžopeljić i sar., 2010).

Budući da se pojedini oblici nasilja često ne primete ili ne shvate ozbiljno, žrtva neretko i ne prijavi da je doživela nasilje. Većina ispitanika je iskazala saglasnost sa tvrdnjom *Mislim da je za učenike koji se plaše da neposredno prijave nasilje veća verovatnoća da kasnije ponovo budu žrtve u odnosu na učenike koji odmah reaguju*. Tako se stvara mogućnost za njegovo ponovno javljanje. Učenici žrtve se često stide, veruju da im niko ne može pomoći, pa smatraju da je ono što su doživeli sastavni deo „normalnog” funkcionisanja u školi (Martinović, 2022). Dobijeni podatak ima implikaciju za buduće angažovanje nastavnika u školi kada je u pitanju hrabrenje učenika da neposredno reaguju u slučaju pojave vršnjačkog nasilja i stvaranje klime koja će ohrabrivati učenike da prijavljuju nasilje.

U pogledu zapažanja nastavnika o oblicima vršnjačkog nasilja dobijene vrednosti pokazuju da se odgovori mlađih ispitanika o vršnjačkom nasilju statistički značajno razlikuju od odgovora ispitanika sa više godina radnog staža. Iskazana zapažanja nastavnika o često primećenim oblicima vršnjačkog nasilja mogu se dovesti u vezu sa iskustvom u radu. Zbog teže uočljivosti moguće je da nastavnici sa manje radnog iskustva slabije prepoznaju prikriveno manipulisanje i nanošenje štete socijalnom statusu i ugledu žrtve (Bilić, 2018). Pojedini učenici doživljavaju vršnjačko nasilje, pri čemu nastavnici, često oni sa manje iskustva u radu, toga možda nisu ni svesni (Žić Ralić, 2012). Istraživanja (videti u Rose et al., 2011) pokazuju da je potrebno mnogo vremena da nastavnici uvide da vršnjačko nasilje postoji, a manje iskusni često ne razlikuju vršnjačko nasilje od običnih konflikata među učenicima. Takođe, manje iskusni nastavnici

interveniju samo u situaciji kada se vršnjačko nasilje vidno primeti (Bauman & Del Rio, 2006, prema Rose et al., 2011).

Rezultati takođe pokazuju da nema statistički značajne razlike u odgovorima nastavnika koji su zaposleni u osnovnim u odnosu na nastavnike srednjih škola. To znači da nastavnici osnovnih i srednjih škola imaju visok stepen saglasnosti sa tvrdnjama koje pokazuju da je verbalno nasilje najčešće primećeni oblik. U prilog tome govore i nalazi Kosić-Bibić i Kovačević (2018), koji ukazuju na to da se različiti oblici agresivnog ponašanja sve češće primećuju među učenicima osnovnih, ali i srednjih škola širom Srbije. Ipak, pojedina istraživanja pokazuju malo drugačije rezultate, u kojima dobijeni nalazi izveštavaju o nižoj zastupljenosti vršnjačkog nasilja u srednjim u odnosu na osnovne škole. Tokom školovanja 77% srednjoškolaca nikad nije bilo izloženo nasilju, dok je 17% ispitanika doživelo vršnjačko nasilje jednom ili dva puta, pri čemu su najčešće bili žrtve verbalnog nasilja (Gojković i Vukićević, 2011; Kodžopeljić i sar., 2010). Nalazi dobijeni drugim istraživanjem, pak, ukazuju na veću prevalenciju nasilja među srednjoškolcima, odnosno da je 30% ispitanika vršilo nasilje nad drugima, dok je skoro 50% ispitanika bilo izloženo vršnjačkom nasilju, bez obzira na pol učenika (Velki, 2008).

U vezi sa drugim istraživačkim zadatkom, stavovi ispitanika usmereni su prema tvrdnjama koje pretpostavljaju da žrtve vršnjačkog nasilja postaju stidljiviji učenici, sa slabijim fizičkim sposobnostima ili sa teškoćama u razvoju. Na osnovu rezultata se zaključuje da je najveći broj ispitanika izrazio stav neodlučnosti prema proceni specifičnih karakteristika žrtava kao faktora rizika. Slično se može protumačiti i u slučaju tvrdnji koje objašnjavaju da učenici marginalizovanih grupa, odnosno učenici sa određenim poteškoćama u razvoju, kao i stidljiviji učenici, češće doživljavaju vršnjačko nasilje u odnosu na ostale učenike. Ovim istraživanjem nije potvrđena inicijalna pretpostavka o tipičnim karakteristikama žrtava (slabije fizičke sposobnosti, stidljivost, prethodno doživljena viktimizacija, razvojne smetnje). Rezultati dobijeni našim istraživanjem pokazuju da žrtva vršnjačkog nasilja može da postane bilo koji učenik, bez obzira na svoju jedinstvenost i specifičnost. Suprotno tome, rezultati stranog istraživanja (Malette, 2017) pokazuju da su žrtve nasilja često izolovane od vršnjaka zbog toga što poseduju specifičnosti po kojima se razlikuju od ostalih. Nedostatak socijalnih veština doprinosi tome da učenici ne znaju da se odbrane od agresivnog napada vršnjaka i zbog toga postaju žrtve (Perren et al., 2012; Žic Ralić, 2012). Socijalno nekompetentna deca pružaju priliku vršnjacima da taj deficit u socijalnim veštinama protumače kao nepoželjno ponašanje. Vršnjaci takvo ponašanje često ne žele da prihvate i zbog toga učenici sa deficitom u socijalnim veštinama češće postaju žrtve (Žic Ralić, 2012). Moguće je da nastavnici prepoznaju da posedovanje neke od navedenih karakteristika samo po sebi nije dovoljan rizični faktor za viktimizaciju, već je reč o složenoj interakciji između te i ostalih personalnih karakteristika učenika.

To pojedine od njih može učiniti otpornijim na nasilje, iako poseduju neke od navedenih karakteristika.

Rezultati dobijeni našim istraživanjem govore u prilog tome da učenici koji su jednom bili žrtve imaju skoro identičnu verovatnoću da ponovo to postanu. Ovaj podatak može se objasniti nedovoljnim poverenjem u nastavnika da će zaustaviti dalju viktimizaciju, što obeshrabruje žrtvu da prijavi pretrpljeno nasilje. U prilog tome govore i rezultati prethodno sprovedenog istraživanja (Kerovec, 2018) koji pokazuju da je od ukupnog broja ispitanika (332) vrlo mali broj učenika prijavio nasilje nastavniku (4.8%) i školskom pedagogu ili psihologu (2.7%). Nasuprot tome, 41.9% ispitanika poverilo je svoje iskustvo o doživljenom vršnjačkom nasilju svom prijatelju/prijateljici (Kerovec, 2018).

Čutanje o doživljenom nasilju može da izazove dugotrajnu viktimizaciju, što izaziva štetne posledice po žrtvu. Olweus (Olweus, 1994) ukazuje da je fizičko nasilje najprisutniji oblik vršnjačkog nasilja u školama i objašnjava da se može pojaviti kao čisto fizičko nasilje ili/i u kombinaciji sa verbalnim (psihičkim).

Prednost sprovedenog istraživanja ogleda se u nastojanju da se sagledaju stavovi nastavnika prema vršnjačkom nasilju kao ključnih aktera koji mogu doprineti prevenciji ovog problema. Ovo istraživanje ukazuje na to da specifične karakteristike žrtava nisu nužan i dovoljan uslov za vršnjačko nasilje. Shodno tome, značajno je ukazati na potrebu za adekvatnijim percipiranjem čak i najmanjih pokazatelja pojave vršnjačkog nasilja, prvenstveno onih oblika koji se teže uočavaju. Takođe, istraživanje ukazuje na značaj potrebe za stručnim osposobljavanjem i permanentnim usavršavanjem u segmentima prepoznavanja vršnjačkog nasilja, reagovanja na nasilje, kao i u postupku njegovog predupređivanja. Potrebna su dalja istraživanja kojima bi se nastojalo da se ustanove konstelacije individualnih karakteristika pojedinaca koje povećavaju verovatnoću za njihovu viktimizaciju.

U budućim istraživanjima, prilikom proučavanja različitih aspekata ove složene pojave, bilo bi značajno primeniti i druge metodološke pristupe, kao što su kvalitativna metodologija i miks-metodologija.

### **Zaključak**

Na osnovu stavova nastavnika zaposlenih u osnovnim i srednjim školama utvrđeno je da je verbalni oblik vršnjačkog nasilja najzastupljeniji kod učenika osnovnih i srednjih škola. Takođe, dobijeni rezultati pokazuju da određene specifičnosti pojedinih učenika ne predstavljaju nužni razlog za doživljavanje nasilja od vršnjaka. Odnosno, ustanovljeno je da iskustva nastavnika ukazuju na to da žrtva mogu postati učenici različitih karakteristika.

U savremenoj praksi potrebno je kod nastavnika i ostalih zaposlenih probuditi svest o potrebi za povećanom pažnjom i nadzorom nad učenicima. Time se doprinosi eventualnom sprečavanju dugotrajnih nasilnih postupaka,

što značajno doprinosi blagostanju svih aktera obrazovno-vaspitnog procesa. Takođe, važan je i rad nastavnika na podsticanju učenika da prijave vršnjačko nasilje, prevashodno kroz uspostavljanje odnosa poverenja sa učenicima, kao i adekvatnim reagovanjem u situacijama kada učenik prijavi nasilje.

Pored porodične sredine, škola je važna sredina za socijalizaciju pojedinca, koja, nažalost, predstavlja priliku za ispoljavanje vršnjačkog nasilja. Uprkos postojećem stanju u školskoj sredini, rukovodeći organi škole, kao i ostali saradnici, imaju zadatak da primenjuju propise koji se odnose na aktivnosti prevencije i intervencije u pogledu vršnjačkog nasilja. Pre svega trebalo bi stvoriti podsticajnu atmosferu za rad i učenje, podstaći nastavni i stručni kadar na stručno usavršavanje u domenima prepoznavanja i najmanjih oblika vršnjačkog nasilja, za adekvatniju prevenciju i pravovremenu intervenciju. Da bi škola kao institucija uspela u svojim namerama da preventivno deluje na vršnjačko nasilje i zaštititi žrtve, potrebno je da nastoji da deluje i na druge faktore koji su značajni za razvoj i obrazovanje dece. Svakako, potrebna je pomoć i podrška i drugih institucija, lokalne sredine, roditelja, okoline i sl.

### Literatura

- Alivernini, F., Manganeli, S., Cavicchiolo, E., & Lucidi, F. (2019). Measuring bullying and victimization among immigrant and native primary school students: Evidence from Italy. *Journal of Psychoeducational Assessment*, 37(2), 226-238. <https://doi.org/10.1177/0734282917732890>
- Bilić, V. (2018). *Nove perspektive, izazovi i pristupi nasilju među vršnjacima*. Obrazovni izazovi i Učiteljski fakultet Sveučilišta u Zagrebu.
- Bjelajac, Ž., i Filipović, A. (2021). Specifičnosti digitalnog nasilja i digitalnog kriminala. *Pravo – teorija i praksa*, 38(4), 16-32. <https://doi.org/10.5937/ptp2104016B>
- Bjelošević, E., Bjelošević, S., & Hadžikapetanović, H. (2020). Peer violence as a problem of the modern society. *Psychiatria Danubina*, 32(Suppl. 3), 371-377.
- Dukan, Ž. (2020). *Razlike u oblicima i učestalosti vršnjačkog nasilja između učenika osnovnih i srednjih škola* [doktorska disertacija, Sveučilište u Zagrebu]. ODRAZ. <https://urn.nsk.hr/urn:nbn:hr:131:113056>
- Field, E. (2004). *Živjeti bez nasilja: kako pomoći djeci da izađu na kraj sa zadirivanjem i nasiljem*. Naklada Kosinj.
- Fridh, M., Köhler, M., Modén, B., Lindström, M., & Rosvall, M. (2017). Subjective health complaints and exposure to peer victimization among disabled and non-disabled adolescents: A population-based study in Sweden. *Scandinavian Journal of Public Health*, 46(2), 262-271. <https://doi.org/10.1177/1403494817705558>
- Gojković, V., i Vukićević, L. (2011). Vršnjačko nasilje – bullying kod učenika srednjih škola. *Zbornik Instituta za kriminološka i sociološka istraživanja*, 30(1-2), 199-218.
- Graham, S., & Juvonen, J. (2014). Bullying in schools: The power of bullies and the plight of victims. *Annual Review of Psychology*, 65(1), 159-185. <https://doi.org/10.1146/annurev-psych-010213-115030>
- Jiménez, T. I., León, J., Martín-Albo, J., Lombas, A. S., Valdivia-Salas, S., & Estévez, E. (2021). Transactional links between teacher-adolescent support, relatedness and aggression at school: A three-wave longitudinal study. *International Journal*

- of Environmental Research and Public Health*, 18(2), Article 436. <https://doi.org/10.3390/ijerph18020436>
- Kerovec, M. (2018). *Uloga vršnjačkog nasilja u objašnjenju pojavnosti internaliziranih problema kod mlađih adolescenata* [diplomski rad, Sveučilište u Zagrebu]. Dabar. <https://repositorij.erf.unizg.hr/en/islandora/object/erf%3A380/datastream/PDF/view>
- Kodžopeljić, J., Smederevac, S., i Čolović, P. (2010). Razlike u učestalosti i oblicima nasilnog ponašanja između učenika osnovnih i srednjih škola. *Primenjena psihologija*, 3(4), 289-305. <https://doi.org/10.19090/pp.2010.4.289-305>
- Kosić-Bibić, N., i Kovačević, J. (2018). Vršnjačko nasilje u školama – nasilje ili stil komunikacije? *Hrana u zdravlju i bolesti*, 10, 79-85.
- Krajnik, V. (2019). *Povezanost vršnjačkog nasilja i samopoštovanja kod učenika osnovne škole* [diplomski rad, Sveučilište u Zagrebu]. Dabar. <https://urn.nsk.hr/urn:nbn:hr:147:709847>
- López-Castedo, A., Alvarez García, D., Domínguez Alonso, J., & Alvarez Roales, E. (2018). Expressions of school violence in adolescence. *Psicothema*, 30(4), 395-400.
- Malette, N. (2017). Forms of fighting: A micro-social analysis of bullying and in-school violence. *Canadian Journal of Education*, 40(1), 1-29.
- Marković, M. (2015). *Uloge u vršnjačkom nasilju i školski uspeh učenika* [doktorska disertacija, Univerzitet u Beogradu]. NaRDuS. <https://nardus.mpn.gov.rs/handle/123456789/4252>
- Marković, M. (2017). Prevencija vršnjačkog nasilja u školskoj sredini: Pregled mera i aktivnosti. *Nastava i vaspitanje*, 56(1), 157-168. <https://doi.org/10.5937/nasvasl701157M>
- Martić, M. (2021). Nasilje u savremenom društvu. *Svarog*, 23, 127-142. <https://doi.org/10.7251/SVR2123129M>
- Martinović, N. (2022). *Percepcija školske klime i vršnjačko nasilje među adolescentima* [diplomski rad, Sveučilište u Zagrebu]. ODRAZ. <https://urn.nsk.hr/urn:nbn:hr:131:634157>
- Olweus, D. (1994). Annotation: Bullying at school: Basic facts and effects of a school based intervention program. *Child Psychology, Psychiatry and Allied Disciplines*, 35(7), 1171-1190. <https://doi.org/10.1111/j.1469-7610.1994.tb01229.x>
- Paul Poteat, V., DiGiovanni, C. D., & Scheer, J. (2013). Predicting homophobic behavior among heterosexual youth: Domain general and sexual orientation – specific factors at the individual and contextual level. *Journal of Youth and Adolescence*, 42(3), 351-362. <https://doi.org/10.1007/s10964-012-9813-4>
- Perren, S., Forrester-Knauss, C., & Alsaker, F. D. (2012). Self-and other-oriented social skills: Differential associations with children's mental health and bullying roles. *Journal for Educational Research Online*, 4(1), 99-123. <https://doi.org/10.25656/01:7053>
- Pistella, J., Baumgartner, E., Laghi, F., Salvati, M., Carone, N., Rosati, F., & Baiocco, R. (2020). Verbal, physical, and relational peer victimization: The role of immigrant status and gender. *Psicothema*, 32(2), 214-220.
- Popadić, D., i Plut, D. (2007). Nasilje u osnovnim školama u Srbiji – oblici i učestalost. *Psihologija*, 40(2), 309-328. <https://doi.org/10.2298/PSI0702309P>
- Rakić, J. (2015). Pojam i oblici vršnjačkog nasilja. *Pravne teme*, 3(5), 59-67.
- Rigby, K. (2007). *Bullying in schools: And what to do about it*. ACER Press.
- Rose, C. A., Monda-Amaya, L. E., & Espelage, D. L. (2011). Bullying perpetration and victimization in special education: A review of the literature. *Remedial and Special Education*, 32(2), 114-130. <https://doi.org/10.1177/0741932510361247>

- Salmivalli, C., & Isaacs, J. (2005). Prospective relations among victimization, rejection, friendlessness, and children's self- and peer-perceptions. *Child Development*, 76(6), 1161-1171. <https://doi.org/10.1111/j.1467-8624.2005.00841.x>
- Stepanić, L. (2019). Vršnjačko nasilje i preventivni programi. *Varaždinski učitelj*, 2(2), 67-77.
- Velki, T. (2008). Pojavnost nasilja među srednjoškolicima. U V. Kolesarić (Ur.), *Zbornik radova sa skupa „Nasilje nad djecom i među djecom“* (str. 267-282). Sveučilište Josipa Jurja Strossmayera u Osijeku, Filozofski fakultet.
- Žic Ralić, A. (2012). *Odnos s vršnjacima* [Interni materijal, skripta za studente]. Edukacijsko-rehabilitacijski fakultet Sveučilišta u Zagrebu.

## Teachers' attitudes towards the prevalence of bullying and the specific characteristics of victims

Iva Manić, Marija Marković

*University of Niš – Faculty of Philosophy, Department of Pedagogy, Niš, Serbia*

*Introduction.* Bullying is a phenomenon that implies an imbalance of power between peers. It refers to situations where there are repeated verbal and physical attacks, social exclusion, and emotional, psychological, and sexual abuse of one student by another/ other students, where the victim did not cause such behavior of the bully. *Objective.* The objective of this research was to determine teachers' attitudes towards the representation of certain forms of bullying and the specific characteristics of the victims. *Methods.* The sample consisted of 109 teachers from six primary and secondary schools in Pirot. A five-point Likert-type evaluation scale, designed for the purpose of the research, was used for data collection. *Results.* The research results show that verbal bullying is the most frequently observed form of bullying among students. Also, based on the teacher's views, it can be concluded that any student can become a victim of bullying, regardless of their specific characteristics. *Conclusion.* Verbal bullying was identified as the most pronounced form of bullying, while the specifics of students were not singled out as a risk factor at the individual level. Due to the fact that certain forms of bullying are more difficult to be noticed by adults, as well as the possibility that any student can become a victim of peer violence, the preventive action of the school, family, and other subsystems important for the upbringing and education of children is of great importance in preventing this phenomenon.

*Keywords:* bullying, forms of bullying, characteristics of victims, school, teacher's attitudes

PRIMLJENO: 04.02.2022.  
REVIDIRANO: 05.08.2022.  
PRIHVACENO: 26.09.2022.





## Stavovi sportskih trenera prema gluvoći kao indikator stvaranja inkluzivne klime

Jasmina B. Karić, Milena B. Kordić\*

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

*Uvod:* Inkluzivni pristup sportu podrazumeva otvaranje mogućnosti gluvim osobama da na ravnopravan način, zajedno sa populacijom čujućih, učestvuju u sportskim aktivnostima. Rad se bavi stavovima prema gluvoći sportskih trenera, koji predstavljaju bitan faktor u stvaranju inkluzivnog sportskog okruženja. *Cilj:* Cilj ovog istraživanja je da se utvrde stavovi sportskih trenera prema gluvoći. U okviru zadataka istraživanja stavovi su ispitivani u odnosu na godine starosti, pol, nivo obrazovanja i tip sporta kojim se treneri bave. *Metode:* Istraživanje je sprovedeno na uzorku od 39 ispitanika u okviru populacije sportskih trenera. Uzorak su u većem broju činili ispitanici muškog pola (66.7%) starosti od 24 do 60 godina, pri čemu je prosečna starost 30.8 ( $SD = 7.61$ ). Najveći broj ispitanika ima završen fakultet, osnovne studije (43.6%). Većinu uzorka čine sportski treneri iz grupe ispitanika timskih sportova (82.1%). Kao instrument je korišćena Skala stavova prema gluvoći (Attitudes to Deafness Scale). *Rezultati:* Rezultati su pokazali da sportski treneri izražavaju neutralnost u stavovima prema gluvoći. Godine starosti, pol, nivo obrazovanja i tip sporta kojim se bave nisu se pokazali kao značajni faktori kada je reč o stavovima prema gluvoći. *Zaključak:* Buduća istraživanja mogu se usmeriti na ispitivanja koja će proveriti prisustvo i uticaj zajedničkog kontakta sportskih trenera sa gluvim osobama na njihove stavove prema gluvoći. Dominacija neutralnih i negativnih stavova potencijalno predstavlja prepreku socijalnoj inkluziji gluvih posredstvom sporta i navodi stručnjake koji se bave populacijom gluvih da na adekvatne načine suptilno utiču na promenu stavova sportskih trenera prema gluvoći.

*Cljučne reči:* gluvoća, socijalna inkluzija, stavovi, sportski treneri

---

\* Student doktorskih studija

Korespondencija: Milena B. Kordić, [kordicmilena367@gmail.com](mailto:kordicmilena367@gmail.com)

## Uvod

### Značaj sporta za gluve osobe

Sport je fenomen čiji pozitivni efekti doprinose poboljšanju kvaliteta života ne samo kod osoba bez invaliditeta već i kod onih sa invaliditetom.<sup>1</sup> Prakticovanje sportskih aktivnosti pozitivno utiče na fizičko zdravlje, psihičko stanje, stepen samostalnosti, socijalne odnose (Eminović, 2020). Te aktivnosti su od dalekosežnog značaja za psihofizičko prilagođavanje, za prevazilaženje sopstvenog osećaja nesposobnosti, za socijalnu reintegraciju, za osećanje snage i sposobnosti za život, uz saznanje da invalidnost ne znači i nesposobnost (Kljajić i sar., 2013). Prepoznato je da sport ima naročito značajnu ulogu u implementaciji inkluzije u društvu. Društvena priroda mnogih fizičkih aktivnosti i timskih sportova vodi ka povećanoj socijalnoj uključenosti, povezivanju i uspostavljanju novih prijateljstava. Smanjenje stigme i povećanje samopoštovanja i samopouzdanja među populacijom sa invaliditetom dovodi do unapređenja svih domena funkcionisanja pojedinca i sposobnosti prilagođavanja (Salapura, 2018). Sport karakterišu kompleksni kulturni procesi, bazirani na društvenoj solidarnosti, racionalizaciji, identitetu, okolini, estetskim propisima. Naglašava se da je upravo sport imao značajniji udeo u borbi za ravnopravnost. Osobe sa invaliditetom, kao i ostale osobe, imaju različite potrebe, želje i ciljeve, ali i potrebu za učešćem u sportu (Eminović et al., 2009).

Gluve osobe su podjednako spretne i sposobne da učestvuju u sportskim i rekreativnim aktivnostima, na istom ili čak i višem nivou od čujućih sportista. U prilog tome Arsić (2020) navodi da je ustanovljeno da su motoričke sposobnosti relativno nezavisne i da kvalitet kretanja ne zavisi samo od njih već i od kognitivnih i, posebno, perceptivnih sposobnosti; kako su kod dece i osoba oštećenog sluha ove dve funkcije sačuvane, sačuvane su i motoričke sposobnosti i jednake su kao u tipičnoj populaciji (populaciji koja nema oštećenje sluha).

Gluvi i nagluvi sportisti podižu učešće u sportskim aktivnostima na jedan novi i potpuno drugačiji nivo. Profesionalni i rekreativni gluvi i nagluvi sportisti svojim zalaganjem za sport i sportske aktivnosti, kao i njihovom promocijom, stvaraju povoljnu društvenu atmosferu u koju mogu da se uključe i ostale gluve i nagluve osobe i ostvare socijalne interakcije na način i u okolini koja im je najprirodnija. U takvom okruženju mogu da komuniciraju na znakovnom jeziku, da dobiju psihološku podršku, da postanu sportisti, sportski direktori, menadžeri, publika. Aktivno angažovanje u ovakvoj zajednici povećava nivo njihovog samopouzdanja, samopoštovanja i jača njihov identitet. Pored toga, učešće u različitim sportskim aktivnostima i takmičenjima pruža priliku

1 Što se invalidnosti gluvih osoba tiče, posle dugih rasprava Evropska unija gluvih (EUD) odlučila je da se jezička oblast gluvoće može povezati sa gledištem invalidnosti i objavila da su oba određenja primenjiva i punovažna: gluvi sebe vide kao kulturnu i jezičku manjinu, ali se istovremeno susreću i sa preprekama koje im nameće društvo, trpe od nedostatka dostupnosti, pa su stoga, isto tako, i „invalidni“ (EUD, 1997, str. 109).

gluvim i nagluvim osobama da prevaziđu i psihičke i fizičke probleme, kao i da podignu nivo subjektivnog doživljaja kvaliteta života (Nemček & Mokušová, 2020).

### **Sportski treneri – kreatori inkluzivne sportske klime**

Sportski treneri su visoko specijalizovani stručnjaci za neku sportsku granu i realizaciju treninga. Pripada im odgovornost za planiranje i programiranje, realizaciju i vrednovanje sportskih priprema, treninga i sportskih rezultata. Sportski trener svojim položajem, stavovima i odnosom prema sportistima upotpunjuje i objedinjuje sve faktore sportskih aktivnosti, te je stoga neophodno ne samo da bude usko stručno sportski osposobljen već i da prođe kroz neki vid pedagoške, psihološke i sociološke edukacije (Eminović, 2020).

Sportski trener ima veliku ulogu i u socijalizaciji sportista, kako u svetu sporta, tako i u celokupnom društvu. Pored toga što pomaže sportistima da steknu i razvijaju veštine neophodne za učešće u sportskim aktivnostima, trener treba sportistima da približi vrednosti društva i obrnuto, da društvu predstavi i promoviše sve kvalitete sportista kako bi njihova integracija bila uspešnija. Smatra se da se veličina trenera ogleda upravo u tome koliko uspešno predstavlja jedinstvenost i različitost svojih sportista ostalim članovima društva. Razumevanjem i prihvatanjem posebnosti pojedinaca od ostalih članova društva uklanjaju se prepreke za njihovo međusobno skladno funkcionisanje i dolazi do razvijanja solidarnosti celokupnog društva (Momčilović i Momčilović, 2013).

Socijalna inkluzija suštinski govori o tome da se moraju pružiti mogućnosti i dati sloboda svim pojedincima da ostvare svoju društvenu ulogu, kao i da imaju poverenje drugih pojedinaca u njenom ostvarenju. Pojedinaac treba da ima osećaj da je prihvaćen, odnosno da pripada i doprinosi svojoj zajednici. Shodno tome, kao dva glavna aspekta ostvarenja socijalne inkluzije navode se interpersonalni odnosi i učešće u životu društvene zajednice, koji se konstantno međusobno preklapaju i nadopunjuju (Simplican et al., 2015).

Socijalna inkluzija gluvih posredstvom sporta u osnovi podrazumeva stvaranje uslova i atmosfere u kojima će gluve osobe moći da zadovolje svoja interesovanja i potrebe, da ostvare svoje sportske potencijale i da predstave svoju kulturu<sup>2</sup>. Inkluzivni pristup gluvima kada je u pitanju sport podrazumeva otvaranje mogućnosti gluvim osobama da na ravnopravan način, zajedno sa populacijom čujućih, uzmu učešće u sportskim i rekreativnim aktivnostima, događajima, takmičenjima i manifestacijama. Dakle, potrebno je organizovati susret gluvih i čujućih sportista i omogućiti njihovu međusobnu saradnju bez

2 Kultura Gluvih jeste socijalna, kolektivna i kreativna sila bazirana na znakovnom jeziku. Zasniva se na gestovnom govoru kojim se pripadnici ove kulture služe u komunikaciji, socijalnim protokolima, igri, druženju, umetnosti, sportu. Kultura Gluvih je pozitivan termin koji ističe dignitet i društveni identitet, za razliku od termina slušno oštećeni, gluvi, nagluvi, koji ne upućuju na nikakav poseban ponos ili osećanje zajedništva (Padden & Ramsey, 1993).

segregacijskih okvira i barijera, što dalje vodi implementaciji nove kulture u populaciju čujućih, kao i bogaćenju sportskih timova i organizacija novim, jednako sposobnim i pripremljenim sportistima (gluvim sportistima). Da bi se te ideje pokrenule i zaživele, kao i da bi došlo do suštinskih promena, smatramo da treba krenuti manjim ali veoma značajnim koracima, od bazičnih problema kao što su stavovi i odnos populacije čujućih prema populaciji gluvih. Ideja ovog rada je da se posredstvom sporta, odnosno ispitivanjem i delovanjem na određenu populaciju ljudi kao što su sportski treneri, otvore vrata socijalnoj inkluziji gluvih. Prema Momčilović i Momčilović (2013), sportski treneri su ti koji čine sponu između sporta i društva, koji sa svojim sportistima i timom rade na stvaranju ne samo vrhunskih takmičara i šampiona već i socijalno zrele i kompetentne ličnosti. Ličnosti formirane na ovakav način, uz konstantno usmeravanje i podršku sportskih trenera, spremne su da usvoje vrednosti koje im društvo pruža, ali i da svojim vrednostima dopru do ostalih članova tog istog društva. Sportski treneri promovišu sport i njegov značaj, te upoznaju društvo sa jedinstvenošću sportista.

### **Pregled istraživanja**

Kada se govori o gluvim i nagluvim osobama, utvrđeno je da učešće u sportskim aktivnostima dovodi do poboljšanja kvaliteta života u svim domenima, te da ove osobe postižu više skorove u odnosu na one sa nekom drugom vrstom invaliditeta (Nemček & Mokušová, 2020).

Sport i rekreacija se sve više i više promovišu, ističe se značaj koji imaju za osobe sa različitim vidovima i stepenom invaliditeta i mogućnosti adaptacije. Međutim, i pored toga veliki broj istraživačkih podataka pokazuje da je procenat osoba sa invaliditetom koje su uključene u sportske i rekreativne aktivnosti veoma mali (Lauff, 2011). Neki od uzroka su smanjene materijalne mogućnosti, arhitektonske barijere, nelagodnost, neadekvatan intenzitet vežbanja, ali se najveće barijere stvaraju zbog negativnih stavova društva. U istraživanjima koja se bave stavovima prema gluvim i nagluvim osobama najčešće se proverava da li postoji i kakav je uticaj određenih varijabli, kao što su pol, uzrast, nivo obrazovanja, dejstvo kontakta sa gluvim na stavove prema gluvim i nagluvim osobama. Dimoski (2011) izdvaja da je broj studija koje su se bavile isključivo stavovima prema gluvim osobama manji od onih koje su se bavile stavovima prema osobama sa ometenošću, te u okviru njih i stavovima prema gluvim (Matejić-Đuričić i Đuričić, 2007; Hanak i Dragojević, 2002). Takođe, i u istraživanjima koja se bave stavovima prema inkluziji, implicitno se izučavaju i stavovi prema gluvim osobama (Hrnjica i sar., 2007; Karić, 2004). U ovim istraživanjima uočava se da postoji prilično slaganje rezultata koji ukazuju na to da su stavovi prema gluvim i nagluvim osobama neutralni ili čak pretežno pozitivni, kao i da su ti stavovi pozitivniji nego stavovi prema osobama sa drugim vidovima ometenosti (Cambra, 2002; Emerton & Rothman,

1978; Furnham & Lane, 1984; Kluwin et al., 2002; Nikolarazi & De Reybekiel, 2001; Radoman, 1995).

Uticao i značaj sportskih trenera u sportu gde su uključene i gde treba uključiti osobe sa invaliditetom, a naročito gluve osobe, poprilično je neistražen. Postojeća istraživanja jedino daju uvid u to koliko je zapravo bitno da sportski treneri učestvuju u kreiranju podsticajne atmosfere u kojoj će svi sportisti, bez obzira na to da li pripadaju nekoj marginalizovanoj grupi ili ne, osetiti slobodu da razvijaju svaki aspekt svoje ličnosti. Motivaciono okruženje koje stvaraju sportski treneri jedan je od vrlo bitnih faktora koji utiče na to da li će mladi učestvovati u sportskim i rekreativnim aktivnostima i da li će ih doživeti kao pozitivno ili negativno iskustvo (Schailée et al., 2017). Međutim, nismo pronašli informacije koje se konkretno tiču njihovih stavova i spremnosti da u tome preduzmu inicijativu.

## Cilj

Ovim istraživanjem želeli smo da utvrdimo kakva je priroda odnosa sportskih trenera prema gluvoći, odnosno orijentaciju stavova sportskih trenera prema gluvoći i gluvim osobama. Cilj istraživanja utvrđen je kroz sledeće zadatke:

1. ispitati da li se skorovi na skali stavova prema gluvoći povećavaju sa povećanjem godina starosti sportskih trenera;
2. ispitati da li postoje razlike između muških i ženskih sportskih trenera kada su u pitanju stavovi prema gluvoći;
3. ispitati da li se skorovi na skali stavova prema gluvoći povećavaju što je viši nivo obrazovanja sportskih trenera;
4. ispitati da li postoje razlike u stavovima prema gluvoći između trenera timskih i individualnih sportova.

## Metode

### Uzorak

Istraživanje je sprovedeno na uzorku od 39 ispitanika u okviru populacije sportskih trenera. Uzorak su u većem broju činili ispitanici muškog pola (66.7%). Godine starosti ispitanika kretale su se u rasponu od 24 do 60 godina, pri čemu je prosečna starost 30.8 ( $SD = 7.61$ ). Najveći broj ispitanika ima završen fakultet, osnovne studije (43.6%), dok je u ovom istraživanju učestvovao samo jedan ispitanik sa trogodišnjom stručnom školom (2.6%). U skladu sa postavljenim ciljevima istraživanja, uzorak je u odnosu na tip sporta podeljen u dve podgrupe: treneri individualnih i treneri timskih sportova. Većinu uzorka čine sportski treneri iz grupe ispitanika timskih sportova (82.1%).

**Tabela 1***Struktura uzorka prema polu, nivou obrazovanja i tipu sporta (N = 39)*

	Grupe ispitanika	f	%
Pol	Muški	26	66.7
	Ženski	13	33.3
Nivo obrazovanja	Osnovne studije	17	43.6
	Master studije	12	30.8
	Srednja škola ili gimnazija	9	23.1
	Trogodišnja stručna škola	1	2.6
Tip sporta	Timski sport	32	82.1
	Individualni sport	7	17.9

**Instrumenti i procedure**

Istraživanje obuhvata jednu kriterijumsku i četiri prediktorske varijable. Kriterijumsku varijablu čine stavovi sportskih trenera prema gluvoći, dobijeni putem Skale stavova prema gluvoći (*Attitudes to Deafness Scale*; Cooper et al., 2004). Skala se sastoji iz 22 stavke Likertovog tipa, koje prevashodno mere bihevioralne aspekte stava (*Glavu decu treba učiti znakovnom jeziku; Glavu decu bi trebalo obučiti govoru kako bi komunicirala sa čujućim roditeljima*), mada se odnose i na emocionalnu (*Voleo/la bih da imam gluvog prijatelja; Voleo/la bih da imam više gluvih kolega*) i kognitivnu komponentu (*Gluvi ljudi imaju sopstvenu kulturu; Gluvi ljudi su fiziološki oštećeni*). Na nivou Skale stavova prema gluvoći u ovom istraživanju registrovana je prihvatljiva pouzdanost ( $\alpha = .74$ ). Ispitanici su izražavali svoje slaganje sa tvrdnjama na petostepenoj skali (od 1 – uopšte se ne slažem do 5 – potpuno se slažem). Skorovi u rasponu vrednosti od 1 do 2.50 ukazivali su na prisustvo negativnijih stavova, vrednosti od 2.51 do 3.50 na neutralne stavove, a skorovi od 3.51 do 5 na pozitivne stavove.

Prediktorske varijable dobijene su pomoću upitnika o sociodemografskim karakteristikama ispitanika i čine ih pol, godine starosti, nivo obrazovanja i tip sporta kojim se treneri bave. Varijable stavovi sportskih trenera prema gluvoći i godine njihove starosti su po načinu izražavanja vrednosti numeričke, dok su pol, nivo obrazovanja i tip sporta kategoričke varijable. Kategoričke varijable pol i tip sporta su dihotomne. Kategorije u okviru pola su muški i ženski, a kategorije u okviru tipa sporta su timski i individualni. Varijabla nivo obrazovanja je politomna i ima četiri kategorije: trogodišnja stručna škola, srednja škola ili gimnazija, osnovne i master studije.

Istraživanje je sprovedeno onlajn, uz pomoć platforme Gugl upitnik. Upitnik je poslat sportskim udruženjima, sportskim savezima, savezima sportskih trenera, sportskim klubovima, ali je i postavljen na društvenim mrežama u grupama sportskog karaktera. Potencijalnim ispitanicima je jasno predočena svrha ispitivanja i zamoljeni su da odgovore daju sa odovarajućim podacima i iskreno.

## Obrada podataka

Prikupljeni podaci obrađeni su pomoću softverskog paketa namenjenog za obradu podataka u društvenim naukama (*Statistical Package for the Social Sciences – SPSS, Version 23.0*). Prilikom obrade podataka korišćene su adekvatne metode i testovi deskriptivne statistike i inferencijalne statistike. Normalnost raspodele proverena je Šapiro–Vilkovim testom, a jednakost varijansi putem Leveneovog testa. U okviru ovog istraživanja iz grupe parametrijskih testova primenjeni su t-test za jedan uzorak, Studentov t-test, jednofaktorska analiza varijanse i Velšov test. Iz grupe neparametrijskih testova korišćena je Spirmanova korelaciona analiza.

## Rezultati

Rezultati t-testa za jedan uzorak pokazali su da je prosečna vrednost stavova sportskih trenera prema gluvoći ( $N = 39$ ,  $AS = 2.53$ ,  $SD = 0.49$ ) bila statistički značajno ispod pretpostavljene ( $t = -12.47$ ,  $df = 38$ ,  $p < .001$ ). Dobijena prosečna vrednost ukazuje na to da odnos sportskih trenera prema gluvoći karakteriše izvesna neutralnost. Uočava se i da je spomenuta prosečna vrednost od 2.53, koja iskazuje neutralnost, bliža vrednostima koje karakterišu negativne stavove (1–2.50) nego vrednostima pozitivno orijentisanih stavova (3.51–5) i da većina ispitanika izražava negativan i neutralan stav prema gluvoći.

Prema rezultatima Šapiro–Vilkovog testa empirijska distribucija mera na varijabli stavovi prema gluvoći ( $W = 0.98$ ,  $p = .68$ ) ne odstupa statistički značajno od modela normalne raspodele, dok u slučaju empirijske distribucije mera na varijabli godine starosti ( $W = 0.80$ ,  $p < .001$ ) postoji statistički značajno odstupanje od modela normalne raspodele. U skladu sa rezultatima Šapiro–Vilkovog testa, povezanost između varijabli stavovi sportskih trenera prema gluvoći i godine starosti proverena je primenom neparametrijske (Spirmanove) korelacione analize. Rezultati Spirmanove korelacione analize pokazuju da ne postoji statistički značajna povezanost između stavova sportskih trenera i njihovih godina starosti ( $r = .07$ ,  $p = .68$ ).

### Tabela 2

*Deskriptivni podaci za ispitanike muškog i ženskog pola na skali stavova prema gluvoći (N = 39)*

	Pol ispitanika	N	AS	SD	SE <sub>M</sub>
Stavovi sportskih trenera prema gluvoći	Muški	26	3.09	0.49	0.10
	Ženski	13	2.97	0.33	0.10

Prema rezultatima Šapiro–Vilkovog testa skorovi na varijabli stavovi prema gluvoći su normalno raspodeljeni i kod muških ( $W = 0.97$ ,  $p = .66$ ) i kod ženskih ( $W = 0.89$ ,  $p = 0.11$ ) ispitanika. Varijanse u ove dve grupe su približno jednake, što pokazuju rezultati Leveneovog testa ( $F = 2.13$ ,  $df = 1$ ,  $p = .15$ ). Na

osnovu ovih rezultata razlika između muških i ženskih ispitanika u stavovima prema gluvoći proverena je primenom parametrijskog, Studentovog t-testa. Rezultati Studentovog t-testa pokazali su da razlika između muških i ženskih ispitanika u stavovima prema gluvoći nije statistički značajna ( $t = 1.63$ ,  $df = 37$ ,  $p = .15$ ,  $d = 0.27$ ).

### Tabela 3

*Deskriptivni podaci za ispitanike različitih nivoa obrazovanja pre primene jednofaktorske analize varijanse (N = 39)*

Nivo obrazovanja	N	AS	SD
Srednja škola ili gimnazija	9	2.56	0.56
Fakultet (osnovne studije)	17	2.47	0.49
Master studije	12	2.53	0.43

Prema rezultatima Šapiro–Vilkovog testa skorovi na varijabli stavovi prema gluvoći su normalno raspodeljeni na poduzorcima ispitanika srednjeg obrazovnog nivoa ( $W = 0.94$ ,  $p = .59$ ), ispitanika sa fakultetskim osnovnim obrazovanjem ( $W = 0.92$ ,  $p = .13$ ) i ispitanika sa završenim master studijama ( $W = 0.93$ ,  $p = .40$ ). Rezultati Leveneovog testa ukazuju na približnu jednakost varijansi između svih grupa ispitanika ( $F = 0.43$ ,  $p = .66$ ). U skladu sa rezultatima Šapiro–Vilkovog testa, razlike između sportskih trenera različitih nivoa obrazovanja u pogledu stavova prema gluvoći proverene su primenom parametrijskog testa, odnosno jednofaktorske analize varijanse. Rezultati jednofaktorske analize varijanse pokazali su da ne postoji statistički značajna razlika između između sportskih trenera različitih nivoa obrazovanja u pogledu stavova prema gluvoći ( $F = 0.13$ ,  $df1 = 2$ ,  $df2 = 35$ ,  $p = .88$ ,  $\eta^2 = .01$ ). Stavovi prema gluvoći u okviru grupa sportskih trenera sa srednjom školom i master studijama su neutralni, dok su stavovi iz grupe sportskih trenera sa osnovnim studijama negativno orijentisani.

### Tabela 4

*Deskriptivni podaci za ispitanike timskih i individualnih sportova na skali stavova prema gluvoći (N = 39)*

	Tip sporta	N	AS	SD	SE <sub>M</sub>
Stavovi sportskih trenera prema gluvoći	Timski sportovi	32	2.49	0.43	0.76
	Individualni sportovi	7	2.71	0.70	0.27

Prema rezultatima Šapiro–Vilkovog testa skorovi na varijabli stavovi prema gluvoći su normalno raspodeljeni i kod ispitanika iz grupe timskih sportova ( $W = 0.97$ ,  $p = .57$ ) i kod ispitanika iz grupe individualnih sportova ( $W = 0.91$ ,  $p = .41$ ). Međutim, rezultati Leveneovog testa pokazali su da varijanse u dve grupe nisu približno jednake ( $F = 6.56$ ,  $df = 1$ ,  $p = .01$ ). Na osnovu ovih



rezultata razlike između trenera timskih sportova i trenera individualnih sportova u pogledu stavova prema gluvoći proverene su primenom parametrijskog, Velšovog t-testa, čiji su rezultati pokazali su da ne postoji statistički značajna razlika između ispitanika iz kategorije timskih sportova i ispitanika iz kategorije individualnih sportova ( $t = -0.81$ ,  $df = 7$ ,  $p = .44$ ,  $d = -0.46$ ).

### Diskusija

Rezultati istraživanja pokazali su da sportski treneri izražavaju neutralnost u stavovima prema gluvoći. Godine starosti sportskih trenera nisu se pokazale kao značajan faktor uticaja. Kada su u pitanju muški i ženski sportski treneri, rezultati istraživanja su pokazali da ne postoje razlike u orijentaciji njihovih stavova, te su oni neutralni kod oba pola. Takođe, rezultati su pokazali i da veći nivo obrazovanja ne garantuje promenu orijentacije stavova ni ka pozitivnijem ni ka neutralnijem smeru, jer su stavovi ispitanika koji su završili master studije i srednju stručnu školu ili gimnaziju neutralni, a stavovi ispitanika koji su završili osnovne studije negativniji. Rezultati su pokazali i da tip sporta kojim se treneri bave nije doprineo pronalaženju faktora koji utiču na stavove prema gluvoći. Kako veze između varijabli godine starosti, pol, nivo obrazovanja, tip sporta kojim se sportski treneri bave i stavova prema gluvoći nisu bile statistički značajne, postavlja se pitanje šta dovodi do ovakvih rezultata, odnosno ovakve orijentacije stavova sportskih trenera prema gluvoći i gluvim osobama i da li oni ugrožavaju ideju socijalne inkluzije gluvih. Ono što je nedostatak ovog istraživanja, potencijalno bi moglo ponuditi odgovore na postavljeno pitanje. Ovo istraživanje nije bilo usmereno na ispitivanja koja proveravaju informisanost, prisustvo kontakta i iskustva sportskih trenera sa gluvim osobama, kao ni njihovog uticaja na stavove ispitanika prema gluvoći.

Pregledom dostupne literature pronađeno je da se faktori informisanost o gluvoći, kao i zajednički kontakt i iskustvo sa gluvim osobama, implicitno ispituju kroz stavove društva prema ometenim osobama. Hjuston (Hewstone, 2003) potvrđuje hipotezu kontakta, po kojoj je direktno iskustvo važno u formiranju stavova. Rezultati većeg broja istraživanja ukazuju da su intenzitet i vrsta prethodnih kontakata sa ometenim osobama faktori koji u velikoj meri određuju stavove i odnos prema njima (Antonak, 1981; Dragojević i sar., 2010). Veliki broj istraživanja potvrđuje da je jedan od pouzdanih mehanizama koji utiče na promenu stavova direktan kontakt između osobe sa ometenošću i osoba opšte populacije (Hewstone, 2003; Pettigrew, 1998; Pettigrew & Tropp, 2000). Mekmanus i saradnici (McManus et al., 2011) utvrdili su da su kvantitet, kvalitet kontakta, znanja o ometenosti i pozitivna iskustva (Ahlborn et al., 2008; Panek & Jungers, 2008; Yazbeck et al., 2004) korelirani konstrukti koji pozitivno utiču na menjanje stavova prema osobama sa ometenošću. Ulogom kontakta sa gluvim osobama i osobama sa ostalim vidovima bavila se i Džonston (Johnston, 1992,

prema Dimoski, 2010) i ukazala na statistički značajnu vrednost ovog faktora. Predrasude prema gluvim i naglulim osobama imaju korene u nedostatku znanja i održavanju pogrešnih, često negativnih stereotipa (Radić-Šestić i sar., 2011). Na osnovu toga možemo pretpostaviti da sportski treneri nisu imali dovoljno iskustava i zajedničkog kontakta sa gluvim osobama. Pretpostavlja se i da nisu dovoljno informisani o gluvoći, načinima komunikacije i metodama rada sa gluvim osobama, te da su zato i rezultati pokazali da su njihovi stavovi neutralni.

Sprovedeno istraživanje ukazuje na dominantnost neutralnih i negativnih stavova, koji mogu biti prepreka za preduzimanje bilo kakvih inicijativa za socijalnu inkluziju gluvih. Međutim, smatramo da se to može promeniti ukoliko se dobijeni rezultati shvate kao motivacija za rad na društvenim promenama. Tumačenje rezultata kao motivacije za rad i angažovanje na društvenim promenama predstavlja izazov za stručnjake koji se bave populacijom gluvih da na adekvatne načine suptilno utiču na promenu stavova sportskih trenera prema gluvim osobama. U tom slučaju oni bi bili posrednici između gluvih osoba i sportskih trenera, te bi mogli da stvore mogućnosti za njihovo upoznavanje. Težnja ka tome da se utiče na promenu stavova i odnosa sportskih trenera prema gluvima može biti podstrek stručnjacima raznih profila, a naročito defektolozima – surdolozima. Ovi stručnjaci, koji se bave populacijom gluvih, ličnim angažovanjem i trudom mogu da doprinesu stvaranju uslova u kojima bi stavovi sportskih trenera postali pozitivniji. Od posebnog je značaja obezbeđivanje uslova u kojima se ne potvrđuju negativni stavovi o članovima marginalizovane grupe (Hewstone & Brown, 1986). Nužno je omogućiti ostvarivanje kontakta sportskih trenera sa gluvim osobama, jer se i programi promene stavova koji su zasnovani na kontaktu temelje na verovanju da će sa povećanjem kontakata između pripadnika većinske i manjinske grupe doći do pozitivne promene stavova (Tajfel & Turner, 1986).

### **Zaključak**

Istraživanje je pokazalo da su stavovi sportskih trenera prema gluvoći neutralni. Godine starosti sportskih trenera, pol, nivo obrazovanja i tip sporta kojim se bave nisu se pokazali kao statistički značajni faktori koji utiču na formiranje stavova prema gluvoći. Dobijeni rezultati i uopšte ispitivanje stavova sportskih trenera prema gluvoći otvaraju niz novih pitanja, ali i upućuju na preporuke i smernice koje bi mogle doprineti suštinskom sprovođenju socijalne inkluzije gluvih osoba. Istraživačka delatnost mogla bi se usmeriti na ispitivanje nekih drugih faktora koji utiču na formiranje stavova prema gluvoći, poput informisanosti i kontakta. Analizom tih faktora detaljnije se zalazi u tematiku rada, ali se mogu dobiti i konkretnija uputstva za stvaranje ne samo inkluzivnog sportskog okruženja već i za podsticanje šire društvene, inkluzivne klime.

## Literatura

- Ahlborn, L. J., Panek, P. E., & Jungers, M. K. (2008). College students' perceptions of persons with intellectual disability at three different ages. *Research in Developmental Disabilities, 29*(1), 61-69. <https://doi.org/10.1016/j.ridd.2006.11.001>
- Antonak, R. F. (1981). Prediction of attitudes toward disabled persons: A multivariate analysis. *Journal of General Psychology, 104*(1), 119-123. <https://doi.org/10.1080/00221309.1981.9921026>
- Arsić, R. (2020). Sport kod dece sa posebnim osvrtom na gluve učenike u Srbiji. U M. Nikolić, M. Šešum, i I. Veselinović (Ur.), *Specifičnost oštećenja sluha – nove tendencije tematski zbornika radova* (str. 269-282). Univerzitet u Beogradu – Fakultet za specijalnu edukaciju i rehabilitaciju.
- Cambra, C. (2002). Acceptance of deaf students by hearing students in regular classrooms. *American Annals of the Deaf, 147*(1), 38-45. <https://doi.org/10.1353/aad.2012.0138>
- Cooper, A., Rose, J., & Mason, O. (2004). Measuring the attitudes of human service professionals toward deafness. *American Annals of the Deaf, 148*(5), 385-389. <https://doi.org/10.1353/aad.2004.0001>
- Dimoski, S. (2010). Značaj empirijskih istraživanja socijalnih stavova u planiranju društvene brige prema osobama sa ometenošću. U J. Kovačević, i V. Vučinić (Ur.), *Smetnje i poremećaji: fenomenologija, prevencija i tretman deo I* (str. 395-406). Univerzitet u Beogradu – Fakultet za specijalnu edukaciju i rehabilitaciju.
- Dimoski, S. (2011). Stavovi dece i odraslih prema gluvim osobama. *Specijalna edukacija i rehabilitacija, 10*(3), 389-403.
- Dragojević, N., Milačić-Vidojević, I., Hanak, N., & Mentus, T. (2010). Upoznaj, pa sudi: stavovi i korelati stavova studenata fakulteta za specijalnu edukaciju i rehabilitaciju prema osobama sa ometenošću. U J. Kovačević, i V. Vučinić (Ur.), *Smetnje i poremećaji: fenomenologija, prevencija i tretman deo I* (str. 439-454). Univerzitet u Beogradu – Fakultet za specijalnu edukaciju i rehabilitaciju.
- Emerton, R. G., & Rothman, G. (1978). Attitudes towards deafness: Hearing students at a hearing and deaf college. *American Annals of the Deaf, 123*(5), 588-593.
- Eminović, F. (2020). *Sport i osobe sa invaliditetom*. Fakultet za specijalnu edukaciju i rehabilitaciju.
- Eminović, F., Nikić, R., Stojković, I., & Pacić, S. (2009). Attitudes toward inclusion of persons with disabilities in sport activities. *Sport Science, 21*(1), 72-77.
- Furnham, A., & Lane, S. (1984). Actual and perceived attitudes towards deafness. *Psychological Medicine, 14*(2), 417-423. <https://doi.org/10.1017/s0033291700003664>
- Hanak, N., i Dragojević, N. (2002). Socijalni stavovi prema osobama ometenim u razvoju. *Istraživanja u defektologiji, 1*, 13-22.
- Hewstone, A. (2003). Intergroup contact: Panacea for prejudice? *The Psychologist, 16*(7), 352-355.
- Hewstone, M., & Brown, R. (1986). Contact is not enough: An intergroup perspective on the „contact hypothesis”. In M. E. Hewstone, & R. E. Brown (Eds.), *Contact and conflict in intergroup encounters* (pp. 1-44). Basil Blackwell.
- Hrnjica, S., Rajović, V., Čolin, T., Krstić, K., Kopunović, D., & Zukanović, L. (2007). *Inkluzija učenika sa teškoćama u razvoju u redovne osnovne škole, istraživačka studija*. Institut za psihologiju Filozofskog fakulteta i Save the Children UK.
- Karić, J. (2004). Stavovi prema uključivanju dece sa posebnim potrebama u redovan sistem obrazovanja. *Nastava i vaspitanje, 53*(1), 142-146.

- Kljajić, D., Dopsaj, M., Eminović, F., i Kasum, G. (2013). Sport u rehabilitaciji osoba sa invaliditetom. *Zdravstvena zaštita*, 42(3), 58-66. <https://doi.org/10.5937/ZZ1303058K>
- Kluwin, T. N., Stinson, M. S., & Colarossi, G. M. (2002). Social processes and outcomes of in-school contact between deaf and hearing peers. *Journal of Deaf Studies and Deaf Education*, 7(3), 200-213. <https://doi.org/10.1093/deafed/7.3.200>
- Lauff, J. (2011). Participation rates of developing countries in international disability sport: A summary and the importance of statistics for understanding and planning. *Sport in Society*, 14(9), 1280-1284. <https://doi.org/10.1080/17430437.2011.614784>
- Matejić-Đuričić, Z., i Đuričić, M. (2007). Socijalni stavovi studenata prema ometenima. U D. Radovanović (Ur.), *Nove tendencije u specijalnoj edukaciji i rehabilitaciji* (str. 87-106). Fakultet za specijalnu edukaciju i rehabilitaciju.
- McManus, J. L., Feyes, K. J., & Saucier, D. A. (2011). Contact and knowledge as predictors of attitudes toward individuals with intellectual disabilities. *Journal of Social and Personal Relationships*, 28(5), 579-590. <https://doi.org/10.1177/0265407510385494>
- Momčilović, Z., i Momčilović, V. (2013). *Fizičko vaspitanje i sport*. Univerzitet u Nišu, Učiteljski fakultet u Vranju.
- Nemček, D., & Mokušová, O. (2020). Position of sport in subjective quality of life of deaf people with different sport participation level. *Physical Culture and Sport*, 87(1), 1-8. <https://doi.org/10.2478/pcsr-2020-0014>
- Nikolarazi, M., & De Reybekiel, N. (2001). A comparative study of children's attitudes towards deaf children, children in wheelchairs and blind children in Greece and in the UK. *European Journal of Special Needs Education*, 16(2), 167-182. <https://doi.org/10.1080/08856250110041090>
- Padden, C., & Ramsey, C. (1993). Deaf culture and literacy. *American Annals of the Deaf*, 138(2), 96-99. <https://doi.org/10.1353/aad.2012.0623>
- Panek, P. E., & Jungers, M. K. (2008). Effects of age, gender, and causality on perceptions of persons with mental retardation. *Research in Developmental Disabilities*, 29(2), 125-132. <https://doi.org/10.1016/j.ridd.2007.01.002>
- Pettigrew, T. F. (1998). Intergroup contact theory. *Annual Review of Psychology*, 49, 65-85. <https://doi.org/10.1146/annurev.psych.49.1.65>
- Pettigrew, T. F., & Tropp, L. R. (2000). Does intergroup contact reduce prejudice: Recent meta-analytic findings. In S. Oskamp (Ed.), *Reducing prejudice and discrimination* (pp. 93-114). Lawrence Erlbaum Associates Publishers.
- Radić-Šestić, M., Milanović-Dobrota, B., i Radovanović, V. (2012). Odnos društva prema osobama sa ometenošću. *Sociološki pregled*, 46(4), 561-582.
- Radoman, V. (1995). Empirijsko istraživanje stavova prema različitim hendikepima, naročito prema gluvoći i prema gluvima. *Beogradska defektološka škola*, 38(1), 106-113.
- Salapura, S. (2018). *Efekte adaptiranog karate programa u tretmanu osoba sa smetnjama u razvoju* [doktorska disertacija, Univerzitet Edukons]. NaRDuS. <https://nardus.mpn.gov.rs/handle/123456789/9521>
- Schaillee, H., Theeboom, M., & Van Cauwenberg, J. (2017). Peer- and coach-created motivational climates in youth sport: Implications for positive youth development of disadvantaged girls. *Social Inclusion*, 5(2), 163-178. <https://doi.org/10.17645/si.v5i2.870>
- Simplican, S. C., Leader, G., Kosciulek, J., & Leahy, M. (2015). Defining social inclusion of people with intellectual and developmental disabilities: An ecological model of social networks and community participation. *Research in Developmental Disabilities*, 38, 18-29. <https://doi.org/10.1016/j.ridd.2014.10.008>

Tajfel, H., & Turner, J. C. (1986). The social identity theory of intergroup behavior. In S. Worchel, & W. G. Austin (Eds.), *Psychology of intergroup relations* (pp. 7-24). Hall Publishers.

## Attitudes of sports coaches toward deafness as an indicator of creating an inclusive climate

Jasmina B. Karić, Milena B. Kordić

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

*Introduction.* An inclusive approach to sports means opening up opportunities for deaf people to participate in sports activities equally to the hearing population. The paper deals with attitudes toward deafness from the perspective of sports coaches, who represent an important factor in creating an inclusive sports environment. *Objectives.* The aim of this research was to determine the orientation of sports coaches' attitudes toward deafness. As part of the research tasks, attitudes were examined in relation to age, gender, level of education and the type of sport the coaches practice. *Methods.* The research was conducted on a sample of 39 participants within the population of sports coaches. The sample consisted mostly of male subjects (66.7 %) 24 to 60 years of age, with the average age being 30.8 ( $SD = 7.61$ ). Most participants completed undergraduate academic studies (43.6%). The majority of the sample were team sports coaches (82.1%). The Attitudes to Deafness Scale was used as an instrument. *Results.* The results showed that sports coaches were neutral in their attitudes toward deafness. Age, gender, level of education, and the type of sport did not appear to be significant factors in their attitudes toward deafness. *Conclusion.* Future research can focus on tests that will test the presence and influence of joint contact between sports coaches and deaf people on their attitudes toward deafness. The dominance of neutral and negative attitudes potentially represents an obstacle to the social inclusion of the deaf through sports and challenges experts dealing with the deaf population to subtly influence the change of attitudes of sports coaches toward deafness in adequate ways.

*Keywords:* deafness, social inclusion, attitudes, sports coaches

PRIMLJENO: 19.06.2022.  
REVIDIRANO: 24.08.2022.  
PRIHVACENO: 26.08.2022.





## Priprema osoba sa autizmom za scintigrafiju štitnjače

Nenad P. Glumbić<sup>a</sup>, Mirjana V. Đorđević<sup>a</sup>, Branislav B. Brojčin<sup>a</sup>,  
Milovan D. Matović<sup>b</sup>

<sup>a</sup> *Univerzitet u Beogradu – Fakultet za specijalnu edukaciju i rehabilitaciju, Beograd, Srbija*

<sup>b</sup> *Univerzitetski klinički centar Kragujevac, Kragujevac, Srbija*

Autizam je neurorazvojni poremećaj koji često prate različita komorbidna stanja, u koje, između ostalog, spadaju i bolesti štitaste žlezde. Jedna od često korišćenih dijagnostičkih metoda za utvrđivanje izgleda i funkcije štitaste žlezde je scintigrafija. Iako se u centrima za nuklearnu medicinu scintigrafija štitnjače izvodi rutinski, sa aspekta osobe sa autizmom i stručnjaka koji joj pružaju podršku priprema za snimanje može da bude veoma kompleksna. Mnoge osobe sa autizmom imaju tripanofobiju (strah od igle), zbog čega se moraju posebno pripremati za venepunkciju tokom koje se radiofarmak ubrizgava u organizam. Osim toga, snimanje gama-kamerom, iako potpuno bezbolno, može da bude veoma zahtevno za pacijenta sa autizmom, koji sve vreme snimanja mora da miruje, da ne govori i da ne vokalizuje. Kliničko osoblje može da se suoči sa poteškoćama i u realizaciji svih ostalih faza ove dijagnostičke procedure. Zato je u ovom radu predložena grupa intervencija, zasnovanih na dokazima, koje se mogu koristiti u pripremi osoba sa autizmom za scintigrafiju štitnjače. Predložene su tehnike postepenog izlaganja, gašenja, potkrepljivanja, modelovanja, pisanja socijalnih priča, koje pripadaju kategoriji fokusiranih intervencija za osobe sa autizmom.

*Ključne reči:* autizam, štitasta žlezda, snimanje

### Uvod

Poremećaj iz spektra autizma (PSA) često je praćen komorbidnim stanjima kao što su bolesti kardiovaskularnog i gastrointestinalnog sistema, dijabetes, epilepsija i psihijatrijski poremećaji (Buro et al., 2022; Schott et al., 2022), a pojedini autori ukazuju i na značajno češću pojavu bolesti štitaste žlezde kod osoba sa PSA u poređenju sa ispitanicima iz tipične populacije

\* Korespondencija: Mirjana Đorđević, [mirjana.djordjevic@fasper.bg.ac.rs](mailto:mirjana.djordjevic@fasper.bg.ac.rs)

Napomena: Rad je nastao kao rezultat istraživanja na projektu koji finansira Ministarstvo prosvete, nauke i tehnološkog razvoja Republike Srbije (br. ugovora 451-03-68/2022-14).

(Bishop-Fitzpatrick, 2018; Croen et al., 2015; Kassee et al., 2020). Zbog poteškoća u socijalnoj komunikaciji, stereotipnih aktivnosti, izrazitog otpora prema promenama, hiperaktivnosti i izmenjene senzorne obrade, nekada je veoma teško ostvariti odgovarajući stepen prihvatanja dijagnostičkih procedura od pacijenata sa PSA. Poseban problem predstavljaju medicinski strahovi, koji se ispoljavaju snažnim otporima i emocionalnim reakcijama čak i kada su u pitanju rutinski pregledi, poput auskultacije srca i pluća ili merenja krvnog pritiska (Cavalari et al., 2013).

Neka snimanja zahtevaju tolerisanje buke, venepunkciju, praćenje verbalnih uputstava ili postavljanje delova tela u određeni položaj. Ukoliko pacijent sa autizmom ne saraduje, moguće je da se snimanje obavi uz sedaciju ili anesteziju. Međutim, opšta anestezija i sedacija, iako retko, mogu da budu praćene i nekim komplikacijama. Cena pregleda pod sedacijom i anestezijom je višestruko veća od troškova dijagnostike pacijenata koji saraduju sa medicinskim osobljem. Osim toga, osoba sa autizmom ne stiče veštine koje će joj pomoći da se podvrgne drugim, sličnim intervencijama u budućnosti (Kuschner et al., 2021).

Scintigrafija štitnjače spada u rutinske, neinvazivne dijagnostičke metode. Zasniva se na ubrizgavanju male količine radiofarmaka u venu pacijenta, koji se potom vezuju za štitastu žlezdu koja emituje gama-zračenje. Gama-kamera detektuje izvor radijacije, na osnovu čega se kreira grafički prikaz izgleda i funkcije štitaste žlezde – scintigram (Matović, 2010). Ceo proces snimanja može se podeliti u tri faze. U prvoj fazi pacijentu se ubrizgava mala količina radiofarmaka u perifernu venu ruke. Kako je za vezivanje radiofarmaka potrebno između 20 minuta i pola sata, u drugoj fazi ovog procesa neophodno je da pacijent sačeka na snimanje. Završna etapa ove dijagnostičke procedure je snimanje gama-kamerom, koje traje desetak minuta. Iako je sa aspekta nuklearne medicine scintigrafija štitnjače uobičajena i bezbedna procedura, svaka od etapa ove dijagnostičke metode može biti veliki izazov za defektologe koji pripremaju osobe sa autizmom za medicinske intervencije. Stoga je cilj ovoga rada da ukaže na moguće tehnike i strategije delovanja tokom priprema osoba sa PSA za scintigrafiju.

### **Izbor tehnika**

Ustanovljeni protokoli za pripremu osoba sa autizmom za scintigrafiju štitnjače trenutno ne postoje. Izbor preporučenih tehnika u ovom radu baziran je na dva kriterijuma: u sistematskom pregledu intervencija usmerenih na pacijente sa autizmom navedene su kao efikasne tehnike pripreme za medicinske intervencije (Walsh et al., 2021) i spadaju u grupu intervencija za osobe sa PSA zasnovanih na dokazima (Hume et al., 2021). Bihevioralni paket koji preporučujemo u postupku pripreme osoba sa PSA za scintigrafiju štitnjače



trebalo bi da obuhvati: sistemsku desenzitizaciju, podsticanje, potkrepljivanje, gašenje, modelovanje, vizuelnu podršku i socijalne priče.

### Pripremne aktivnosti

U sklopu pripremnih aktivnosti za realizaciju tretmana potrebno je izvršiti analizu zadatka, utvrditi hijerarhiju straha i odrediti individualne potkrepljivače. Reč je, zapravo, o dobro poznatim bihevioralnim tehnikama koje imaju širok opseg upotrebe u tretmanu osoba sa PSA.

Analiza zadatka podrazumeva rastavljanje složene aktivnosti ili procesa na pojedinačne komponente, što se može sprovesti opservacijom kompetentnih osoba tokom izvođenja željenog ponašanja, konsultacijom sa ekspertima ili izvođenjem ponašanja od terapeuta (Glumbić i sar., 2018). Analizu zadatka u ovom radu zasnovali smo na konsultacijama sa ekspertom. Pošto otpori pacijenta sa PSA mogu da se ispolje u bilo kojoj fazi dijagnostikovanja, predlažemo da se celokupna procedura podeli na sasvim male korake:

1. ulazak u centar za nuklearnu medicinu;
2. boravak u čekaonici;
3. prozivanje i unošenje podataka u kompjuterski sistem;
4. pacijent oslobađa ruku, stavlja je na koleno ili na stalak;
5. medicinski tehničar (doktor) stavlja turniku na ruku pacijenta da vene nabreknu;
6. vrši se dezinfekcija alkoholom;
7. medicinski tehničar (doktor) ubada venu iglom, proverava da li ima venske krvi u špricu i ubacuje radiofarmak;
8. oslobađa se turnika;
9. stavlja se tupfer;
10. stavlja se hanzaplast;
11. pacijent boravi 20–30 minuta u čekaonici sa olovnom zaštitom (nekoliko minuta nakon ubrizgavanja radiofarmaka hanzaplast se pažljivo skida kako se ne bi kontaminirala prostorija);
12. pacijent se odvodi u prostoriju u koju se postavlja ispod gama-kamere, u sedećem ili ležećem položaju;
13. iznad mesta snimanja postavlja se detektor gama-kamere;
14. nakon snimanja, koje obično traje nekoliko minuta, pacijent napušta medicinsku ustanovu.

Kritične tačke u dijagnostičkom procesu su venepunkcija, čekanje nakon ubrizgavanja radiofarmaka i kooperativnost tokom snimanja.

Ubrizgavanje radiofarmaka u pripremnoj fazi scintigrafije štitnjače slično je proceduri vađenja krvi. Smatra se da preko 60% osoba sa autizmom ispoljava ekstreman distres kada treba da im se uradi venepunkcija (Gillis et al., 2009). Osim straha od igle, dodatni problem mogu da predstavljaju

poremećaji senzornog procesiranja, koji se javljaju kod više od 90% osoba sa autizmom (Baranek et al., 2019). Pritisak poveske na ruci, socijalni dodir, miris dezinfekcionog sredstva i nepoznati šumovi okoline mogu da budu izvor dodatnog stresa za pojedine osobe sa autizmom.

Iako faza čekanja na snimanje ne izgleda previše zahtevno, treba imati na umu da osobe sa autizmom mogu da imaju otpor prema promenama i da negativno reaguju na nove i nepoznate prostore. Osim toga, između 40 i 70% osoba sa autizmom istovremeno ispunjava kliničke kriterijume za ADHD (Antshel & Russo, 2019). Nedostatak pažnje, impulsivnost i hiperaktivnost predstavljaju dodatne izazove za uspešnu realizaciju druge, a naročito treće faze dijagnostičkog postupka.

Potencijalni problem tokom snimanja gama-kamerom jeste mirovanje. Za uspešnu realizaciju ovog procesa potrebno je da pacijent ne govori i ne vokalizuje, kao i da ne pokreće glavu i vrat. Na Slici 1 prikazan je položaj pacijenta tokom snimanja gama-kamerom.

### Slika 1

*Preporučeni položaj pacijenta tokom snimanja gama-kamerom*



Pokreti ekstremiteta i usmeravanje pažnje na distraktivne stimulse ne ometa validnost dobijenih rezultata, što se može koristiti u procesu planiranja tretmana.

Hijerarhija straha može se utvrditi različitim upitnicima. Pošto ovaj metod nije sasvim pouzdan, terapeut treba da se opredeli za direktnu procenu. U postupku pripreme za ubrizgavanje radiofarmaka potrebno je privići osobu sa autizmom da drži ispruženu ruku na stolu, bez uzmicanja, dvadesetak sekundi. Ova faza može da traje od par sekundi do jednog minuta, u zavisnosti od

anatomskih specifičnosti pacijenta, kao i iskustva i manuelne spretnosti osobe koja vadi krv. U inicijalnoj fazi kreiranja hijerarhije straha potrebno je utvrditi sa koje udaljenosti osoba sa autizmom toleriše iglu bez pomeranja ruke. U nekim slučajevima početni korak moraće da bude veoma udaljen od očekivanog ishoda. Ako, na primer, osoba sa autizmom odbija da uđe u ordinaciju, počecemo sa zahtevom da ispruži ruku na školsku klupu. Prethodno ćemo na klupi trakama označiti granice prostora u kojima je dozvoljeno pomeranje ruke. Za uspešno izvedenu probu osoba sa autizmom se potkrepljuje. Ukoliko se desi da burno odreaguje i na ovaj zahtev, procenu prekidamo bez potkrepljivanja i idemo jedan korak unazad, tražeći, na primer, da drži na stolu ispruženu ruku samo dve sekunde. Kada odredimo početni korak u kom osoba sa autizmom saraduje bez povišenog stresa i izbegavajućeg ponašanja, postepeno približavamo averzivni stimulus ili pojačavamo njegov intenzitet. Trenutak u kom osoba sa autizmom počne da ispoljava uznemirenost ili izbegavajuće ponašanje pravo je vreme za prekidanje inicijalne procene. Tretman ćemo otpočeti od koraka koji je prethodio nepoželjnom ponašanju. Broj koraka koji nas vodi ka cilju varira od jednog do drugog slučaja. Za početnike je najsigurnije da hijerarhiju straha kreiraju navođenjem velikog broja sitnih koraka.

Pošto će se tokom tretmana primenjivati različite tehnike diferencijalnog potkrepljivanja, potrebno je da se u pripremnoj fazi odredi lista omiljenih potkrepljivača za konkretnu osobu sa PSA. Obično se preliminarna lista potencijalnih potkrepljivača utvrđuje tokom razgovora s roditeljima ili stručnjacima koji dobro poznaju osobu sa autizmom, a zatim se primenjuju različite tehnike procene preferiranog objekta, prezentacijom potencijalnih potkrepljivača u paru ili prezentacijom višestrukih stimulusa (Đorđević i sar., 2019; Glumbić, 2009).

### **Preporučene tehnike**

Pre otpočinjanja tretmana treba se opredeliti za prostor u kome će tretman biti realizovan. Desenzitizacija može da se sprovodi u zdravstvenoj ustanovi ili u odgovarajućem okruženju koje je već dostupno osobama sa autizmom. Ako se postepeno izlaganje zastrašujućim stimulusima izvede u kliničkim uslovima, nije potrebno uložiti dodatni napor da se postigne generalizacija. Međutim, u organizacionom smislu teško je realizovati dugotrajne tretmane sistemske desenzitizacije u zdravstvenim ustanovama. Zato se tretman obično realizuje u školi, dnevnom centru, maloj kućnoj zajednici ili drugom okruženju koje je osobi sa autizmom poznato. Jedno od mogućih rešenja mogu biti i tzv. medicinske sobe u kojima se simulira kliničko okruženje (Slika 2).

## Slika 2

*Pregled mladića sa autizmom u medicinskoj sobi*



Veličina prostora u kome se tretman sprovodi zavisi pre svega od početnih informacija dobijenih tokom utvrđivanja hijerarhije straha. Nekada su za realizaciju tretmana dovoljni mali prostori. Tako su Šabani i Fišer (Shabani & Fisher, 2006) u tretmanu tripanofobije kod mladića sa autizmom obolelog od dijabetesa prvu sesiju realizovali uz upotrebu igle na udaljenosti 61 cm od kažiprsta osobe sa PSA. Ako ispitanik ispoljava fobične reakcije čim ugleda iglu, onda je najbolje da prostorija za tretman bude dugačka najmanje šest, a široka najmanje tri metra. U tom slučaju se prva sesija tretmana realizuje iglom koja se nalazi van prostorije za tretman (Wolff & Symons, 2013).

Potrebno je da u tretmanu učestvuju dva terapeuta. Jedan terapeut je zadužen za izdavanje naloga, podsticanje, modelovanje ponašanja i potkrepljivanje, a drugi za prinošenje igle ruci ispitanika. Na površinu stola zalepi se papir sa nacrtanom konturom ruke i ispitaniku se daje verbalni nalog da ispruženu ruku stavi na predviđeno mesto. U ovoj fazi tretmana može se modelovati adekvatno ponašanje. Takođe, ispitaniku se pruža podsticaj da uspešno realizuje nalog. Ako ispitanik zadrži ruku u predviđenoj poziciji između 10 i 15 sekundi, probu smatramo uspešnom. Nakon uspešno izvedene probe ispitanika potkrepljujemo unapred definisanim potkrepljivačem. Jedna sesija obično ima desetak proba. Tek kada u tri uzastopne sesije osoba sa autizmom ne pomeri ruku sa predviđenog mesta, smatramo da je prvi korak desenzitizacije

uspešno okončan i prelazimo na sledeći. Pojedini koraci tretmana mogu biti i vizuelno definisani. Čitav prostor od stola do vrata može biti isparcelisan horizontalno postavljenim izolir-trakama. Ako u prvom koraku privikavamo ispitanika da toleriše iglu koju drži terapeut dok stoji na vratima, u sledećem koraku terapeut će se primateći do izolir-trake najbliže vratima. Vreme izlaganja averzivnom stimulusu u različitim probama ne bi smelo da bude isto, pošto ne možemo predvideti koliko će tačno trajati ubrizgavanje radiofarmaka.

Ukoliko je hijerarhija straha precizno utvrđena, u toku tretmana ne bi trebalo da bude incidenata. Ako se na bilo kom koraku osoba sa autizmom ipak uznemiri i pomeri ruku, potkrepljenje treba ukloniti. Bilo bi dobro da terapeut koji drži iglu ostane na svojoj poziciji desetak sekundi, kako ne bismo negativno potkrepiili izbegavajuće ponašanje. Ukoliko primetimo da je ispitanik i dalje uznemiren, terapeut može da okrene leđa osobi sa autizmom, držeći iglu ispred sebe. Rastuću napetost osobe sa autizmom možemo regulisati i tzv. sigurnosnim signalom koji ukazuje na ograničeno trajanje procedure. Sigurnosni signal može biti tajmer u obliku sata, likvidni tajmer, pešćani sat ili bilo koje drugo sredstvo koje nam vizuelno signalizira koliko je vremena potrebno provesti u određenom položaju.

U tretmanu se sprovodi onoliko sesija koliko je potrebno da se ostvari potpuni uspeh – ubrizgavanje radiofarmaka bez ekstremnog distresa i izbegavajućeg ponašanja. Po istom obrascu privikavamo osobu sa autizmom i na sve druge averzivne stimulse, vodeći računa o generalizaciji.

Postepenim izlaganjem možemo produžiti i vreme tolerisanja averzivne stimulacije u slučaju kada želimo da naviknemo pacijenta sa PSA da miruje u određenom položaju, bez preterane vokalizacije. Da bi se obezbedilo mirovanje pacijenta u predviđenom periodu obično se koriste standardne bihevioralne tehnike poput modelovanja (prikazivanja očekivanog ponašanja), podsticanja, gašenja neprikladnog i diferencijalnog potkrepljivanja prikladnog ponašanja. Video-snimci se mogu koristiti u svrhu modelovanja kao individualizovani potkrepljivači i kao sredstvo za distrakciju tokom samog snimanja (Glumbić et al., 2022).

Još jedna od preporučenih tehnika zasnovanih na dokazima su i socijalne priče. Za svaku osobu sa autizmom mogu se pisati socijalne priče u kojima je opisana za njih nepoznata i često zastrašujuća situacija snimanja gama-kamerom. Broj, vrsta i sadržaj rečenica, ilustracije, mesto i vreme čitanja mogu se lako prilagoditi individualnim potrebama osobe sa autizmom (Đorđević i Glumbić, 2022).

## Literatura

- Antshel, K. M., & Russo, N. (2019). Autism spectrum disorders and ADHD: Overlapping phenomenology, diagnostic issues, and treatment considerations. *Current Psychiatry Reports*, 21(5), 21-34. <https://doi.org/10.1007/s11920-019-1020-5>

- Baranek, G. T., Carlson, M., Sideris, J., Kirby, A. V., Watson, L. R., Williams, K. L., & Bulluck, J. (2019). Longitudinal assessment of stability of sensory features in children with autism spectrum disorder or other developmental disabilities. *Autism Research, 12*(1), 100-111. <https://doi.org/10.1002/aur.2008>
- Bishop-Fitzpatrick, L., Movaghar, A., Greenberg, J. S., Page, D., DaWalt, L. S., Brilliant, M. H., & Mailick, M. R. (2018). Using machine learning to identify patterns of lifetime health problems in decedents with autism spectrum disorder. *Autism Research, 11*(8), 1120-1128. <https://doi.org/10.1002/aur.1960>
- Buro, A. W., Salinas-Miranda, A., Marshall, J., Gray, H. L., & Kirby, R. S. (2022). Obesity and co-occurring conditions among adolescents with autism spectrum disorder: The National Survey of Children's Health 2017–2018. *Research in Autism Spectrum Disorders, 92*, Article 101927. <https://doi.org/10.1016/j.rasd.2022.101927>
- Cavalari, R. N., DuBard, M., Luiselli, J. K., & Birtwell, K. (2013). Teaching an adolescent with autism and intellectual disability to tolerate routine medical examination: Effects of a behavioral compliance training package. *Clinical Practice in Pediatric Psychology, 1*(2), 121-128. <https://doi.org/10.1037/cpp0000013>
- Croen, L. A., Zerbo, O., Qian, Y., Massolo, M. L., Rich, S., Sidney, S., & Kripke, C. (2015). The health status of adults on the autism spectrum. *Autism, 19*(7), 814-823. <https://doi.org/10.1177/1362361315577517>
- Dorđević, M., Brojčin, B., i Glumbić, N. (2019). *Multikomponente bihevioralne intervencije*. Univerzitet u Beogradu – Fakultet za specijalnu edukaciju i rehabilitaciju.
- Dorđević, M., i Glumbić, N. (2022). Izrada i primena socijalnih priča u radu s mladim osobama s visokofunkcionalnim autizmom iz perspektive studenata. *Uzdanica, 19*(1), 373-393. <https://doi.org/10.46793/Uzdanica19.1.373DJ>
- Gillis, J. M., Hammond Natof, T., Lockshin, S. B., & Romanczyk, R. G. (2009). Fear of routine physical exams in children with autism spectrum disorders: Prevalence and intervention effectiveness. *Focus on Autism and Other Developmental Disabilities, 24*(3), 156-168. <https://doi.org/10.1177/1088357609338477>
- Glumbić, N. (2009). *Odrasle osobe sa autizmom*. Univerzitet u Beogradu – Fakultet za specijalnu edukaciju i rehabilitaciju.
- Glumbić, N., Brojčin, B., i Dorđević, M. (2018). *Specijalna edukacija zasnovana na dokazima: bihevioralne tehnike*. Univerzitet u Beogradu – Fakultet za specijalnu edukaciju i rehabilitaciju.
- Glumbić, N., Dorđević, M., & Brojčin, B. (2022). *Digital inclusion of people with autism spectrum disorder*. Springer International Publishing AG.
- Hume, K., Steinbrenner, J. R., Odom, S. L., Morin, K. L., Nowell, S. W., Tomaszewski, B., Szendrey, S., McIntyre, N. S., Yücesoy-Özkan, S., & Savage, M. N. (2021). Evidence-based practices for children, youth, and young adults with autism: Third generation review. *Journal of Autism and Developmental Disorders, 51*(11), 4013-4032. <https://doi.org/10.1007/s10803-020-04844-2>
- Kassee, C., Babinski, S., Tint, A., Lunsy, Y., Brown, H. K., Ameis, S. H., Szatmari, P., Lai, M.-C., & Einstein, G. (2020). Physical health of autistic girls and women: A scoping review. *Molecular Autism, 11*(1), 1-22. <https://doi.org/10.1186/s13229-020-00380-z>
- Kuschner, E. S., Kim, M., Bloy, L., Dipiero, M., Edgar, J. C., & Roberts, T. P. (2021). MEG-PLAN: A clinical and technical protocol for obtaining magnetoencephalography data in minimally verbal or nonverbal children who have autism spectrum disorder. *Journal of Neurodevelopmental Disorders, 13*(1), Article 8. <https://doi.org/10.1186/s11689-020-09350-1>

- Matović, M. (2010). Basic principles of scintillation detectors and gamma camera. *Serbian Journal of Experimental and Clinical Research*, 11(2), 73-77.
- Schott, W., Tao, S., & Shea, L. (2022). Co-occurring conditions and racial-ethnic disparities: Medicaid enrolled adults on the autism spectrum. *Autism Research*, 15(1), 70-85. <https://doi.org/10.1002/aur.2644>
- Shabani, D. B., & Fisher, W. W. (2006). Stimulus fading and differential reinforcement for the treatment of needle phobia in a youth with autism. *Journal of Applied Behavior Analysis*, 39(4), 449-452. <https://doi.org/10.1901/jaba.2006.30-05>
- Walsh, C., O'Connor, P., Walsh, E., & Lydon, S. (2021). A systematic review of interventions to improve healthcare experiences and access in autism. *Review Journal of Autism and Developmental Disorders*. Advance online publication. <https://doi.org/10.1007/s40489-021-00279-2>
- Wolff, J. J., & Symons, F. J. (2013). An evaluation of multi-component exposure treatment of needle phobia in an adult with autism and intellectual disability. *Journal of Applied Research in Intellectual Disabilities*, 26(4), 344-348. <https://doi.org/10.1111/jar.12002>

## Preparation of people with autism for thyroid scintigraphy

Nenad P. Glumbić<sup>a</sup>, Mirjana V. Đorđevića, Branislav B. Brojčin<sup>a</sup>,  
Milovan D. Matović<sup>b</sup>

<sup>a</sup> University of Belgrade – Faculty of Special Education and Rehabilitation, Belgrade, Serbia

<sup>b</sup> University Clinical Center Kragujevac, Kragujevac, Serbia

Autism is a neurodevelopmental disorder that is often accompanied by various co-morbid conditions, among other things, thyroid diseases. One of the frequently used diagnostic methods to determine the appearance and function of the thyroid gland is scintigraphy. Although thyroid scintigraphy is routinely performed at Clinics for Nuclear Medicine, preparation for nuclear imaging can be very complex from the perspective of people with autism and the experts who support them. Many people with autism have trypanophobia (fear of needles), which is why they have to be specially prepared for venipuncture, during which radiopharmaceutical is injected into the organism. In addition, nuclear imaging with a gamma camera, though completely painless, can be very demanding for a patient with autism who must remain still, without speaking and vocalising during the entire imaging. Clinical staff may also face difficulties in implementing all other stages of this diagnostic procedure. Therefore, this paper proposes a set of evidence-based interventions that can be used to prepare people with autism for thyroid scintigraphy. Techniques of gradual exposure, extinction, reinforcement, modelling, and writing social stories, belonging to the category of focused interventions for people with autism, are proposed.

*Keywords:* autism, thyroid gland, nuclear imaging

PRIMLJENO: 13.07.2022.

PRIHVACENO: 16.08.2022.

## **Spisak recenzenata u volumenu iz 2022. godine**

### **List of reviewers in the volume from 2022**

Prof. dr Sonja Alimović, Univerzitet u Zagrebu, Edukacijsko-rehabilitacijski fakultet, Hrvatska / University of Zagreb, Faculty of Education and Rehabilitation Sciences, Croatia

Prof. dr Slobodanka Antić, Univerzitet u Beogradu – Fakultet za specijalnu edukaciju i rehabilitaciju, Srbija / University of Belgrade – Faculty of Special Education and Rehabilitation, Serbia

Doc. dr Ivana Arsenić, Univerzitet u Beogradu – Fakultet za specijalnu edukaciju i rehabilitaciju, Srbija / University of Belgrade – Faculty of Special Education and Rehabilitation, Serbia

Doc. dr Goran Babić, Univerzitet u Kragujevcu, Fakultet medicinskih nauka, Srbija / University of Kragujevac, Faculty of Medical Sciences, Serbia

Doc. dr Andrej Berdajs, Primorski univerzitet, Pedagoški fakultet, Slovenija / University of Primorska, Faculty of Education, Slovenia

Prof. dr Branislav Brojčin, Univerzitet u Beogradu – Fakultet za specijalnu edukaciju i rehabilitaciju, Srbija / University of Belgrade – Faculty of Special Education and Rehabilitation, Serbia

Doc. dr Marija Cvijetić, Univerzitet u Novom Sadu, Pedagoški fakultet u Somboru, Srbija / University of Novi Sad, Faculty of Education in Sombor, Serbia

Doc. dr Marija Čolić, Univerzitet na Havajima u Manoi, Departman za specijalnu edukaciju, SAD / University of Hawaii at Manoa, Special Education Department, USA

Doc. dr Saša Delić, Univerzitet „Privredna akademija” iz Brčko distrikta, Pedagoški fakultet, Bosna i Hercegovina / University “Economics Academy” Brcko District, Faculty of Educational Sciences, Bosnia and Herzegovina

Prof. dr Daniela Dimitrova-Radojičić, Univerzitet „Sv. Ćirilo i Metodije” u Skoplju, Filozofski fakultet, Institut za specijalnu edukaciju i rehabilitaciju, Makedonija / Ss. Cyril and Methodius University in Skopje, Faculty of Philosophy, Institute for Special Education and Rehabilitation, Macedonia

Prof. dr Mirela Duranović, Univerzitet u Tuzli, Edukacijsko-rehabilitacijski fakultet, Bosna i Hercegovina / University of Tuzla, Faculty of Special Education and Rehabilitation, Bosnia and Herzegovina



Doc. dr Bojan Dučić, Univerzitet u Beogradu – Fakultet za specijalnu edukaciju i rehabilitaciju, Srbija / University of Belgrade – Faculty of Special Education and Rehabilitation, Serbia

Prof. dr Mirjana Đorđević, Univerzitet u Beogradu – Fakultet za specijalnu edukaciju i rehabilitaciju, Srbija / University of Belgrade – Faculty of Special Education and Rehabilitation, Serbia

Prof. dr Aleksandar Gadžić, Univerzitet Singidunum, Fakultet za fizičku kulturu i menadžment u sportu, Srbija / Singidunum University, Faculty of Physical Education and Sports Management, Serbia

Prof. dr Zdravko Grujić, Univerzitet u Prištini sa privremenim sedištem u Kosovskoj Mitrovici, Pravni fakultet, Srbija / University of Priština temporarily settled in Kosovska Mitrovica, Faculty of Law, Serbia

Prof. dr Danijela Ilić-Stošović, Univerzitet u Beogradu – Fakultet za specijalnu edukaciju i rehabilitaciju, Srbija / University of Belgrade – Faculty of Special Education and Rehabilitation, Serbia

Prof. dr Ljubica Isaković, Univerzitet u Beogradu – Fakultet za specijalnu edukaciju i rehabilitaciju, Srbija / University of Belgrade – Faculty of Special Education and Rehabilitation, Serbia

Prof. dr Zora Jačova, Univerzitet „Sv. Ćirilo i Metodije” u Skoplju, Filozofski fakultet, Institut za specijalnu edukaciju i rehabilitaciju, Makedonija / Ss. Cyril and Methodius University in Skopje, Faculty of Philosophy, Institute for Special Education and Rehabilitation, Macedonia

Prof. dr Marija Jelić, Univerzitet u Beogradu – Fakultet za specijalnu edukaciju i rehabilitaciju, Srbija / University of Belgrade – Faculty of Special Education and Rehabilitation, Serbia

Doc. dr Maša Jovanović, Visoka škola socijalnog rada, Srbija / College of Social Work, Serbia

Doc. dr Olja Jovanović Milanović, Univerzitet u Beogradu – Filozofski fakultet, Srbija / University of Belgrade – Faculty of Philosophy, Serbia

Prof. dr Svetlana Kaljača, Univerzitet u Beogradu – Fakultet za specijalnu edukaciju i rehabilitaciju, Srbija / University of Belgrade – Faculty of Special Education and Rehabilitation, Serbia

Prof. dr Jasmina Kovačević, Univerzitet u Beogradu – Fakultet za specijalnu edukaciju i rehabilitaciju, Srbija / University of Belgrade – Faculty of Special Education and Rehabilitation, Serbia

Prof. dr Tamara Kovačević, Univerzitet u Beogradu – Fakultet za specijalnu edukaciju i rehabilitaciju, Srbija / University of Belgrade – Faculty of Special Education and Rehabilitation, Serbia

Dr Emilija Lazarević, naučni savetnik, Institut za pedagoška istraživanja, Srbija / Institute for Educational Research, Serbia

Doc. dr Toni Maglica, Univerzitet u Splitu, Filozofski fakultet, Hrvatska / University of Split, Faculty of Humanities and Social Sciences, Croatia

Doc. dr Aleksandra Maksimović, Univerzitet u Kragujevcu, Prirodno-matematički fakultet, Srbija / University of Kragujevac, Faculty of Science, Serbia

Dr Dušica Malinić, viši naučni saradnik, Institut za pedagoška istraživanja, Srbija / Institute for Educational Research, Serbia

Prof. dr Snežana Marjanović, Univerzitet u Istočnom Sarajevu, Medicinski fakultet Foča, Bosna i Hercegovina / University of East Sarajevo, Faculty of Medicine Foca, Bosnia and Herzegovina

Dr Zagorka Markov, profesor strukovnih studija, Visoka škola strukovnih studija za obrazovanje vaspitača u Kikindi, Srbija / College of Vocational Studies for Teacher Education in Kikinda, Serbia

Prof. dr Veselin Medenica, Visoka škola socijalnog rada, Srbija / College of Social Work, Serbia

Prof. dr Tatjana Mentus Kandić, Univerzitet u Beogradu – Fakultet za specijalnu edukaciju i rehabilitaciju, Srbija / University of Belgrade – Faculty of Special Education and Rehabilitation, Serbia

Doc. dr Jasna Mihajlović, Univerzitet u Kragujevcu, Fakultet medicinskih nauka, Srbija / University of Kragujevac, Faculty of Medical Sciences, Serbia

Prof. dr Ivona Milačić-Vidojević, Univerzitet u Beogradu – Fakultet za specijalnu edukaciju i rehabilitaciju, Srbija / University of Belgrade – Faculty of Special Education and Rehabilitation, Serbia

Doc. dr Vesela Milankov, Univerzitet u Novom Sadu, Medicinski fakultet Novi Sad, Srbija / University of Novi Sad, Faculty of Medicine in Novi Sad, Serbia

Doc. dr Maja Milovanović, Univerzitet u Beogradu – Fakultet za specijalnu edukaciju i rehabilitaciju, Srbija / University of Belgrade – Faculty of Special Education and Rehabilitation, Serbia

Doc. dr Boška Munivrana Dervišbegović, Univerzitet u Zagrebu, Filozofski fakultet, Hrvatska / University of Zagreb, Faculty of Humanities and Social Sciences, Croatia

Dr Violeta Nestorov, Predškolska ustanova „Savski Venac“, Srbija / Preschool “Savski Venac“, Serbia

Dr Stevan Nestorov, OŠ „Radivoj Popović“, Srbija / Elementary School “Radivoj Popović“, Serbia

Prof. dr Milena Nikolić, Univerzitet u Tuzli, Edukacijsko-rehabilitacijski fakultet, Bosna i Hercegovina / University of Tuzla, Faculty of Special Education and Rehabilitation, Bosnia and Herzegovina

Dr Neda Novaković, Institut za mentalno zdravlje, Srbija / Institute of Mental Health, Serbia

Dr Miroslav Pavlović, naučni saradnik, Zavod za unapređivanje obrazovanja i vaspitanja, Srbija / Institute for Improvement of Education, Serbia

Dr Srećko Potić, naučni saradnik, Visoka medicinska škola strukovnih studija „Milutin Milanković”, Srbija / Medical School for Professional Studies “Milutin Milanković”, Serbia

Dr Dejan Stevanović, naučni saradnik, Klinika za neurologiju i psihijatriju za decu i omladinu, Srbija / Clinic of Neurology and Psychiatry for Children and Adolescents, Serbia

Doc. dr Miloš Stević, Univerzitet u Nišu, Medicinski fakultet, Srbija / University of Niš Faculty of Medicine, Serbia

Doc. dr Jasmina Stojanović, Univerzitet u Kragujevcu, Fakultet medicinskih nauka, Srbija / University of Kragujevac, Faculty of Medical Sciences, Serbia

Prof. dr Irena Stojković, Univerzitet u Beogradu – Fakultet za specijalnu edukaciju i rehabilitaciju, Srbija / University of Belgrade – Faculty of Special Education and Rehabilitation, Serbia

Doc. dr Alesandra Straniero, Univerzitet u Kalabriji, Departman za matematiku i kompjuterske nauke, Italija / University of Calabria, Department of Mathematics and Computer Science, Italy

Prof. dr Iva Strnadova, Univerzitet u Južnom Novom Velsu, Pedagoška škola, Australija / The University of New South Wales, School of Education, Australia

Doc. dr Mia Šešum, Univerzitet u Beogradu – Fakultet za specijalnu edukaciju i rehabilitaciju, Srbija / University of Belgrade – Faculty of Special Education and Rehabilitation, Serbia

Doc. dr Renata Škrbić, Univerzitet u Novom Sadu, Medicinski fakultet Novi Sad, Srbija / University of Novi Sad, Faculty of Medicine in Novi Sad, Serbia

Prof. dr Predrag Teovanović, Univerzitet u Beogradu – Fakultet za specijalnu edukaciju i rehabilitaciju, Srbija / University of Belgrade – Faculty of Special Education and Rehabilitation, Serbia

Doc. dr Mila Veselinović, Univerzitet u Novom Sadu, Medicinski fakultet Novi Sad, Srbija / University of Novi Sad, Faculty of Medicine in Novi Sad, Serbia

Doc. dr Vladimir Živanović, Univerzitet u Beogradu – Učiteljski fakultet, Srbija / University of Belgrade – Teacher Education Faculty, Serbia

# Uputstvo za autore

## Informacije o časopisu

Časopis *Specijalna edukacija i rehabilitacija* koristi elektronski sistem za uređivanje i publikovanje časopisa SCIndex Asistent. Svi autori, recenzenti i urednici moraju biti registrovani korisnici sistema.

Uputstvo: <https://aseestant.ceon.rs/public/podsetnik.pdf>

Registracija: <https://aseestant.ceon.rs/index.php/specedreh/user/register>

Prijava registrovanih korisnika: <https://aseestant.ceon.rs/index.php/specedreh/login>

Časopis *Specijalna edukacija i rehabilitacija* objavljuje radove na srpskom i engleskom jeziku iz svih oblasti specijalne edukacije i rehabilitacije i tangentialnih naučnih disciplina koje se bave smetnjama i poremećajima u razvoju.

Časopis objavljuje naučne i stručne radove.

Naučni članci: 1) originalan naučni rad (rad u kome se iznose prethodno neobjavljivani rezultati sopstvenih istraživanja naučnim metodom); 2) pregledni rad (rad koji sadrži originalan, detaljan i kritički prikaz istraživačkog problema ili područja u kome je autor ostvario određeni doprinos); 3) kratko ili prethodno saopštenje (originalni naučni rad punog formata, ali manjeg obima ili preliminarnog karaktera); 4) naučna kritika, odnosno polemika (rasprava na određenu naučnu temu zasnovana isključivo na naučnoj argumentaciji i korišćenjem naučne metodologije) i osvrti.

Stručni članci: 1) stručni rad (prilog u kome se nude iskustva korisna za unapređenje profesionalne prakse, ali koja nisu nužno zasnovana na naučnom metodu); 2) informativni prilog (uvodnik, komentar i sl.); 3) prikaz (knjige, računarskog programa, slučaja, naučnog događaja, i sl.); 4) stručna kritika, odnosno polemika i osvrti.

Časopis objavljuje isključivo originalne radove koji nisu prethodno objavljeni, osim u obliku apstrakta, predavanja, doktorske disertacije ili master rada, niti se razmatraju za objavljivanje na drugom mestu.

Svi prijavljeni radovi se, pre slanja na recenziju, automatski proveravaju na plagijarizam i autoplagijarizam putem servisa CrossRef (iThenticate).

Objavljeni radovi se distribuiraju pod uslovima Creative Commons Attribution 4.0 International License (CC BY).

Časopis se izdaje u režimu otvorenog pristupa (Green Open Access). Celokupan sadržaj dostupan je korisnicima besplatno.

Radovi koji su prihvaćeni za objavljivanje publikuju se po redosledu koji utvrđuje Uređivački odbor na predlog glavnog i odgovornog urednika.

Više informacija o časopisu:

<http://scindeks.ceon.rs/journaldetails.aspx?issn=1452-7367>

## **Prijavljivanje rukopisa**

Rukopisi se prijavljuju elektronskim putem na e-adresi:

<https://aseestant.ceon.rs/index.php/specedreh/about/submissions>

Autori treba da se prethodno upoznaju sa Uslovima za prijavu rukopisa koji su dostupni na navedenoj e-adresi. Prijavljivanjem rada autori prihvataju odgovornost za ispunjavanje svih postavljenih uslova.

Prijavljivanjem rukopisa autori garantuju:

- da rukopis nije prethodno objavljen, niti je u postupku donošenja odluke o objavljivanju u drugom časopisu
- da su svi autori pregledali rad pre prijavljivanja i saglasni sa objavljivanjem u časopisu *Specijalna edukacija i rehabilitacija*
- da su kao autori navedena sva i samo ona lica koja su značajno doprinela sadržaju rukopisa.

Za rukopise koji izveštavaju o istraživanjima na ljudskim subjektima autori garantuju da je dobijena informisana saglasnost i da je procedura sprovedena u skladu sa Helsinškom deklaracijom.

Za rukopise u kojima se koriste instrumenti i softveri autori garantuju da imaju odgovarajuća zakonska prava.

Ukoliko rukopis sadrži ranije objavljene ilustracije (slike, grafikone i sl.), autori su u obavezi da dostave dozvolu za njihovo publikovanje od vlasnika autorskih prava.

Autori su dužni da ukažu na sukob interesa koji bi mogao da utiče na njihove rezultate i interpretacije.

## **Recenziranje rukopisa**

Glavni i odgovorni urednik zadržava pravo da bez upućivanja na recenziju odbije rukopise koji nisu pripremljeni u skladu sa ovim uputstvom, ne odgovaraju tematici časopisa ili ne ispunjavaju uslove za objavljivanje.

Časopis *Specijalna edukacija i rehabilitacija* primenjuje postupak dvostruko anonimnog recenziranja. Rukopise nezavisno ocenjuju najmanje dva recenzenta. Recenzenti se biraju isključivo prema tome da li raspolažu relevantnim znanjima za ocenu rukopisa. Ne smeju biti iz iste institucije kao autori rukopisa, niti biti njihovi koautori u skorijoj prošlosti. Eventualni predlozi poimeničnih recenzenata od strane autora rukopisa se ne uvažavaju.

Recenzente imenuje glavni i odgovorni urednik, odnosno urednik broja ili rubrike na predlog članova Uređivačkog odbora. Pored rukopisa, recenzentima se šalje uputstvo za ocenjivanje koje sadrži obrazac recenzije.

Originalni rukopis i recenzije ocenjuje urednik i donosi jednu od sledećih odluka: 1) objaviti bez izmena; 2) objaviti uz predložene izmene; 3) izmeniti i vratiti na recenziju; 4) rukopis nije za objavljivanje. Ukoliko recenzije nisu saglasne, urednik može tražiti dodatna objašnjenja od recenzenata ili angažovati trećeg recenzenta.

Po završetku postupka recenzije, autorima se šalju anonimne recenzije i komentari urednika. Od autora se očekuje da u roku od mesec dana dostave revidiran rukopis sa jasno obeleženim izmenama i prateće pismo sa odgovorima na komentare recenzenata i urednika.

Konačna verzija prihvaćenog rukopisa dostavlja se autorima na uvid i odobravanje. Autori mogu uneti samo minimalne izmene u roku od tri dana. Nakon ove faze rukopis se ne može revidirati.

Period od prijema rukopisa do njegovog objavljivanja traje, u proseku, 90 dana.

## **Priprema rukopisa**

### **Podaci o autorima**

Odvojeno od rukopisa, kao poseban dokument treba priložiti naslovnu stranu koja sadrži:

- Naslov rada (isti naslov se navodi i u tekstu rukopisa)
- Podatke o autorima: ime, srednje slovo i prezime, godina rođenja, afilijacija i e-adresa
- Podatke o autoru zaduženom za korespondenciju: ime i prezime, službena poštanska adresa i e-adresa
- Kratak naslov rada (do 50 znakova sa razmacima)

Za radove koji su nastali kao rezultat istraživanja na projektima, u napomeni treba navesti naziv finansijera projekta, naziv i broj projekta. Za radove koji su prethodno delimično izloženi na naučnom ili stručnom skupu, u napomeni treba navesti podatke o skupu. Za radove koji su deo doktorske disertacije ili master rada, u napomeni treba navesti podatke o doktorskoj disertaciji ili master radu.

### **Format**

Rukopis treba da bude napisan latinicom u tekst procesoru Microsoft Word, na stranici formata A4, sa marginama od 2.54 cm, fontom Times New Roman (12 tačaka), sa razmakom od 1.5 reda. Stranice se numerišu u gornjem desnom uglu.

Glavni naslov piše se velikim početnim slovom, podebljano i centrirano. Kratak naslov piše se u zaglavlju (header) velikim slovima. Naslovi odeljaka pišu se velikim početnim slovom, podebljano i centrirano. Naslovi drugog reda pišu se velikim početnim slovom, podebljano i poravnato ulevo. Naslovi trećeg reda pišu se velikim početnim slovim, podebljano, kurzivom i poravnato ulevo.

### **Dužina**

Originalni naučni radovi i pregledni radovi treba da budu obima do 30000 znakova sa razmacima, ne računajući reference i zahvalnicu. Urednički odbor može odobriti objavljivanje radova većeg obima kada izražavanje naučnog sadržaja to zahteva.

Kratka ili prethodna saopštenja, naučne kritike, polemike ili osvrti i stručni radovi treba da budu obima do 15000 znakova sa razmacima, ne računajući reference i zahvalnicu.

Informativni prilozi i prikazi treba da budu dužine do 5000 znakova sa razmacima.

## **Jezik**

Rukopis treba da bude napisan jasno i jezički korektno. Neuredni rukopisi, sa većim brojem pravopisnih i gramatičkih grešaka neće biti prihvaćeni. Uređivački odbor zadržava pravo na lekturu i korekturu radova pre objavljivanja, a predložene izmene se dostavljaju autorima na uvid i odobravanje.

## **Naslov**

Naslov rada se dostavlja na srpskom i engleskom jeziku. Naslov treba da bude precizno i jasno formulisan, podudaran sa temom rada i da sadrži reči prikladne za pretraživanje i indeksiranje.

## **Apstrakt**

Apstrakt dužine do 250 reči dostavlja se na srpskom i engleskom jeziku. U apstraktu ne treba navoditi skraćenice i reference.

Originalni naučni radovi i pregledni radovi treba da sadrže strukturisani apstrakt sa istaknutim naslovima sledećih odeljaka: *Uvod, Cilj, Metode, Rezultati i Zaključak*.

Za ostale kategorije radova dostavlja se nestrukturisan apstrakt, izuzimajući prikaze za koje apstrakt nije obavezan.

## **Ključne reči**

Uz apstrakt treba dostaviti tri do pet ključnih reči na srpskom i engleskom jeziku. Ključne reči treba da budu relevantne za sadržaj rada, prikladne za pretraživanje i indeksiranje.

Ključne reči pišu se ispod apstrakta na sledeći način:

*Ključne reči:* prva, druga, treća

*Keywords:* first, second, third

## **Struktura**

**Uvod:** U uvodnom delu se definiše problem istraživanja, daje sažet prikaz relevantnih teorija i prethodnih istraživanja, iskazuje namera autora da proširi ili preispita postojeća znanja i postavlja cilj istraživanja.

**Metode:** Postupak uzorkovanja, uzorak, primenjeni instrumenti i procedure i statističke metode treba opisati dovoljno detaljno da se rezultati mogu ponoviti. Široko poznate metode ne treba opisivati, već samo navesti njihov naziv i referencu.

**Rezultati:** Rezultate treba predstaviti pregledno i jasno, koristeći tabele ili grafikone, bez dupliranja. Decimalne brojeve treba pisati sa tačkom. Nule ne treba pisati kada se izveštava o statistici čija je apsolutna vrednost teorijski ograničena na raspon 0–1 (npr.  $r$ ,  $p$ ,  $\alpha$ ). Decimalne brojeve treba zaokružiti na dve decimale, osim procenata koji se zaokružuju na jednu decimalu i rezultata za koje je podatak o razlikama na trećoj decimali važan (npr.  $p$ ). Rezultate statističke obrade treba navoditi na sledeći način: ( $t(88) = 4.39, p < .001, d = 0.63$ ) ili ( $r = -.11, p = .38$ ).

**Tabele:** Tabele treba da budu urađene u Word formatu i označene arapskim brojevima, po redu pojavljivanja u tekstu. Broj se piše iznad tabele i naslova podebljano i poravnato ulevo (npr. **Tabela 1**). Naslov se piše ispod broja sa dvostrukim proredom, velikim početnim slovom, kurzivom i poravnato ulevo. Tabele ne treba da sadrže vertikalne linije. Horizontalne linije treba koristiti na vrhu i dnu tabele i za odvajanje zaglavlja

od ostalih redova. Sve tekstualne unose treba pisati velikim početnim slovom. Naslove u zaglavlju i sve unose treba pisati centrirano, osim unosa u krajnjoj levoj koloni koji treba da budu pomereni ulevo. Napomena u kojoj se objašnjava sadržaj (npr. skraćenice, zvezdice kojima se označava verovatnoća) navodi se ispod table. U tekstu se table navode na sledeći način: „U Tabeli 1...“.

Grafikoni i slike: Grafikoni i slike označavaju se arapskim brojevima, po redu pojavljivanja u tekstu. Broj se piše iznad grafikona ili slike i naslova podebljano i poravnato ulevo (npr. **Grafikon 1**, **Slika 1**). Naslov se piše ispod broja sa dvostrukim preredom, velikim početnim slovom, kurzivom i poravnato ulevo. Grafikoni i slike treba da budu čitljivi po veličini i rezoluciji. Legendu koja objašnjava slimbole treba pozicionirati unutar granica grafikona ili slike. Napomena u kojoj se objašnjava sadržaj (npr. skraćenice, autorska prava) navodi se ispod grafikona ili slike. U tekstu se grafikoni i slike navode na sledeći način: „Na Grafikonu 1...“.

Diskusija: Diskusija treba da sadrži interpretaciju dobijenih rezultata u kontekstu teorija i istraživanja predstavljenih u uvodnom delu, uz objašnjenje da li navedene studije podržavaju ili osporavaju dobijene rezultate. U diskusiji treba navesti prednosti i ograničenja istraživanja. Poželjno je navođenje preporuka.

Zaključak: Zaključke treba povezati sa ciljevima istraživanja izbegavajući neosnovane izjave koje ne podržavaju dobijeni rezultati. Ne treba detaljno ponavljati podatke koji su dati u odeljcima *Uvod* i *Rezultati*. Nove informacije treba razdvojiti od prethodnih istraživanja i obrazložiti doprinos rada unapređenju naučnih saznanja.

Zahvalnica: U zahvalnici na kraju teksta navodi se finansijska pomoć, tehnička pomoć, saveti i sl. Za navođenje imena osoba i naziva ustanova potrebna je njihova saglasnost.

Literatura: U spisku literature navode se samo reference na koje se autor pozvao u radu, abecednim redom, po prezimenima autora. Sve reference pišu se latinicom. Reference istog autora navode se prema godini izdanja, od najstarije do najnovije. Reference istog autora objavljene u istoj godini treba označiti slovima (npr. 2019a, 2019b). Reference više autora sa istim prvim autorom navode se abecednim redom prema prezimenu drugog autora ili, ukoliko su isti, trećeg itd.

Skraćenice: Za svaku skraćenicu koja se koristi u rukopisu pri prvom navođenju treba navesti pun naziv, npr. intelektualna ometenost (IO).

Fusnote: Fusnote ne treba koristiti, osim za komentare i dodatni tekst.

## Pravila referisanja na izvore u okviru teksta

Za iscrpan spisak pravila koja se koriste kada se u okviru teksta referiše na korišćene izvore treba konsultovati važeću verziju Priručnika Američke psihološke asocijacije, tzv. APA 7 priručnik (American Psychological Association. (2020). *Publication Manual of the American Psychological Association (7th ed.)*. <https://doi.org/10.1037/0000165-000>). U nastavku sledi opis nekih od najvažniji pravila.

- Ukoliko se referiše na izvor koji ima jednog ili dva autora, uvek se navode njihova prezimena i godina izdanja (npr. Johnson & Stevens, 1999; Popović, 2013; Popović i Jovanović, 2009; Stevens, 2011).



- U slučaju da se prezimena autora navode van zagrada, odnosno u sklopu rečenice, onda se samo godina piše u zagradi (npr. kao što Popović i Jovanović (2009) smatraju...).
- Ukoliko se van zagrada navode prezimena stranih autora, potrebno je ona budu transkribovana, dok je unutar zagrada potrebno navesti njihova prezimena u originalu (npr. ... do čega su Džonson i Stivens došli još pre nešto više od 20 godina (Johnson & Stevens, 1999)).
- Svaki citat (doslovno navođenje delova teksta) treba da bude označen znakovima navoda i praćen informacijom o broju stranice sa koje je citat preuzet (npr. na to ukazuju i brojne studije „koje svedoče o uticaju igranja nasilnih video-igrica na psihološke procese“ (Stojanović, 2019, str. 202)).
- Ukoliko se referiše na izvor koji ima tri i više autora, navodi se samo prezime prvog autora uz prateću oznaku „et al.“ ili „i sar.“ u okviru zagrada, odnosno „i saradnici“ u okviru rečenice (npr. u istraživanju Hjua i saradnika (Hue et al., 2004)).
- Ukoliko dva autora imaju isto prezime, ispred svakog treba dodati početno slovo imena (npr. A. Babić, 2014; B. Babić, 2012; E. Johnson, 2001; L. Johnson, 1998).
- Ukoliko referenca nema autora, navodi se naziv institucije i godina (npr. WHO, 2020).
- Pri navođenju više referenci redosled se uspostavlja prema abecednom redu, a izvori se odvajaju interpunkcijskim znakom tačka sa zapetom (npr. Bijelić, 2018; Kovač, 2014; Vuletić, 2009). Veći broj referenci istog autora navodi se prema hronologiji, od najstarije ka najnovijoj (npr. Popović, 2015, 2019).

## Pravila navođenja referenci u spisku referenci

Reference se navode u skladu sa APA 7 standardima, na kraju rada, u odeljku *Literatura*. Ukoliko je za referencu dostupan DOI broj, nužno je navesti i ovaj podatak. DOI broj se navodi u formatu linka (npr. <https://doi.org/10.5937/specedreh20-32793>). U nastavku slede opis i primeri navođenja uobičajenih izvora.

### Članak u časopisu

Po APA 7 standardima, ako rad ima do 20 autora, u spisku referenci se navode imena svih autora. Ukoliko broj autora prelazi 20, potrebno je navesti prvih 19 i trotačkom (...) ih odvojiti od poslednjeg autora.

Primeri navođenja članaka koji imaju do 20 autora:

- Banković, S., Baloš, V., i Brojčin, B. (2019). Forme i funkcije komunikacije kod učenika s poremećajem iz spektra autizma. *Specijalna edukacija i rehabilitacija*, 18(3), 237-271. <https://doi.org/10.5937/specedreh18-23572>
- Winter, K., Spengler, S., Bempohl, F., Singer, T., & Kanske, P. (2017). Social cognition in aggressive offenders: Impaired empathy, but intact theory of mind. *Scientific Reports*, 7(1), 1-10. <https://doi.org/10.1038/s41598-017-00745-0>

Primer navođenja članka koji ima više od 20 autora:

- Buttrick, N., Choi, H., Wilson, T. D., Oishi, S., Boker, S. M., Gilbert, D. T., Alper, S., Aveyard, M., Cheong, W., Čolić, M. V., Dalgas, I., Doğulu, C., Karabati, S., Kim, E., Knežević, G., Komiya, A., Laclé, C. O., Ambrosio Lage, C., Lazarević, L. B., . . . Wilks, D. C. (2019). Cross-cultural consistency and relativity in the enjoyment of thinking versus doing. *Journal of Personality and Social Psychology, 117*(5), e71–e83. <https://doi.org/10.1037/pspp0000198>

### **Knjiga**

- Vuković, M. (2019). *Neurodegenerativni poremećaji govora i jezika*. Univerzitet u Beogradu – Fakultet za specijalnu edukaciju i rehabilitaciju.
- Ganz, J. B. (2014). *Aided augmentative communication for individuals with autism spectrum disorders*. Springer. <https://doi.org/10.1007/978-1-4939-0814-1>

### **Poglavlje u monografiji ili tematskom zborniku**

- Grbović, A., Jablan, B., i Stanimirović, D. (2016). Prihvaćenost srednjoškolaca sa oštećenjem vida od strane vršnjaka – razlike u samoproceni učenika i učenica. U A. Jugović, M. Japundža-Milislavjević, i A. Grbović (Ur.), *Socijalna inkluzija dece sa razvojnim smetnjama i problemima u ponašanju* (str. 257-264). Univerzitet u Beogradu – Fakultet za specijalnu edukaciju i rehabilitaciju.
- Boisjoli, J. A., & Matson, J. L. (2010). General methods of assessment. In J. L. Matson (Ed.), *Social behavior and skills in children* (pp. 61-75). Springer. <https://doi.org/10.1007/978-1-4419-0234-4>

### **Saopštenje sa skupa**

- Stakić, Đ. (2019, 22–25 maj). *Model za razrešavanje etičkih dilema i prestupa* [rezime saopštenja sa skupa]. 67. Kongres psihologa Srbije, Zlatibor, Srbija.
- DiGiuseppe, R., Leaf, R., Exner, T., & Robin, M. (1988, September). *The development of a measure of irrational/rational thinking* [Paper presentation]. World Congress of Behavior Therapy, Edinburgh, Scotland.

Ukoliko je saopštenje sa skupa štampano u celini (proceeding), primenjuju se pravila navođenja koja važe za radove u monografijama ili tematskim zbornicima.

### **Doktorska disertacija**

- Đorđević, M. (2016). *Profil pragmatičkih sposobnosti odraslih osoba sa intelektualnom ometenošću* [doktorska disertacija, Univerzitet u Beogradu]. NaRDuS. [http://nardus.mpn.gov.rs/handle/123456789/4222?locale-attribute=sr\\_RS](http://nardus.mpn.gov.rs/handle/123456789/4222?locale-attribute=sr_RS)
- Clarke, B. D. (2013). *Parents' perceptions and awareness of cyberbullying of children and adolescents* [Doctoral dissertation, Antioch University]. AURA. <https://aura.antioch.edu/cgi/viewcontent.cgi?article=1071&context=etds>

### **Reference bez autora**

- Zakon o maloletnim učiniocima krivičnih dela i krivičnopravnoj zaštiti maloletnih lica, Službeni glasnik Republike Srbije br. 85/05. (2005).

- World Health Organization (WHO). (2018). *Strategic Guidance on accelerating actions for adolescent Health in South-East Asia Region (2018-2022)*. World Health Organization, Regional Office for South-East Asia.

### **Veb stranica**

Primer navođenja veb stranice kada je autor teksta poznat:

- Bil, E. (2020, 10. maj). *Korona virus: zašto bi fizička udaljenost mogla da potraje još neko vreme*. BBC na srpskom. <https://www.bbc.com/serbian/lat/svet-52139608>

Primer navođenja veb stranice kada autor teksta nije poznat:

- World Health Organization. (2020, May 1). *Billions worldwide living with herpes*. <https://www.who.int/news-room/detail/01-05-2020-billions-worldwide-living-with-herpes>

Ako veb stranica nema autora, umesto imena autora navodi se naziv stranice ili rada koji se citira.

# Instructions for authors

## About the Journal

The journal *Special Education and Rehabilitation* uses an electronic system for editing and publishing – SCIndex Asistent. All authors, reviewers, and editors must be registered users.

Instructions: <https://aseestant.ceon.rs/public/podsetnik.pdf>

Registration: <https://aseestant.ceon.rs/index.php/specedreh/user/register>

Log in for registered users: <https://aseestant.ceon.rs/index.php/specedreh/login>

The journal *Special Education and Rehabilitation* publishes papers in Serbian and English from all areas of special education and rehabilitation and related scientific disciplines dealing with developmental disorders.

The journal publishes scientific and professional papers.

Scientific papers: 1) original scientific paper (a paper which presents previously unpublished results of the author's own scientific research); 2) review paper (a paper which contains original, detailed, and critical presentation of a research problem or field in which the author has made a certain contribution); 3) short communication paper (an original scientific paper of full format, but smaller in scope or preliminary character); 4) scientific reviews and debates (a discussion on a certain scientific topic based solely on scientific argumentation and the use of scientific methodology) and reviews.

Professional papers: 1) professional paper (a contribution which presents experiences useful for the improvement of professional practice, but which are not necessarily based on scientific method); 2) informative essay (editorial, commentary, etc.); 3) report (of a book, computer program, case, scientific event, etc.).

The journal publishes only original papers which have not been previously published, except in the form of an abstract, lecture, doctoral dissertation or master's thesis, and which are not being considered for publication elsewhere.

All submitted papers are automatically checked for plagiarism and auto-plagiarism via the CrossRef (iThenticate) service before being submitted for review.

Published papers are distributed under the terms of the Creative Commons Attribution 4.0 International License (CC BY).

The journal is published in Green Open Access model. All content is available to users free of charge.

Papers accepted for publication are published in the order determined by the Editorial Board at the proposal of the editor-in-chief.

More information about the journal can be found at:

<http://scindeks.ceon.rs/journaldetails.aspx?issn=1452-7367>

## Manuscript submission

Manuscripts are submitted online at:

<https://aseestant.ceon.rs/index.php/specedreh/about/submissions>

Authors should first read Terms of submission, which are available at the web address given above. By submitting a paper, authors accept responsibility for fulfilling all set requirements.

By submitting a manuscript, the authors guarantee:

- that the manuscript has not been previously published, and that it is not in the process of publication in another journal
- that all authors reviewed the paper before submission and agree with the publication in the journal *Special Education and Rehabilitation*
- that all and only those people who significantly contributed to the content of the manuscript are listed as authors.

For manuscripts reporting research on human subjects, the authors guarantee that informed consent has been obtained and that the procedure has been carried out in accordance with the Declaration of Helsinki.

For manuscripts in which instruments and software are used, the authors guarantee that they have the appropriate legal rights.

If the manuscript contains previously published illustrations (pictures, charts, etc.), the authors are obliged to submit publication permission from the copyright owner.

Authors are required to point out any conflicts of interest which could affect their results and interpretations.

## Manuscript review

Editor-in-chief reserves the right to reject manuscripts which have not been prepared in accordance with these instructions, are not related to the topic of the journal, or do not meet the requirements for publication, without being sent for review.

The journal *Special Education and Rehabilitation* uses double-blind review. Manuscripts are independently evaluated by at least two reviewers. The reviewers act independently and they are not aware of each other's identities. The reviewers are selected solely according to whether they have the relevant expertise for evaluating a manuscript. They must not be from the same institution as the author(s) of the manuscript, nor be their co-authors in the recent past. No suggestions of individual reviewers by the author(s) of the manuscript will be accepted.

Reviewers are appointed by the editor-in-chief, or the editor of the issue or column, at the proposal of the Editorial Board. In addition to the manuscript, the evaluation manual and a review form are also sent to reviewers.

The original manuscript and reviews are evaluated by the editor who makes one of the following decisions: 1) publish without changes; 2) publish with the proposed changes; 3) revise and return for review; 4) the manuscript is not for publication. If the reviews

are not in accordance with each other, the editor can ask for additional explanations from the reviewers, or hire a third reviewer.

After the review process, anonymous reviews and editor's comments are sent to authors. Authors are expected to submit a revised manuscript with clearly marked changes and a cover letter with responses to reviewers' and editors' comments within a month.

Final version of the accepted manuscript is sent to authors for review and approval. Authors can only make minimal changes within three days. After this phase, the manuscript cannot be revised.

The period from submission to publication is 90 days on average.

## **Manuscript preparation**

### **Information about the authors**

Title page should be attached as a separate document containing the following:

- Title of the paper (the same title as written in the manuscript)
- Information about the authors: name, middle letter and surname, year of birth, affiliation, and email
- Information about the corresponding author: name and surname, official postal address and email
- Short title of the paper (up to 50 characters with spaces)

Papers which are the result of a project research should include a note stating the financier, name, and number of the project. Papers which have previously been partially presented at a scientific or professional conference should include a note providing information about the conference. Papers which are part of a doctoral dissertation or a master's thesis should include a note providing information about the doctoral dissertation or master's thesis.

### **Format**

The manuscript should be written in Latin in Microsoft Word, A4 format, with 2.54 cm margins, Times New Roman font (12 point), with line spacing of 1.5 lines. Pages are numbered in the upper right corner.

The main title should be capitalized, bold and centered. Short title is written in the header in capital letters. Section headings should be capitalized, bold and centered. Level 2 headings should be capitalized, bold and left-aligned. Level 3 headings should be capitalized, bold, italic, and left-aligned.

### **Length**

Original scientific papers and review papers should be up to 30000 characters with spaces, not including references and acknowledgments. The Editorial Board may approve the publication of longer papers when that is required by the scientific content.

Short communication papers, scientific reviews and debates, and professional papers should be up to 15000 characters with spaces, not including references and acknowledgments.

Informative essays and reports should be up to 5000 characters with spaces.

## **Language**

The manuscript should be written in clear and grammatically correct language. Messy manuscripts with a large number of spelling and grammar mistakes will not be accepted. The Editorial Board reserves the right to proofread the papers before publication, and the proposed changes are sent to authors for review and approval.

## **Title**

The title of the paper is submitted in Serbian and English. The title should be precisely and clearly formulated, consistent with the topic of the paper and should contain words suitable for searching and indexing.

## **Abstract**

An abstract of up to 250 words is submitted in Serbian and English. Abstracts should not include abbreviations and references.

Original scientific papers and review papers should contain a structured abstract with distinct headings for the following sections: *Introduction, Objectives, Methods, Results and Conclusion*.

An unstructured abstract is submitted for all other categories of papers, except for reports for which an abstract is not required.

## **Key words**

Abstracts should be accompanied by three to five key words in Serbian and English. Keywords should be relevant to the content of the paper and suitable for searching and indexing.

Key words are written below the abstract as follows:

*Keywords:* first, second, third

## **Structure**

**Introduction:** The introductory part defines the research problem, gives a summary of relevant theories and previous research, expresses an author's intention to expand or review existing knowledge, and sets the research aim.

**Methods:** The sampling procedure, sample, applied instruments and procedures, and statistical methods should be described in detail so that the results can be repeated. Well-known methods should not be described, but only their name and reference should be provided.

**Results:** Results should be presented clearly and concisely, using tables or charts, without duplication. Decimals should be written with a period. Zeros should not be written when reporting statistics whose absolute value is theoretically limited to the range 0–1 (e.g.  $r$ ,  $p$ ,  $\alpha$ ). Decimals should be rounded to two decimal places, except for percentages which are rounded to one decimal place, and results for which the data on differences on the third decimal place is important (e.g.  $p$ ). The results of statistical processing should be reported as follows: ( $t(88) = 4.39, p < .001, d = 0.63$ ) or ( $r = -.11, p = .38$ ).

**Tables:** Tables should be in Word format and marked with Arabic numerals, in the order in which they appear in the text. The number is written above the table and the title, bold and left-aligned (e.g. **Table 1**). The title should be written below the number with double spacing, capitalized, italicized, and left-aligned. Tables should not contain vertical

lines. Horizontal lines should be used at the top and bottom of the table and to separate headers from other rows. All text entries should be capitalized. Headings in the header and all entries should be centered, except for the entries in the far-left column which should be left-aligned. A note explaining the content (e.g. abbreviations, asterisks indicating probability) should be given below the table. In the text, tables are listed as follows: “In Table 1...”.

Charts and figures: Charts and figures are marked with Arabic numerals, in the order in which they appear in the text. The number is written above the chart or figure and the title, bold and left-aligned (e.g. **Chart 1, Figure 1**). The title should be written below the number with double spacing, capitalized, italic, and left-aligned. Charts and figures should be legible in size and resolution. A legend explaining the symbols should be positioned within the boundaries of the chart or figure. A note explaining the content (e.g. abbreviations, copyright) should be given below the chart or figure. In the text, charts and figures are listed as follows: “In Chart 1...”.

Discussion: Discussion should include interpretation of the obtained results in the context of theories and research presented in the introductory part, with an explanation of whether the mentioned studies support or dispute the obtained results. Advantages and limitations of the research should be mentioned in the discussion. It is also advisable to provide recommendations.

Conclusion: Conclusions should be linked to research objectives by avoiding unfounded statements which are not supported by the obtained results. The data given in *Introduction* and *Results* sections should not be repeated in detail. New information should be separated from previous research and the contribution of the paper to the improvement of scientific knowledge should be explained.

Acknowledgements: Acknowledgments, at the end of the text, should state financial and technical assistance, advice, etc. For stating the names of persons and institutions, their consent is required.

References: The list of references includes only the references the author referred to in the paper, in alphabetical order, by the authors’ surnames. All references are written in Latin. References by the same author are listed according to the year of publication, from the oldest to the most recent. References by the same author published in the same year should be marked with letters (e.g. 2019a, 2019b). References of several authors with the same first author are listed in alphabetical order according to the surname of the second author or, if they are the same, the third, etc.

Abbreviations: Full term should be given for each abbreviation when mentioned in the text for the first time, e.g. intellectual disability (ID).

Footnotes: Footnotes should not be used except for comments and additional text.

### **Referring to sources within the text**

For a detailed list of rules applied when referring to sources within the text, please consult the valid version of the Publication Manual of the American Psychological Association (7th ed.), the so-called APA 7 manual (American Psychological Association. (2020). *Publication Manual of the American Psychological Association (7th ed.)*. <https://doi.org/10.1037/0000165-000>). Some of the most important rules are given below.



- If reference is made to a source that has one or two authors, their surnames and year of publication are always given (e.g. Johnson & Stevens, 1999; Popović, 2013; Popović & Jovanović, 2009; Stevens, 2011).
- If the authors' surnames are not written in parentheses, i.e. as part of a sentence, then only the year is written in parentheses (e.g. as Popović and Jovanović (2009) consider ...).
- Each quote (literally quoting parts of the text) should be within quotation marks and followed by information about the page number the quote was taken from (e.g. this is indicated by numerous studies “which confirm the impact of playing violent video games on psychological processes” (Stojanović, 2019, p. 202)).
- If reference is made to a source which has three or more authors, only the surname of the first author is given followed by “et al.” within a sentence and year in parentheses (e.g. in the research by Hue et al. (2004)).
- If two authors have the same surname, the first letter of their names should be added in front of each (e.g. A. Babić, 2014; B. Babić, 2012; E. Johnson, 2001; L. Johnson, 1998;).
- If a reference has no author, the name of institution and the year should be provided (e.g. WHO, 2020).
- When referring to multiple sources, the order is alphabetical, and the sources should be separated by a semi-colon (e.g. Bijelić, 2018; Kovač, 2014; Vuletić, 2009). More references by the same author are listed chronologically, from the oldest to the most recent one (e.g. Popović, 2015, 2019).

### **Rules for listing references**

References are given in accordance with APA 7 standards, at the end of the paper, in the *References section*. If a DOI number is available, it is necessary to provide this information as well. The DOI number should be provided as a link (e.g. <https://doi.org/10.5937/specedreh20-32793>). The description and examples of listing common references are given below.

#### **Journal article**

According to APA 7 standards, if a paper has up to 20 authors, names of all authors should be listed. If the number of authors exceeds 20, it is necessary to state the first 19 and separate them from the last author with an ellipsis (...).

Examples of listing articles with up to 20 authors:

- Banković, S., Baloš, V., & Brojčin, B. (2019). Forme i funkcije komunikacije kod učenika s poremećajem iz spektra autizma [Forms and functions of communication in a population of students with autism spectrum disorder]. *Specijalna edukacija i rehabilitacija*, 18(3), 237-271. <https://doi.org/10.5937/specedreh18-23572>
- Winter, K., Spengler, S., Bermpohl, F., Singer, T., & Kanske, P. (2017). Social cognition in aggressive offenders: Impaired empathy, but intact theory of mind. *Scientific Reports*, 7(1), 1-10. <https://doi.org/10.1038/s41598-017-00745-0>

Example of listing an article with more than 20 authors:

- Buttrick, N., Choi, H., Wilson, T. D., Oishi, S., Boker, S. M., Gilbert, D. T., Alper, S., Aveyard, M., Cheong, W., Čolić, M. V., Dalgard, I., Doğulu, C., Karabati, S., Kim, E., Knežević, G., Komiyama, A., Laclé, C. O., Ambrosio Lage, C., Lazarević, L. B., . . . Wilks, D. C. (2019). Cross-cultural consistency and relativity in the enjoyment of thinking versus doing. *Journal of Personality and Social Psychology*, *117*(5), e71–e83. <https://doi.org/10.1037/pspp0000198>

### **Book**

- Vuković, M. (2019). *Neurodegenerativni poremećaji govora i jezika [Neurodegenerative speech and language disorders]*. Univerzitet u Beogradu – Fakultet za specijalnu edukaciju i rehabilitaciju.
- Ganz, J. B. (2014). *Aided augmentative communication for individuals with autism spectrum disorders*. Springer. <https://doi.org/10.1007/978-1-4939-0814-1>

### **Chapter in monographs or thematic collections**

- Boisjoli, J. A., & Matson, J. L. (2010). General methods of assessment. In J. L. Matson (Ed.), *Social behavior and skills in children* (pp. 61-75). Springer. <https://doi.org/10.1007/978-1-4419-0234-4>

### **Conference presentation**

- DiGiuseppe, R., Leaf, R., Exner, T., & Robin, M. (1988, September). *The development of a measure of irrational/rational thinking* [Paper presentation]. World Congress of Behavior Therapy, Edinburgh, Scotland.

If the presentation is printed in conference proceedings, citation rules for papers in monographs or thematic collections are applied.

### **Doctoral dissertation**

- Clarke, B. D. (2013). *Parents' perceptions and awareness of cyberbullying of children and adolescents* [Doctoral dissertation, Antioch University]. AURA. <https://aura.antioch.edu/cgi/viewcontent.cgi?article=1071&context=etds>

### **References with no authors**

- Every Student Succeeds Act, 20 U.S.C. § 6301. (2015). <https://www.congress.gov/bill/114th-congress/senate-bill/1177>
- World Health Organization (WHO). (2018). *Strategic Guidance on accelerating actions for adolescent Health in South-East Asia Region (2018-2022)*. World Health Organization, Regional Office for South-East Asia.

### **Websites**

Example of listing a website when the author is known:

- Strauss, E. (2018, September 20). *Parents, stop feeling so guilty about TV time*. CNN Health. <https://edition.cnn.com/2018/09/20/health/screentime-guilt-parenting-strauss/index.html>

Example of listing a website when the author is unknown:

- World Health Organization. (2020, May 1). *Billions worldwide living with herpes*. <https://www.who.int/news-room/detail/01-05-2020-billions-worldwide-living-with-herpes>

If the website does not have an author, the title of the website or paper being cited is provided instead of the author's name.

CIP - Каталогизacija y publikaciji  
Narodna biblioteka Srbije, Beograd

376

**SPECIJALNA edukacija i rehabilitacija** = Special  
education and rehabilitation / glavni i odgovorni urednik  
Vesna Žunić-Pavlović. - 2006, br. 1/2- . - Beograd : Fakultet  
za specijalnu edukaciju i rehabilitaciju, 2006- . - 24 cm

Tromesečno. - Tekst na srp. i engl. jeziku. - Je nastavak:  
Istraživanja u defektologiji = ISSN 1451-3285. - Drugo izdanje  
na drugom medijumu: Specijalna edukacija i rehabilitacija  
(Online) = ISSN 2406-1328  
ISSN 1452-7367 = Specijalna edukacija i rehabilitacija  
COBISS.SR-ID 136628748