



SAVREMENI TRENDOVI U PSIHOLOGIJI 2019

Filozofski fakultet
Novi Sad

24-27. oktobar 2019.

CURRENT TRENDS IN PSYCHOLOGY 2019

Faculty of Philosophy
Novi Sad

October 24-27, 2019



KNJIGA SAŽETAKA BOOK OF ABSTRACTS



S O F I



drawing and pulling lines with a pen. When it comes to problem solving, 11.78% of children belong to the monitoring group, and 4.65% of children in the group for further referral. Finally, in the domain of personal/social abilities, 11.52% of children have a need for monitoring, and 4.35% have the need for further referral. The highest percentage of children in the monitoring group was at the age of 30 months, where there are activities related to independence - feeding, dressing, etc. According to the obtained results, the guidelines for strengthening the capacities of parents to encourage child development in these domains were discussed.

Keywords: early childhood development, screening, monitoring

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Koliko je sredina u kojoj odrastaju deca ranog uzrasta u Srbiji podsticajna?

Kapacitet roditelja da kreira prilike za učenje i podstiče razvoj deteta danas se smatra jednim od ključnih činilaca kvaliteta brige. Cilj ovog rada je da se ispita u kojoj meri roditelji dece ranog razvoja u Srbiji kroz svakodnevne aktivnosti podstiču njihov razvoj. U ukupnom uzorku bilo je 1388 roditelja dece uzrasta od 2 do 60 meseci. Instrument Skala roditeljske podsticajnosti je konstruisan je za 8 uzrasta (od 2 do 60 meseci) na osnovu Skale standarda ranog razvoja (Baucal i saradnici, 2012), odnosno na osnovu sadržaja ajtema preko kojih su operacionalizovani standardi ranog razvoja i učenja. Formulirana su pitanja o tome koliko se roditelji, ili druge osobe koje brinu o detetu, u svojim svakodnevnim aktivnostima sa detetom uključuju sa detetom u interakciju, odnosno u određene aktivnosti za koje se pretpostavlja da su razvojno podsticajne. Pouzdanost ovih skala, izražena Kronbahovim alfa koeficijentom, od 0.77, što se smatra prihvatljivom vrednošću, do 0.97 što se smatra odličnim pokazateljem pouzdanosti instrumenta. Minimalan skor na Skali roditeljske podsticajnosti na iznosio je 0.96, a maksimalan 5. Aritmetička sredina (M) je bila relativno visoka i za ukupan uzorak je iznosila 4.10 (SD= 0.55). Aritmetička sredina je bila najniža kada su u pitanju uzrasti od 14 meseci (M=3.76, SD=0.40), 18 meseci (M=3.76, SD=0.46), 48 meseci (M=3.76, SD=0.50) i 60

meseci ($M=3.76$, $SD=0.42$). Pojedinačne stavke sa niskim vrednostima su bile: “Koliko često ste sa bebom u poslednjih 15 dana listali slikovnice”; “Koliko često ste u poslednjih 15 dana pokazali bebi kakve zvukove prave uobičajeni predmeti iz domaćinstva (kašike, šolje i sl.) i dozvolili bebi da ih proučava, lupka ili tresе” (na uzrastu od 6 meseci) kao i “Koliko često ste u poslednjih 15 dana podsticali dete da koristi bojice i da švrlja po papiru” (na uzrastu od 10 do 14 meseci) i igranje uloga na uzrastu od 12 do 18 meseci. Najviše aritmetičke sredine dobijene su na uzrastima od 4 meseca ($M=4.65$, $SD=0.34$) i 2 meseca ($M=4.44$, $SD=0.42$). Ovakva, ka visokim skorovima, zakrivljenost distribucije verovatno je posledica karakteristika samog uzorka, budući da je relativno visoka zastupljenost roditelja sa višom i visokom stručnom spremom, što se verovatno odražava i na način na koji oni podržavaju rani razvoj dece. Medjutim, nije dobijena korelacija sa obrazovanjem roditelja i socioekonomskim statusom. Oko 14% ispitanice dece se nalazi ispod jedne standardne devijacije u odnosu na aritmetičku sredinu, dok je ispod dve standardne devijacije svega 2.5% ispitanika. Dobijeni podaci ukazuju na relativno mali broj dece koja žive u nepodsticajnoj sredini, mada ne treba zanemariti podatak da se svako četrnaesto dete nalazi u sredini u kojoj bi odrasli mogli da na optimalniji način podstiču njegov razvoj.

Ključne reči: roditeljska podsticajnost, rani razvoj, kvalitet brige

How much is environment supportive for early childhood development in Serbia?

The capacity of parents to create learning opportunities and stimulate the development of a child is now considered as one of the key factors of care quality. The aim of this paper is to examine the extent to which parents of children in Serbia support and stimulate their development through everyday activities. The total sample consisted of 1388 parents of children aged 2 to 60 months. Parents' encouragement scale was designed for 8 ages (from 2 to 60 months) based on the Early Learning and Developmental Standards (Baucal et al., 2012), precisely based on the content of the items. Questions have been formulated about how many parents, or other adults taking care of the child, engage with the child in interaction in their daily activities, or in certain activities that are assumed to be developmentally stimulating. The reliability of these scales, expressed by Cronbach's alpha coefficient was from 0.77, which is considered to be an acceptable value, up to 0.97 which is considered to be an excellent indicator of the reliability of the instrument. The minimum score on the Parents' encouragement scale was 0.96, and the maximum 5. The mean (M) was relatively high and was 4.10 ($SD = 0.55$) for the total sample. The mean was the lowest when it comes to the age of 14 months ($M = 3.76$, $SD = 0.40$), 18 months ($M = 3.76$, $SD = 0.46$), 48 months

($M = 3.76$, $SD = 0.50$) and 60 months $M = 3.76$, $SD = 0.42$). Individual items with lower means were: "How often have you checked the picture books with the baby in the last 15 days"; "How often have you, in the past 15 days, shown the baby what kind of sounds are common household items (spoons, mugs, etc.) and allowed the baby to study, cuddle or shake" (at the age of 6 months) and "How often are you in for the last 15 days, has encouraged the child to use crayons and wrap around paper" (at the age of 10 to 14 months) and playing roles at the age of 12 to 18 months. The highest means were obtained at 4 months ($M = 4.65$, $SD = 0.34$) and 2 months of age ($M = 4.44$, $SD = 0.42$). The distribution being curved towards higher scores is probably due to the characteristics of the sample itself, since it was relatively high number of parents with a high education, which is probably reflected in the way they support the early development of children. However, there was no correlation with parents' education and socioeconomic status. About 14% of the children surveyed were below one standard deviation compared to the mean, while under 2 standard deviations were only 2.5% of the respondents. The obtained data indicate a relatively small number of children living in nonstimulative environment, although one should not ignore the fact that every fourteenth child is in the environment in which adults could support their development in a better way.

Keywords: Parents' encouragement, early childhood development, care quality

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CIP - Каталогизација у публикацији
Библиотеке Матице српске, Нови Сад

159.9(048.3)(0.034.2)

**НАУЧНО-стручни скуп Савремени трендови у психологији (2019 ;
Нови Сад)**

Knjiga sažetaka [Elektronski izvor] = Book of Abstracts / Savremeni trendovi u psihologiji 2019, Novi Sad, 24-27. oktobar 2019 = Current Trends in Psychology 2019, Novi Sad, October 24-27, 2019. - Novi Sad : Filozofski fakultet, 2019

Način pristupa (URL): <http://digitalna.ff.uns.ac.rs/sadrzaj/2019/978-86-6065-541-9>. - Nasl. sa naslovnog ekrana. - Digitalni dokument obima 251 str.

ISBN 978-86-6065-541-9

а) Психологија -- Апстракти

COBISS.SR-ID 331333895