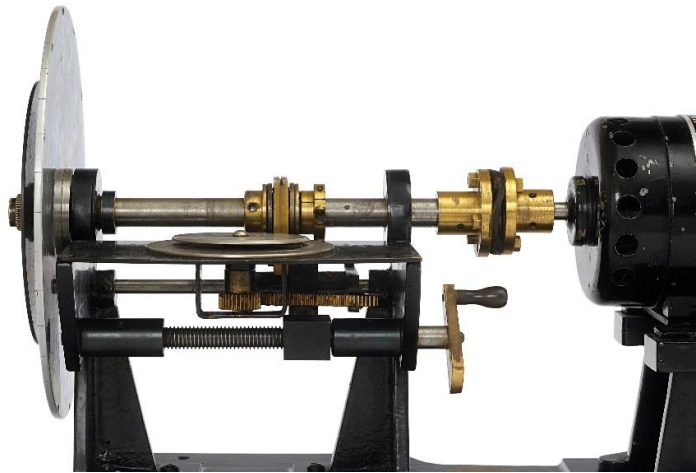*XXVI SCIENTIFIC CONFERENCE*

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SKALA STANDARDA RANOG RAZVOJA: PROVERA PSIHOMETRIJSKIH KARAKTERISTIKA

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Cilj istraživanja bila je provera metrijskih karakteristika Skale standarda ranog razvoja, konstruisane kako bi se identifikovala deca kod kojih je prisutan rizik ili kašnjenje u razvoju. Uzorak je činilo 1388 roditelja dece uzrasta od 1 do 60 meseci (741 (53.4%) dečaka i 647 (46.6%) devojčica), sa teritorije Srbije. Roditelji su popunjavali Skalu standarda ranog razvoja zajedno sa instrumentom Uzrasti i razvoj deteta (Ages & Stages Questionnaires® (ASQ-3)). Skala je konstruisana na osnovu Standarda ranog razvoja (Baucal i saradnici, 2012). Odabrani standardi operacionalizovani su u ajteme koji su sadržali opis aktivnosti, kao i primer odgovarajućeg ponašanja deteta. Sačinjeno je 8 skala koje pokrivaju sledeće uzraste:1-4 meseca i 30 dana (10 ajtema), 5-6 meseci i 30 dana (22 ajtema), 9-12 meseci i 30 dana (14 ajtema), 13-18 meseci i 30 dana (19 ajtema), 23-24 mseca i 30 dana (19 ajtema), 28 meseci i 16 dana - 36 mesci i 30 dana (24 ajtema), 39-50 meseci i 30 dana (24 ajtema) i 57-66 meseci (15 ajtema). Za svaki ajtem roditelji su procenjivali da li dete može samostalno da obavlja navedenu aktivnost, ponekad ili još uvek ne. Odgovori roditelja su u skladu sa tim ocenjivani sa 10, 5 ili 0, a ukupan skor na skali računat je sabiranjem skorova na pojedinačnim ajtemima i deljenjem sa brojem ajtema. Prosečni skorovi na svim navedenim uzrastima su bili relativno visoki (u odnosu na maksimalan skor koji je bio 10) i kretali su se u zavisnosti od uzrasta od $M = 8.05$ ($SD = 1.21$) do $M = 8.86$ ($SD = 1.10$). Raš analizom utvrđeno je da se radi o pouzdanom instrumentu (pouzdanost za ispitanike je oko 0,8 a za stavke 0,98), koji meri jedan fenomen (odnosno postignuće u ranom razvoju) i ima mali broj ajtema sa lošim metrijskim karakteristikama. Istom analizom pokazano je da skala dobro razlikuje uzraste, odnosno da je skor mlađe dece niži od skora starije. Takođe procene roditelja na instrumentu Uzrast i razvoj deteta i Skali standarda ranog razvoja su u korelaciji na svim uzrastima, što govori u prilog valjanosti instrumenta. Razlike s obzirom na pol su se javile na uzrastima: 9-12 meseci (t(203)=-2.342, p<.05), 14-18 meseci (t(201) = -2.664, p < .01) i 30-36 meseci (t(201) = -2.024, p < .05). Sve razlike su bile u smeru viših skorova kod devojčica. Podaci ukazuju da Skala standarda ranog razvoja može da se koristi u cilju identifikacije dece kod koje je prisutno kašnjenje u razvoju.

Ključne reči: rani razvoj, standardi, Raš analiza, psihometrijske karakteristike

EARLY CHILDHOOD DEVELOPMENT STANDARDS SCALE: PSYCHOMETRIC CHARACTERISTICS

The aim of the research was to assess psychometric characteristics of the Early Development Standards Scale, constructed to identify children at risk or with developmental delay. Based on the Early Development Standards (Baucal et al., 2012), eight scales were constructed, covering ages from 1 to 60 months. In total, 1388 parents from Serbia participated. Relatively high mean scores were obtained at all ages. The instrument has good metric characteristics. The results of Rasch analysis showed that the scale is a reliable instrument (reliability for respondents is about 0.8 and for items 0.98), it measures one phenomenon (outcomes in early

childhood development) and it has a small number of items with poor metric characteristics. There are significant correlations between scores on the Early Development Standards Scale and Ages & Stages Questionnaires across all ages. Gender differences were obtained at 9-12 months, 14-18 months and 30-36 months, indicating higher scores for girls.

Keywords: early childhood development, standards, Rasch analysis, psychometric characteristics

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DIFFERENCES IN THE SOCIAL PERCEPCION BETWEEN STUDENTS WITH DISABILITIES IN REGULAR AND SPECIAL SCHOOL

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The aim of this pilot-study is to investigate whether students with intellectual disabilities who attend regular school will show wider social perception with members of their peer group and also with other persons included in school life than the students with same disabilities who attend special school. The sample consists of 38 participants. The first group consists of 15 students, (6 male and 9 female) with disabilities, who attend regular school with typical children, which would enable them to progress, socially, emotionally and intellectually within their scope. The average age of the students is 16.6. The second group consists of 23 students (18 male and 5 female) from special school, with organized program, together with students with similar disabilities, without opportunities to learn social skills. The average age of the students is 17. The groups are equal in the type of intellectual disability (Mild Mental Retardation; IQ 50–69;) type of education (secondary graphic vocational) and all students live with their families. The research was conducted in the High school and the Special school for disabilities in Bitola, N. Macedonia. The following instrument has been applied: Drawing as a form of expressing of students own emotional and social perceptions, conflicts, interests and wishes. Each student was supposed to make a simple drawing and they got the same instruction to draw the members of peer group and persons, with which they collaborate and have contacts in school life and what activities they want to do with them (with no time limits, the instruction was repeated several times). These drawings are compared based on three aspects: 1. Drawing peers or not. 2. Drawing teachers or not. 3. Drawing some activities with peers or not. The comparative drawings analyses from both of groups are based on three aspects presented in percentages. Twenty percent of the students from regular school did not draw peers or teachers and any activities, while 80% draw peers, teachers and some activities. Students from special school – 60% did not draw peers or teachers and any activities, only 40% included peers, teachers and some activities. From the statistical analyzes applied, there are significant differences between percentages; SD% = 55,79; Q = 44,22; CR = 2,42>1,96; 2,42>.05. Although it is a pilot- study conducted on a relatively small sample, interesting results have been obtained – there is a significant difference in the social perception among students with disabilities in regular school (with inclusion) compared to students in special school. The obtained results show that students from regular school have wider perception of members of their peer group and of other persons included in school life in their drawings than the students with the same disabilities who attend special school.

Keywords: drawing, social perception, students with disabilities

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