

RESHAPING SCHOOLS: WHAT DO YOUNG PEOPLE TRULY NEED TO DO WITH THEIR TIME? PRACTICES AND BENEFITS OF OPEN SCHOOLING

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ABSTRACT

How can schools transform to better support young people's development in today's current challenges? In this paper, the democratic open school l'Arbre des Possibles will be presented as an model of open schooling, among many others emerging or already well installed and older. They advocate for focusing on the emotional and social well-being, young people's needs and natural curiosity, the diversity of activities and opportunities to meet various people, community involvement, and a wide range of non-formal skills. This talk focuses on the need for young people to be in direct interaction with society and life around them, and on how important it is that they can relate to a diversified and healthy environment, including natural spaces.

PARTICIPACIJA OTROK KOT STANDARD DELA Z OTROKI IN MLADIMI

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Otroci in mladi, s katerimi sem se srečevala v zadnjih letih, so večinoma prihajali iz okolij, ki za njih niso bila spodbudna, pogosto so bili preslišani in redko vprašani po mnenju. Kot strokovna delavka na centru za socialno delo sem delala z ogroženimi otroki, nasiljem v družini in mladostniki s čustvenimi ter vedenjskimi težavami. Ranljivost teh otrok me je pogosto spodbudila, da sem bolj razmišljala o tem, kako jih zaščititi in tudi o pomenu njihovega sodelovanja pri odločitvah. Ampak odločali smo o njihovi usodi in pogovarjanje o tem, kaj bi bilo najbolje za njih - praviloma ni bilo učinkovito, če nismo vključili njih. Z vključevanjem otrok v postopke na centru za socialno delo sem začela postopoma in kmalu ugotovila, da brez tega ni mogoče dobro delati. Sodelovanje otrok sem vedno razumevala širše kot samo pridobitev njihovega mnenja, pomembno se mi je zdelo, da jih slišimo in jim omogočimo, da imajo vpliv na odločitve.

Danes o participaciji veliko govorimo in jo nagovarjamo, narejeni so bili tudi nekateri sistemski premiki v smeri spreminjanja odnosa do participacije otrok in vključevanja le te v delo z otroki in mladimi. Kljub temu pa se je potrebno vedno znova spraševati, ali smo naredili dovolj kot posamezniki, ki delamo z mladimi, in dovolj kot sistem, ki dela z mladimi in za mlade.

The Path of Searching for Identity

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ABSTRACT

This lecture will lead us through entire identity path of adolescents. Why does everybody call it the most challenging part of our life? What is specific about adolescents, especially those coming from vulnerable groups, and what is the role of their significant others and youth workers on their path in searching for identity.

This lecture will not be just a theoretical approach, but it will also be based on the experience we had through work with youth at risk since 1994 and the challenges we have now, emphasizing the topic of sexual identity.

According to Erikson, the process of acquiring identity takes place throughout life, with personality passing through certain stages of development, accompanied by corresponding identity crises.

Adolescence is a turbulent developmental phase characterized by changes that affects all the other areas: physical, biological, emotional and social, where the main task is the formation of a solid personal identity. Leaving childhood and becoming a young person brings a lot of inner conflicts and conflicts with the environment.

Because of experimenting and discovering themselves in various fields of life it can lead them to risky situations and antisocial behavior. That is why (among other factors) adolescence is so delicate and challenging for both adolescents and everyone around them.

Challenge for adolescents is that they have the impression that nobody can understand them, that this is something happening only to them. They are feeling ashamed and in fear of being rejected for who they are. There is still a need to feel safe but their boundaries are stronger and emphasize the feeling of being alone in the world.

Doing something that breaks family or cultural values, that is forbidden and risky, is not something that they necessarily want. They want only something that confirms their separation from childhood. Where environmental support is poor, when families are dysfunctional and at risk, the risk of criminal behavior, substance abuse, or even suicide is at very high level.

This can be especially challenging for young people at risk, coming from dysfunctional families, a non-family environment, with unresolved conflicts in the family or from early separations and experiencing insufficiently secure emotional bonds.

The adolescents at risk are often young people with identity problems. There are numerous difficulties in their relationships, both with the social environment or within themselves. Their problems require support from the environment, which is rarely realized, because there is a significant obstacle in the young person's mistrust and refusal to connect with the social context. Sexual identity is the most fluid and the most sensitive topic for adolescents. It is confusing for them, it can emphasize the already existing fears, shame and guilt. Discovering and experimenting with their sexual identity is a complex topic for which they need a lot of information and support in order to understand and integrate that part of themselves.

Understanding them, taking them seriously, appreciating their authenticity, noticing their coping mechanisms, validating their needs and exploring new ways to meet those needs is a task for each of

us who works with them. Interventions and skills we are using can be various, but the safe relation filled with trust and respect is the base for every work.

How can we be adequate support? Is there any formula for professional approach? How to keep healthy boundaries and be close? Those are some questions we will try to answer during this lecture.

KEY WORDS: identity, adolescence, sexuality, challenges, boundaries

SPREMINJAMO ADHD V SUPERMOČI

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POVZETEK

ADHD je pogosta motnja v otroštvu, ki ovira psihosocialno funkcionalnost v posameznem razvojnem obdobju. ADHD je najpogosteje prepoznan pri šolskih otrocih, saj se povezuje z učnimi in razvojnimi težavami in socialnimi veščinami, ki so ključne za uspešno integracijo v šolski prostor. Če otroku, ki ima ADHD nudimo ustrezne pogoje, mu omogočamo učenje vseh potrebnih veščin preko igre, z njim razvijemo odkrit in spoštljiv odnos, razumemo kdaj nečesa ne more in kdaj noče in mu, preko igre ter elementov doživljajske pedagogike, omogočimo izkustveno učenje, smo na pravi poti, da ADHD pri posamezniku spremenimo v njegove supermoči.

KLJUČNE BESEDE: ADHD, pozornost, odnosi, supermoči

KEY WORDS: ADHD, attention, relationships, superpowers

“A CHANCE FOR A NEW NORMAL”: STEPS TO COPE, SUPPORTING YOUNG PEOPLE AFFECTED BY A PARENT OR CARER’S DRUG USE, ALCOHOL MISUSE AND /OR MENTAL ILL-HEALTH

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Abstract

Steps to Cope is a brief intervention model for working with families for whom there are issues resulting from a parent or carers substance misuse, and/or mental health concerns. This paper aims to explore the underpinning theory of the Steps to Cope model, and its place within the paradigm of support for those who have been affected by parental substance misuse in Northern Ireland.

SLOVENSKI PRIPSEVKI (PO ABECEDI)

IZVEDBA INTENZIVNEGA ŠPORTNO-DOŽIVLJAJSKEGA PROGRAMA V DOMAČEM OKOLJU OTROK IN MLADOSTNIKOV STROKOVNEGA CENTRA LJUBLJANSKEGA MLADINSKEGA DOMA MALČI BELIČEVE

IMPLEMENTATION OF AN INTENSIVE SPORTS AND LEISURE PROGRAMME IN THE HOME ENVIRONMENT OF CHILDREN AND ADOLESCENTS OF THE YOUTH CARE CENTRE MALČI BELIČ LJUBLJANA

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POVZETEK

V prispevku so predstavljeni rezultati prenosa pridobljenih znanj in veščin v domače okolje po dvoletni prekinitvi udejstvovanja v intenzivnem športno-doživljajskem programu (IŠDP). Ti nakazujejo, da so otroci in mladostniki v domačem okolju redno gibalno dejavni, medtem ko drugih dejavnosti (branje knjig, pisanje dnevnika/tednika, dihalne vaje, večdnevne športno-doživljajske dejavnosti, obiskovanje športnih in kulturnih prireditev) ne izvajajo. Avtorji razloge vidijo v (pre)kratki časovni vključenosti v IŠDP ter v pomanjkanju vključenosti in redni izvedbi dejavnosti v vzgojno-izobraževalnih ustanovah, družbeni razpravi o pomenu teh dejavnosti, promociji dejavnosti in pomanjkanju brezplačne ponudbe oz. nagovarjanju okolice. Zagotovo bi k gibalnim in ostalim dejavnostim oz. vsestranski aktivaciji največ prispevala družina, ki se pogosto pri celostni obravnavi otrok in mladostnikov s čustvenimi ter vedenjskimi motnjami vključuje v proces navidezno sodelovalno ali pa se vanj sploh ne vključuje.

Ključne besede: vzgoja, otroci in mladostniki, čustvene in vedenjske težave in motnje, športno-doživljajski program.

SUMMARY

The article presents the results of the transfer of acquired knowledge and skills to the home environment after a two-year interruption of participation in the Intensive Sport and Leisure Programme (ISLP). The results indicate that children and adolescents are regularly physically active in the home environment, but they do not engage in other activities (reading books, writing a diary/weekly journal, breathing exercises, multi-day sports and leisure activities, attending sports and cultural events). The authors attribute this to the (too) short time involved in the ISLP, as well as to the lack of involvement and regular implementation of activities in educational institutions, social debate on the importance of these activities, promotion of the activities and free offer or outreach to the neighborhood. Families could certainly contribute the most to physical and other activities or all round

activation, but they often play a quasi-cooperative role in the comprehensive treatment of children and adolescents with emotional and behavioral disorders, or are not involved at all.

Key words: education, children and adolescents, emotional and behavioral problems and disorders, sports and leisure programme.

**PRESTOPNIK, DROGERAŠ, KRIMINALEC – KDO SEM JAZ?
ŠTUDIJA PRIMERA 18 LETNEGA MLADOSTNIKA
A CRIMINAL, DRUG USER, FELON – WHO AM I?
CASE STUDY OF 18 YEARS OLD ADOLESCENT**

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POVZETEK

Obdobje odraščanja je za mladostnike izredno naporno zaradi različnih dejavnikov. Veliko vlogo pri razreševanju razvojnih nalog imajo med drugim dobri družinski odnosi in podporna vrstniška družba. Glavna naloga obdobja mladostništva je oblikovanje koherentne identitete in selfa. V prispevku bomo v uvodu predstavili teoretične okvirje, ki jih bomo nato povezali s študijo primera. Primer govori o mladostniku s težavami v duševnem zdravju, zlorabo prepovedanih substanc, nefunkcionalnih družinskih odnosih in izzivih medinstitucionalnega sodelovanja. Namen prispevka je prikazati obravnavo mladostnika, ki se sooča z različnimi krizami identitete in izpostaviti pomanjkljivosti v sistemu.

KLJUČNE BESEDE: mladostnik, identiteta, študija primera, nasilje, prepovedane substance.

ABSTRACT

Adolescence is extremely stressful for young people due to various factors. Among other things, good family relationships and a supportive peer society play a big role in solving developmental tasks. The main task of the adolescent period is the formation of a coherent identity and self. In the article, we will present the theoretical framework, which we will then connect with the case study. The case study is about an adolescent with mental health problems, substance abuse, dysfunctional family relationships and challenges of cooperation between different institutions. The purpose of the article is to display the treatment of an adolescent, who is facing various identity crises and to point out the shortcomings in the system.

KEY WORDS: adolescent, identity, case study, violence, substance abuse.

USTVARJANJE ŠOLSKEGA GLASILA Z UČENCI S ČUSTVENIMI IN VEDENJSKIMI TEŽAVAMI

CREATING A SCHOOL NEWSPAPER WITH PUPILS WITH EMOTIONAL AND BEHAVIOURAL PROBLEMS

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Povzetek

Namen prispevka je predstaviti ustvarjanje šolskega glasila z učenci s čustvenimi in vedenjskimi težavami. Učenci pri delu potrebujejo veliko spodbude, saj zaradi svojih težav pogosto ne kažejo zanimanja, so nemirni, nesamozavestni in odklanjajo konstruktivno sodelovanje. Za motiviranje učencev je vloga mentorja ključnega pomena. Poznati mora interese učencev, jim individualno pomagati pri pisanju, pri njih vzbuditi naklonjenost do svojih, in izdelkov drugih ter jih usmerjati pri sodelovanju s sošolci in strokovnimi delavci šole. Prispevek v šolskem glasilu avtorjem omogoča širše razumevanje sveta okrog sebe in povezovanje interesov s šolskim okoljem. Pohvala učitelja ali sošolca je najmočnejša motivacija. Vloga pisca, ilustratorja, urednika ali novinarja spraševalca krepi njihovo samozavest in jim pomaga, da vidijo sebe ne samo kot opazovalca temveč tudi kot aktivnega ustvarjalca. Majhno število učencev omogoča individualno ustvarjanje prispevka v mirnem okolju ob pomoči mentorja in upoštevanju specifičnih težav učenca.

Ključne besede: šolski časopis, otroci s čustvenimi in vedenjskimi težavami, mentor, skupinsko delo, sodelovanje;

Summary

The aim of this paper is to present the creation of a school newspaper with students with emotional and behavioural difficulties. Pupils need a lot of encouragement in their work, as they are often disinterested, restless, insecure and refuse to participate constructively. The role of the tutor is crucial to motivate students. It is important to know the students' interests, to help them individually with their writing, to develop a positive attitude towards their own and others' work, and to guide them in their collaboration with their classmates and the school's professional staff. Contributing to a school newspaper allows authors to gain a broader understanding of the world around them and to connect their interests with the school environment. Praise from a teacher or a classmate is the strongest motivation. The role of writer, illustrator or editor boosts their self-confidence and helps them to see themselves not only as observers but also as active creators. The small number of students allows for individual contributions to be made in a quiet environment, with the support of a mentor and taking into account the specific difficulties of the student.

Key words: school newspaper, children with emotional and behavioural problems, mentor, team work, cooperation;

SODELOVANJE S STARŠI OTROK S POSEBNIMI POTREBAMI NA OŠPP WORKING WITH PARENTS OF CHILDREN WITH SPECIAL NEEDS

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Povzetek

Sodelovanje s starši otrok s posebnimi potrebami na osnovni šoli s prilagojenim programom je za strokovnega delavca šole zelo pomembno. Otroci s posebnimi potrebami na osnovni šoli s prilagojenim programom zaradi svojih težav, ovir oz. motenj velikokrat niso zmožni sprejemati in prenašati informacij na način in v obsegu, kot se to lahko pričakuje od otrok na večinskih osnovnih šolah. Zaradi omenjenega sta sodelovanje in uspešna komunikacija med strokovnimi delavci šole in starši toliko bolj pomembna. Nekateri starši otrok s posebnimi potrebami so temu naklonjeni, spet drugi pa so bolj zadržani, v komunikaciji delujejo obrambno ali so v taki in drugačni stiski. Strokovni delavec glede na naravo otrokovih težav v šoli izbira načine sodelovanja s starši, ki zagotovijo iskanje rešitev v otrokovo korist, hkrati pa upoštevajo postopnost reševanja nastale situacije.

Ključne besede: starši, strokovni delavci šole, otroci s posebnimi potrebami, sodelovanje, komunikacija

Abstract

Cooperation with parents of children with special needs at primary school with an adapted programme is very important for a school professional. Children with special needs in primary schools with an adapted curriculum are often not able to receive and transmit information in the way and to the extent that can be expected of children in most primary schools. This makes cooperation and effective communication between school professionals and parents all the more important. Some parents of children with special needs are inclined to do so, while others are more reticent, defensive in communication, or are in some kind of distress. Depending on the nature of the child's problems at school, the professional chooses ways of cooperating with parents that ensure finding solutions in the child's interest, while taking into account the gradual solution of the situation.

KEY WORDS: parents, school professionals, children with special needs, cooperation, communication

DELO S STARŠI PO IZHODIŠČIH IZKUSTVENE DRUŽINSKE TERAPIJE V MOBILNI SLUŽBI

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POVZETEK

Vsaka mobilna služba je razvila svoj način dela z otroki in starši otrok s težavami v vedenju in čustvovanju, saj je področje dela precej široko in nam tako omogoča veliko kreativnosti in svobode. Naš skupni cilj je izboljšanje funkcioniranja otroka ali mladostnika, ki je vključen v obravnavo, in njegovega okolja.

Prispevek se nanaša na obliko pogovora s starši, ki jo pri svojem delu s starši uporabljam sama in ima izhodišča v izkustveno usmerjeni družinski terapiji Walterja Kemplerja. Povleče vzporednice s svetovanjem in komunikacijo s starši znotraj strokovnega centra. Govori o osebnem odnosu in vodenju pogovora na osebni način. Pozornost posveča možnostim družine ali posameznika za sprejemanje določene oblike pomoči in v skladu s tem tudi prilagajanju načinov delovanja.

KLJUČNE BESEDE: izkustvena družinska terapija, mobilna služba, pogovor s starši, osebni odnos

ABSTRACT

Each outreach counseling service has developed its own way of working with children and parents of children with behavioral and emotional difficulties, because the field of work is quite wide and thus allows us a lot of creativity and freedom. Our common goal is to improve the functioning of the child or adolescent involved in the treatment and their environment.

The article refers to the form of conversation with parents that I use in my work with parents based on experientially oriented family therapy of Walter Kempler. It draws parallels with counseling and communication with parents within a professional center, focusing on the personal relationship and leading the conversation in a personal way. Attention is paid to the ability of the family or individual to receive some form of assistance and, accordingly, to adjust modes of operation.

KEY WORDS: experientially oriented family therapy, outreach counseling service, conversation with parents, personal relationship

SOCIALNE SPRETNOSTI - TEMELJ ŽIVLJENJSKIH VEŠČIN SOCIAL SKILLS - THE FOUNDATION OF LIFE SKILLS

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Povzetek

Vsak dan je večina ljudi izpostavljena širokemu spektru medosebnih odnosov (družina, šola, delovno okolje, različni uradi, trgovine, zdravstvene ustanove...). V vsakem od teh okolij nam življenje lahko bistveno olajšajo ustrezne socialne spretnosti. Ljudje smo socialna bitja in pomanjkanje socialnih veščin nas lahko privede do osamljenosti, tesnobe, depresije; dobre spretnosti pa nam pomagajo, da spoznamo zanimive ljudi, dobimo službo, ki si jo želimo, napredujemo v karieri in odnosih.

Prispevek predstavlja delo z otroci/mladostniki, ki so vključeni v skupino za učenje socialnih veščin. V skupini se lahko v varnem in terapevtsko naravnem okolju učijo in razvijajo nove vzorce vedenja, komunikacije in izražanja sebe. To dosežemo z uporabo različnih iger, kreativnih medijev, izkustvenih tehnik in razreševanju konfliktnih situacij. Učinki skupinskega dela so opazni predvsem v izboljšanju samopodobe, tolerantnosti za medsebojne razlike in v povečani asertivnosti.

Ključne besede: otroci s težavami na socialnem in čustvenem področju, skupinsko delo, socialne veščine, socialne igre.

Abstract

Each day, most people are exposed to a wide range of interpersonal relationships (family, school, workplace, offices, shops, health facilities, etc.). In these environments, having the right social skills can make life much easier. We are social beings and a lack of social skills can lead to loneliness, anxiety, depression; good skills help us to meet interesting people, get the job we want, improve our careers and relationships.

This paper presents group work with children/adolescents who are involved in a social skills program. By joining the group, we empower them to learn and develop new patterns of behaviour, communication and self-expression in a safe and therapeutic environment. This is achieved through the use of different games, creative media, experiential techniques and conflict resolution. The effects of group work are particularly noticeable in the improvement of self-esteem, tolerance of differences and increased assertiveness.

KEY WORDS: children with social and emotional difficulties, group work, social skills, social games.

UPORABA MEDIACIJE V OSNOVNI ŠOLI THE APPLICATION OF MEDIATION IN A PRIMARY SCHOOL

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POVZETEK

V prispevku je pojasnjen pojem mediacije in opisani glavni elementi mediacije. Podrobneje je opisano delovanje šolske in vrstniške mediacije na Osnovni šoli Franceta Bevka v Ljubljani ter opisane koristi za učence in celotno šolo. Posamezni elementi mediacije se lahko v šolskem prostoru uporabljajo na različnih področjih. Uporabljamo jih lahko pri izvajanju ur dodatne strokovne pomoči z učenci s čustvenimi in vedenjskimi težavami, pri delu s starši, pri izvajanju alternativnih vzgojnih ukrepov, pri pogovorih z učenci in pri razumevanju perspektive učiteljev. Vse naštetu je opisano v prispevku. Delovanje iz prakse kaže, da je izvajanje šolske in vrstniške mediacije ter uporaba elementov mediacije pomemben pozitiven dejavnik šole ter ugodno vpliva tudi na duševno zdravje učencev.

KLJUČNE BESEDE: šolska in vrstniška mediacija, prednosti mediacije, osnovna šola, delo z učenci in starši

ABSTRACT

This paper describes the concept of mediation and its principal elements. It explains in detail the process of school-based and peer mediation at the France Bevk Primary School in Ljubljana as well as the benefits for both the pupils and the primary school as a whole. The different elements of mediation can be applied in the school setting in various areas: in the provision of additional specialist support for pupils with emotional and behavioural problems, work with parents, alternative educational measures, in conversations with pupils, and in order to understand the perspectives of teachers. In the paper, all of these elements are described. Practical experience shows that school-based and peer mediation as well as the application of mediation elements is an important positive factor in schools which has a beneficial impact on the pupils' mental health.

KEY WORDS: school-based and peer mediation, benefits of mediation, primary school, working with pupils and parents

SODOBNI IZZIVI RAZREDNIKA IN UČITELJA V PRAKSI Z DIJAKI TUJCI MODERN CHALLENGES OF CLASS TEACHERS AND TEACHERS IN GENERAL WHEN IT COMES TO FOREIGN STUDENTS

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POVZETEK

V izobraževalnem sistemu se včasih zdi, da je preveč poudarka na dijakih s posebnimi potrebami in zelo malo govora o drugih ranljivih skupinah. V to skupino »ranljivih«, ki so pogosto spregledani, vključujemo tudi tuje dijake oziroma dijake tujce. Po statističnih podatkih (SURS) se migracije med državami v zadnjem času povečujejo, zato je s tega stališča problematika aktualna in odpira prostor za diskusijo.

V tem prispevku želimo izpostaviti dijake tujce, mladoletnike, ki so se nenadoma znašli v bolj ali manj novem okolju. Predstavljajmo si, kako težko je za mladostnika iskati svoj prostor pod soncem, a hkrati predstaviti svoje talente v novi državi s tujim jezikom in to brez podpore svojih prijateljev in domače socialne mreže. Njihova situacija ni enostavna, pomembno je, da se trudimo razumeti njihove izzive, saj za nastalo situacijo niso krivi sami.

Skozi prispevek bomo pogledali, kako se ti dijaki znajdejo v slovenskih srednjih šolah, natančneje pri predmetih matematike in računalništva. Hkrati bomo pokomentirali, kako so dijaki tujci sprejeti v razredu ter kako sodelujejo z razrednikom in drugimi zaposlenimi na šoli.

KLJUČNE BESEDE: Dijaki tujci, sprejetost dijakov tujcev, delo tujcev pri matematiki, razrednik tujcem.

ABSTRACT

In today's school we often focus too much on special-needs students and forget about other vulnerable student groups. One of these groups are also foreign students, which are often overlooked. According to the statistics (SURS), migrations are increasing. That is why the topic of foreign students in our schools is very important and needs to be dealt with and discussed.

In my work I focus on underage foreign students, who have suddenly found themselves in a new environment. It is difficult to imagine how hard it must be for a teenager to find their place under the sun as well as develop and show their talents in a foreign country with a new, unknown language, without the support of their friends and wider family network. Such children find themselves in a very difficult situation. That is why it is important that we do everything possible to understand the challenges they face, because it is not their fault that they have found themselves in this situation.

In my work I explore the way these students cope in Slovene high schools, with a special focus on two subjects: math and computer science. At the same time, I explore the way foreign students are accepted in class and how they cooperate with their class teachers and other school employees.

KEY WORDS: foreign students, acceptance of foreign students, foreign students in maths class, being a class teacher to foreign students.

GRADNJA POGOVORNIH MOSTOV S STARŠI - K REŠITVI USMERJEN PRISTOP BUILDING COMMUNICATION BRIDGES WITH PARENTS - A SOLUTION- FOCUSED APPROACH

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POVZETEK

V prispevku obravnavam pomembnost sodelovanja med strokovnimi delavci vzgojnih zavodov in starši, osvetlim pa tudi učinkovitost K rešitvi usmerjenega pristopa v procesu vzgoje mladostnikov. Poudarek je na pomenu komunikacije in postavljanju vprašanj pri vzpostavljanju kakovostnih odnosov in zaupanja med vsemi vpletenimi. K rešitvi usmerjen pristop predstavljam kot model obravnave, ki se osredotoča na iskanje praktičnih rešitev namesto na težave. Ta pristop omogoča boljše razumevanje in krepí odnose med starši, strokovnjaki ter mladostniki, kar prispeva k trajnostnim pozitivnim spremembam v družinskem okolju.

KLJUČNE BESEDE: komunikacija, sodelovanje, starši, k rešitvi usmerjen pristop, vprašanja

ABSTRACT

In this article I discuss the importance of cooperation between professional workers in educational institutions and parents, moreover I highlight the effectiveness of the Solution-Focused Approach in the process of education of adolescents. The emphasis is on the communication and asking questions in order to establish quality relationships and trust between all those involved. I present the Solution-Focused Approach as a model of treatment that focuses on finding practical solutions rather than problems. This approach facilitates better understanding and strengthens relationships between parents, professionals and adolescents, contributing to sustainable positive change in the family environment.

Key words: communication, cooperation, parents, solution-focused approach, questions

VEČKRATNA MARGINALIZACIJA DRUŽIN, VKLJUČENIH V MOBILNO SLUŽBO IN MOŽNOSTI POMOČI

Multiple marginalization of families involved in the SC MDJ and VIZ VG Mobile Services

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POVZETEK

V raziskavi smo ugotavljali ali in v kolikšni meri ter kakšne vrste marginalnim družbenim skupinam pripadajo družine, ki jih obravnavamo v mobilnih službah SC Mladinski dom Jarše in SC VIZ Višnja Gora in na osnovi dobljenih podatkov ter teoretičnih konceptov o delovanju stigme, marginalizacije in diskriminacije preverili možnost za učinkovito delovanje mobilne službe ter predlagali izboljšave.

Ugotovili smo, da od septembra 2023 do aprila 2024 od devetdesetih obravnavanih družin 55 družin oziroma 61% družin sodi v različne marginalne družbene skupine, največ v skupino migrantskih družin, sledijo družine, kjer je pri starših prisotna duševna bolezen ali boleznin odvisnosti ter družine, ki jih lahko opredelimo kot revne oziroma brezposelne. Kot posebno skupino smo obravnavali tudi družine, kjer ima več otrok v šoli hujše težave, saj sklepamo, da so v vsaj v šolskem socialnem sistemu te družine stigmatizirane.

Ne glede na to, ali so težave otrok, zaradi katerih se je v obravnavo vključila mobilna služba, posledica marginalnosti ali pa drugih dejavnikov, opozarjamo, da je potrebno koncepte svetovalnega dela mobilnih služb natančno premisliti in ustrezno načrtovati. V nasprotnem primeru lahko naše delovanje stigmatizacijo še posebej pri otrocih iz marginaliziranih družin celo utrdi.

Smiselno bi bilo več dela nameniti preventivnim dejavnostim z vsebinami usposabljanja in ozaveščanja učiteljev o družbeni pravičnosti, delovanju šole kot socialnega sistema, ustvarjanju ugodne psihosocialne klime in kulture v šoli itd., kot družba pa več sredstev namesto za prešteviline individualne pomoči usmeriti v konceptualno prenovu šole.

KLJUČNE BESEDE: Družina, marginalna družbena skupina, mobilna služba, otroci s čustvenimi in vedenjskimi težavami, šolski sistem

ABSTRACT

The research aimed to determine whether the families that receive support from the SC Mladinski dom Jarše and SC VIZ Višnja Gora are marginalized and to what extent as well as what types of marginalized social groups these families belong to. Based on theoretical concepts about stigma, marginalization and discrimination and the information gathered from field work, we recommended improvements for more efficient mobile service.

From September 2023 to April 2024 ninety families were included in the mobile service program. Fifty five families (61%) belonged to various marginal social groups, most commonly to the group of immigrants, followed by families with parents suffering with a mental illness and/or addiction and families with insufficient income and/or unemployed caregivers. We assumed that families with several children having serious problems at school are stigmatized in the educational system, therefore they formed another group.

We would like to emphasize that the counselling of the mobile service needs to be individualized and carefully planned regardless of the cause of child's difficulties to avoid further marginalization of these families, especially the children.

It would make sense to focus on preventive measures such as raising awareness among teachers about social justice, the functioning of the school as a social system, the creation of a favorable psychosocial climate and culture in the school. We need to shift the focus from providing individual assistance to problematic children and provide more resources for the schooling system to reduce the number of students in one class, to provide Slovenian language classes to immigrants and to focus on the quality of the curriculum instead of quantity.

KEY WORDS: Family, marginalized social groups, mobile service, children with behavioural and emotional disorders, schooling system.

VLOGA REPREZENTACIJ NAVEZANOSTI PRI VZPOSTAVLJANJU ODNOSA Z MLADIMI IZ RANLJIVIH SKUPIN: VAREN PROFESIONALEN ODNOS KOT VAROVALNI DEJAVNIK NA PODROČJU DUŠEVNEGA ZDRAVJA MLADIH

THE ROLE OF ATTACHMENT REPRESENTATIONS IN ESTABLISHING RELATIONSHIPS WITH YOUTHS FROM VULNERABLE GROUPS: A SECURE PROFESSIONAL RELATIONSHIP AS A PROTECTIVE FACTOR IN YOUTH MENTAL HEALTH

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POVZETEK

Prispevek osvetli spoznanja s področja teorije navezanosti, ki jih lahko apliciramo na področje dela z mladimi iz ranljivih skupin ob predpostavki, da je odnos osnova uspešnega dela z mladimi. Ne-varen stil navezanosti predstavlja pomemben rizičen dejavnik pri nastanku socialno-emocionalnih težav, zato je nova, drugačna izkušnja odnosa nujen del profesionalne obravnave mladih, katere namen je uspešnejše soočanje s težavami na področju duševnega zdravja. Prispevek poudari pomembnost stilov navezanosti tako mladostnikov kot strokovnih delavcev za optimalno izkušnjo institucionalnega bivanja. Prav tako prispevek aplicira teorijo navezanosti v prakso, ker na predstavitvi prispevka ponuja možnost samoraziskovanja posameznikovega osebnega stila navezanosti s predstavitvijo Vprašalnika medosebnih odnosov (Bartholomew in Horowitz, 1991).

KLJUČNE BESEDE: teorija navezanosti, odnos, Vprašalnik medosebnih odnosov, stili navezanosti, duševno zdravje mladih.

ABSTRACT

This article explores insights from attachment theory that can be applied to the field of working with youths from vulnerable groups, based on the premise that relationships form the foundation of effective engagement. An insecure attachment style is a significant risk factor for the development of socio-emotional difficulties. Therefore, a novel and different relational experience in professional treatment of youths is crucial for their more effective management of mental health issues. The paper emphasizes the importance of the attachment styles of both adolescents and professionals for an optimal institutional living experience. Additionally, it integrates attachment theory into practice by offering professionals the opportunity for self-inquiry through a questionnaire that explores personal attachment styles using Relationship Questionnaire (Bartholomew and Horowitz, 1991).

KEY WORDS: attachment theory, relationship, Relationship Questionnaire, attachment styles, youths mental health.

RAZVIJANJE KOMUNIKACIJSKIH VEŠČIN KOT OBLIKA PREVENTIVNEGA DELA NA PODROČJU DUŠEVNEGA ZDRAVJA MLADIH

LEARNING COMMUNICATION SKILLS AS A FORM OF PREVENTIVE WORK IN THE FIELD OF MENTAL HEALTH OF YOUNG PEOPLE

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POVZETEK

V prispevku predstavim razvijanje komunikacijskih veščin kot možno obliko preventivnega dela na področju krepitve duševnega zdravja mladih. V tej smeri si prizadevam kot svetovalna delavka na srednji šoli. Se pa prizadevanja v to smer odvijajo tudi na ravni države, npr. s programom To sem jaz. Težave na področju duševnega zdravja mladih so v takšnem razmahu, da se je treba aktivirati v smeri preventive, saj so terapevtske kapacitete, kljub ukrepom v zadnjih letih še vedno omejene in preobremenjene.

KLJUČNE BESEDE: preventiva, duševno zdravje mladih, komunikacijske veščine, šolska svetovalna služba

ABSTRACT

In this article, I present the development of communication skills as a possible form of preventive work in strengthening young people's mental health. In this direction, I strive as a consultant at high school. However, efforts in this direction are also taking place at the state level, e.g. through the That's Me programme. Problems in the field of young people's mental health are on such a scale that it is necessary to activate in the direction of prevention, since therapeutic capacities, despite the strengthening in recent years, are still limited and overloaded.

KEY WORDS: prevention, youth mental health, communication skills, school counseling service

SPODBUJANJE OSEBNOSTNEGA RAZVOJA MLADIH S POMOČJO LITERATURE IN FILMA

PROMOTING PERSONAL DEVELOPMENT OF YOUNG PEOPLE THROUGH LITERATURE AND FILM

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POVZETEK

Spodbujanje osebnostnega razvoja s pomočjo literature in filma je zanimivo področje, ki nam omogoča nekoliko drugačen pristop k mladostnikom. Tako pri literaturi kot tudi pri filmu uporabimo prisposodbo – zgodbo, ki deluje kot koristna podlaga za pogovor o različnih pomembnih temah (npr. o težavah z vrstniki ali v družini, o poklicnih načrtih, o vrednotah ...). Pomembno je, da uporabimo zanimivo zgodbo, ki mladostnike pritegne. V prispevku sem predstavila tri primere iz prakse: dve medpredmetni delavnici za dijake (Psihološko analizo klasičnih pravljic in Gospo Bovary) ter ogled in obravnavo filma pri pouku psihologije v drugem letniku gimnazije (Psihološka analiza filma Prijatelja). V prihodnje bi bilo zanimivo pridobljeno znanje razširiti še na druga področja: npr. na šoli organizirati krožek za krepitev duševnega zdravja, ki bi vključeval tudi spodbujanje osebnostnega razvoja mladostnikov s pomočjo literature in filma ter uporabiti zgodbe pri individualnem delu z mladostniki v svetovalni službi.

KLJUČNE BESEDE: osebnostni razvoj, pozitivna edukacija, mladi, literatura, film, zgodba

ABSTRACT

Promoting personal development through literature and film is an interesting area that allows us to approach adolescents in a slightly different way. In both literature and film, we use a metaphor - a story that acts as a useful basis for discussion on a variety of important topics (e.g. problems with peers or family, career plans, values, etc.). It is important to use an interesting story that engages young people. In this paper, I present three practical examples: two cross-curricular workshops for students (Psychological analysis of classic fairy tales and Madame Bovary) and a viewing and discussion of a film in a psychology lesson in the second year of secondary school (Psychological analysis of the film Intouchables). In the future, it would be interesting to extend the knowledge gained to other areas: e.g. to organize a mental health club at school, including the promotion of adolescents' personal development through literature and film, to use stories in individual work with adolescents in the counseling service.

KEY WORDS: personal development, positive education, young people, literature, film, story

PODPORA STROKOVNIM DELAVCEM ZA PREPREČEVANJE ZASVOJENOSTI OD PREPOVEDANIH DROG PRI MLADOSTNIKI EMPOWERING PROFESSIONALS IN THE FIELD OF ADDICTION PREVENTION AMONG YOUNG PEOPLE

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POVZETEK

Poseganje po drogah v mladostništvu postaja vedno večji javnozdravstveni problem, ki ogroža telesno in duševno zdravje mladih ter povečuje tveganje za razvoj zasvojenosti. Da bodo strokovni delavci, bolj kompetentni na področju promocije zdravja mladostnikov ter preprečevanja bolezni zasvojenosti, je NIJZ, območna enota Maribor, v šolskem letu 2018/2019 pričel s preventivnimi aktivnostmi za opolnomočenje strokovnih delavcev šol za delo z mladostniki, ki posegajo po drogah. Namen pristopa je zgodnje prepoznavanje mladostnikov, ki posegajo po drogah ter naslavljanje in reševanje omenjene problematike. S tem je nadaljnja obravnava mladostnikov lahko bistveno krajša, saj posledice uporabe drog še niso tako kompleksne in nepopravljive. V prispevku je predstavljena edukacija strokovnih delavcev, ki temelji na smernicah European Monitoring Centre for Drugs and Drug Addiction ter je skladna z javnozdravstvenimi načeli in strategijami na nacionalni ravni za področje drog. Hkrati prispevek vabi k diskusiji o vlogi javnih institucij pri naslavljanju problematike drog med mladimi ter pomenu systemskega pristopa za pomoč tej populaciji.

KLJUČNE BESEDE: Prepovedane droge, marihuana, mladostniki, opolnomočenje strokovnih delavcev

ABSTRACT

Drug abuse in adolescence is becoming an increasing public health problem that threatens the physical and mental health of young people and increases the risk of developing addiction. In order for professionals working with young people to promote the health of adolescents and prevent the occurrence of addiction and become more competent in the field of drugs, NIJZ, Maribor regional unit, began in 2018/2019 preventive activities to empower professionals to work with adolescents who use drugs. The purpose of the intervention is to identify adolescents who use drugs as soon as possible and to offer them appropriate assistance. The aim is also to increase the effectiveness of treatment of

adolescents who use drugs, because due to early identification, the consequences of drug use have not yet affected all areas of adolescent activity and therefore shorter treatment can be effective. The article presents the education of professionals, which is based on the guidelines of the European Monitoring Center for Drugs and Drug Addiction and is consistent with public health principles and strategies at the national level for the field of drugs. At the same time, the contribution invites discussion about the role of public institutions in addressing the problem of drugs among young people and the importance of a systemic approach to help this population.

KEY WORDS: Psychoactive substances, marihuana, adolescents, empowerment of professionals

STRATEGIJE POUČEVANJA SOCIALNIH IN EMOCIONALNIH VEŠČIN PRI DODATNI STROKOVNI POMOČI STRATEGIES FOR TEACHING SOCIAL AN EMOTIONAL SKILLS WITH ADDITIONAL EDUCATIONAL SUPPORT

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POVZETEK

Pri dodatni strokovni pomoči socialni pedagogi poleg učne snovi in odpravljanja akademskih primanjkljajev, z učenci krepimo socialne in emocionalne veščine, ki zanje predstavljajo izziv.

V prispevku so na podlagi dosedanjih izkušenj dela z otroki in mladostniki predstavljeni konkretni primeri pristopov, strategij in pripomočkov, ki so se pri socialnem učenju izkazali kot učinkoviti. Uporabljajo se tako na področju individualnega kot skupinskega dela. Med preostalimi pripomočki je predstavljen tudi nov soavtorski didaktični pripomoček, kartice za krepitev socialnih in emocionalnih veščin, ki služijo kot podpora socialno-pedagoškemu delu. Namen kartic s situacijami s področja šole, družine in prostega časa je ozaveščanje ter krepitev tovrstnih veščin kot nepogrešljivih življenjskih spretnosti tako v individualni situaciji kot pri delu s skupinami.

KLjučne
ENG

beesede

Key words:

SAMOPOŠKODBENO VEDENJE PRI MLADOSTNIKI SELF-HARMING BEHAVIOUR IN ADOLESCENTS

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POVZETEK

Samopoškodovanje je oblika visoko rizičnega vedenja, ki se pogosto prične v obdobju mladostništva (Whitlock, 2010). Gre za ponavljajoče namerno škodovanje lastnemu zdravju, na fizičnem, psihološkem ali socialnem področju (Démuthová, 2023). Pojavlja se pri 12 do 23 % mladostnikov (Jacobson in Gould, 2007, v Dolenc 2020), med klinično populacijo pa je razširjenost še višja (Gonzales in Bergstrom, 2013, v Dolenc 2020). V šolskem letu 2022/23 smo v Strokovnem centru Frana Milčinskega Smladnik samopoškodbeno vedenje prepoznali pri skoraj tretjini (28 %) nameščenih mladostnikov. Pri tem je bil delež deklet, ki se samopoškodujejo, večji kot delež fantov (razmerje 3:1). Svetovalne delavke v strokovnem centru smo bile vpete v vse ravni obravnave, od začetne prepoznave, usmerjanja v ustrezno zdravstveno obravnavo, svetovalnega dela z mladostniki in starši, do izmenjave informacij in sodelovanja z notranjimi (vzgojitelji, učitelji, ravnateljem) in zunanji strokovnimi službami (zdravstvo, sociala), ki mladostnike obravnavajo.

KLJUČNE BESEDE: samopoškodbeno vedenje, mladostništvo, Strokovni centri za obravnavo otrok in mladostnikov s čustvenimi in vedenjskimi motnjami

ABSTRACT

Self-harming is a form of high-risk behavior that often begins during adolescence (Whitlock, 2010). It involves intentional damage to one's own health, in the physical, psychological or social area (Démuthová, 2023). It occurs in 12 to 23 % of adolescents (Jacobson and Gould, 2007, in Dolenc 2020). Among the clinical population of adolescents, the prevalence is even higher (Gonzales and Bergstrom, 2013, in Dolenc 2020). At the Professional Center Fran Milčinski Smladnik, we identified self-harming behavior in almost a third (28%) of the adolescents accommodated in the school year 2022/23. The proportion of girls who self-harm was higher than the proportion of boys (ratio 3:1). School counselors at the professional center were involved in all levels of treatment of adolescents, from initial identification of self-harming behaviour, ensuring appropriate medical treatment, counseling work with adolescents and parents, to the exchange of information and cooperation with internal (educators, teachers, principal) and external professional services (health, social services) that treat young people.

KEY WORDS: self-harming behavior, adolescence, Professional centers for the treatment of children and adolescents with emotional and behavioral disorders

PRIMER DOBRE PRAKSE TIMSKEGA PRISTOPA ŠOLE K DIJAKU Z VEDENJSKIMI TEŽAVAMI

AN EXAMPLE OF GOOD PRACTICE OF THE SCHOOL'S TEAM APPROACH TO A STUDENT WITH BEHAVIORAL PROBLEMS

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Povzetek

V članku so predstavljene smernice timskega pristopa usmerjanja vedenjsko motečega dijaka pri pouku, ki je uspešno zaključil triletni poklicni program. Dijak je ob vstopu v srednjo poklicno šolo imel status dijaka s posebnimi potrebami, vendar se je le-ta nanašal bolj na učne težave. Že v času osnovnošolskega izobraževanja, so učitelji opazili njegove vedenjske težave, ki pa so v srednji poklicni šoli še bolj izbruhnile na površje, tako v odnosu do profesorjev, kot tudi do sošolcev in vplivale tudi na dijakov uspeh pri pouku.

Na pobudo razredničarke, vodstva šole in svetovalne službe so bili organizirani timski sestanki. Cilj sestankov je bil iskanje rešitev za blaženje odklonilnega vedenja in pristopov, ki bi dijaku omogočili uspešen zaključek šolanja, znatno pomemben je bil tudi učinek vzgojnega dela.

KLJUČNE BESEDE: dijak s posebnimi potrebami, vedenjske težave, primer dobre prakse, timsko delo, konfliktne situacije

Abstract

The article presents guidelines for a team approach to the guidance to a very disturbing student in the class, who has successfully completed a three-year vocational program. The student already had the status of a student with special needs upon entering the secondary vocational school, but this was more focused on his learning difficulties. Already in primary school his behavioral problems were noticed, which came to the surface even more in secondary vocational school, both in relation to professors and classmates, and partly influencing his achievements at school during his education.

Upon the initiative of the class teacher, school management and the counseling service, we organized team meetings to search for possible solutions to mitigate his behavior and approaches that enabled the student to successfully complete his education. The effect of educational work was also significantly important.

KEY WORDS: student with special needs, behavioral problems, an example of good practise, teamwork, conflict resolution

**SISTEMSKI PRISTOP K DELU S SKUPINO - ZAZNAVANJE POMEMBNIH
DOGODKOV Z VIDIKA MLADIH IN VODJE**
**A SYSTEMS APPROACH TO GROUP WORK - PERCEIVING SIGNIFICANT
EVENTS FROM THE PERSPECTIVE OF THE ADOLESCENTS AND THE LEADER**

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POVZETEK

V prispevku je predstavljen sistemski način terapevtskega dela s skupino mladih s čustvenimi in vedenjskimi težavami v stanovanjski skupini. Preko analize polstrukturiranih intervjujev z udeleženci in transkriptov posnetih seans ter lastnih zapisov se je avtorica usmerila na tematsko analizo posameznih seans, analizo komunikacije ter pomembnih dogodkov, kot so jih navajali posamezni člani ter avtorica sama. Ob temah o pripadnosti, mejah in pomembnih drugih je izstopala tema varnosti. Mladostniki so bili bolj pozorni na vsebino, vodja pa tudi na odnosne vidike komunikacije. Pri zaznavanju pomembnih dogodkov oz. intervenc je bila bistvena razlika med vodjo in udeleženci v številu ter v usmerjenosti intervenc (na posameznika, na skupino). Sistemski pristop k vodenju skupinskih srečanj se je pokazal kot primeren in dobro sprejet tudi s strani mladostnikov.

KLJUČNE BESEDE: sistemska terapija, vzgoja, mladostniki, čustvene in vedenjske težave, skupinska terapija

abstract

This paper presents a systematic approach to therapeutic work with a group of adolescents with emotional and behavioural problems in a residential group. Through the analysis of semi-structured interviews with the participants and transcripts of the recorded sessions, as well as the author's own notes, the author focused on the thematic analysis of the individual sessions, the analysis of the communication, and the analysis of significant events as reported by the individual members and the author herself. Alongside the themes of belonging, boundaries and significant others, the theme of security stood out. The adolescents were more attentive to the content, while the leader was more attentive to the relational aspects of communication. In the perception of significant events or interventions, there was a significant difference between the leader and the participants in the number and the focus of the interventions (on the individual, on the group). The systemic approach to the facilitation of group meetings was found to be appropriate and well accepted by the adolescents.

KEY WORDS: systemic therapy, education, adolescents, emotional and behavioural problems, group therapy

PRISTOPI ZA USPEŠNO INTEGRACIJO UČENCEV ALBANSKE NARODNOSTI V OSNOVNOŠOLSKO IZOBRAŽEVANJE

APPROCHES FOR SUCCESSFUL INTEGRATION OF ALBANIAN STUDENTS IN PRIMARY SCHOOL EDUCATION

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Povzetek

Globalni migracijski tokovi so danes prisotni širom sveta. Države, v katere so usmerjene imigracije, morajo prilagajati svoje integracijske politike v okviru vseh družbenih podsistemov. Isto velja tudi za področje vzgoje in izobraževanja. Namen prispevka je predstaviti izhodišča za oblikovanje pristopov za uspešno integracijo učencev albanske narodnosti v slovensko osnovnošolsko izobraževanje. Pri tem izhajamo iz akcijskega raziskovanja in študije treh primerov vključevanja otrok albanske narodnosti v vzgojno – izobraževalni proces v okviru 1. triade osnovne šole. Posebna pozornost je namenjena pristopom nudenja pomoči staršem teh učencev pri iskanju podpore za uspešno integracijo v družbeni, lokalni in šolski prostor. Starše je potrebno opolnomočiti s poznavanjem zakonitosti šolskega sistema, šolskih pravil, hišnega reda, urnika, pravilnika o ocenjevanju znanja, obiskovanja pouka, opravičevanja izostankov od pouka, disciplinskim ukrepanjem, pravil obšolskih dejavnosti in prehranjevalnimi navadami v našem socialno kulturnem okolju.

Kot rešitev predlagamo oblikovanje specifičnega izobraževalno - svetovalnega programa za starše učencev albanske narodnosti za uspešnejšo integracijo v vzgojno – izobraževalni program. Program bi se izvajal na ravni posamezne šole, pred pričetkom novega šolskega leta.

KLJUČNE BESEDE: vzgoja in izobraževanje, integracija, starši, albansko govoreči učenci.

Abstract

Global migration flows are common around the world today. Countries, with targeted immigration, must adapt their integration policies within the framework of all social subsystems. The same applies to the field of education. The purpose of this paper is to present the basis for developing approaches for successful integration of Albanian students in Slovenian primary school education. Action research and a three cases study of inclusion of Albanian children in educational process within the first triad of elementary school is used. Special attention is paid to approaches offering help to parents of these children in finding support for successful integration into social, local and school space. Parents need to be empowered with knowledge of school system, school rules, house rules, timetables, rules on knowledge assessment, attendance of and absence from classes, disciplinary actions, rules of extracurricular activities and eating habits in our social and cultural environment.

As a solution, we propose a specific educational advisory program for parents of Albanian students for more successful integration in educational program. The program would be implemented on the level of individual schools at the beginning of new school year.

Key words: education, integration, parents, Albanian speaking students.

PODPORA DRUŽINI PRI NAČRTOVANJU BIVANJA V DOMAČEM OKOLJU SUPPORTING A FAMILY AT PLANNING TO SPEND TIME TOGETHER

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Povzetek

Pogosto se pričakovanja otrok in staršev do preživljanja časa v domačem okolju razlikujejo in pri tem prihaja do konfliktov. Posebej ranljive so družine, kjer imajo otroci prepoznane čustveno vedenjske težave ali motnje, saj pogosteje prihaja do odklonskih vedenj. V prispevku je predstavljena oblika dela z družino, ki se uporablja v Strokovnem centru Frana Milčinskega Smlednik. Otroci in mladostniki med tednom bivajo v strukturiranem okolju vzgojne skupine, med vikendi in počitnicami pa se vračajo v domače okolje. S starši in otrokom se na podlagi individualnih pogovorov o pričakovanih oblikuje načrt poteka preživljanja časa v domačem okolju in se po vikendu/počitnicah tudi analizira. Pri postavitvi načrta se upošteva načelo postopnosti, poudarjena so področja, ki so trenutno aktualna, hkrati pa se družino uči, kako v prihodnosti naslavljati sprotne težave v komunikaciji, da s tem ne porušijo odnosa.

KLJUČNE BESEDE: delo z družino, družinsko okolje, vzgoja otrok, strukturiranje dejavnosti, soustvarjanje

abstract

Childrens' and parents' expectations of spending time together at home often differ and conflicts arise. Families where the child has emotional-behavioral difficulties or disorders are particularly vulnerable, as deviant behaviors occur more often. The article presents the method of working with the family, which is used at Strokovni center Frana Milčinskega Smlednik. During the week, children and adolescents live in a structured setting of a residential care group, and during weekends and holidays, they return to their homes. Based on individual conversations with parents and the child about expectations, a plan for spending time in the family is created and analyzed. During planning, the principle of gradualness is used, the areas that are currently relevant are emphasized, while at the same time the family is taught how to address ongoing communication problems in the future so that they do not destroy their relationship.

Key words: work with family, home environment, child upbringing, planned activities, co-creative working relationship

DOKUMENTARNI FILM KOT INOVATIVNA METODA DELA S STARŠI **DOCUMENTARY FILM AS AN INNOVATIVE METHOD OF WORKING WITH** **PARENTS**

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POVZETEK

V prispevku predstavim dokumentarni film Prehod kot inovativno metodo dela s starši otrok, vključenih v posebni program vzgoje in izobraževanja. Pri njihovem izobraževanju se osredotočamo na učenje praktičnih veščin za čim bolj samostojno življenje, usposabljanje na področju delovnih veščin ter vključevanje v različne oblike zaposlovanja. Posneli smo dokumentarni film, kjer so bivši učenci in njihovi starši povedali svojo zgodbo o zaposlovanju, z namenom lažje odločitve za tiste, ki jih ta prehod še čaka.

KLJUČNE BESEDE: dokumentarni film, posebni program vzgoje in izobraževanja, zaposlovanje, socialno delo

ABSTRACT

In this article, I present the documentary film Prehod, as an innovative method of working with parents of children included in a special education program. In their education, we focus on learning practical skills for living as independently as possible, training in the field of work skills and integration into various forms of employment. We made a documentary film where former students and their parents told their story about employment, with the aim of making the decision easier for those who are still waiting for this transition.

KEY WORDS: documentary film, special education program, employment, social work

OBRAVNAVA SAMOMORA SKOZI FILM V SREDNJI ŠOLI: »RAZREDNI SOVRAŽNIK«

ADDRESSING SUICIDE THROUGH FILM IN HIGH SCHOOL: »CLASS ENEMY«

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POVZETEK

V začetku marca smo na šoli izvedli filmsko vzgojo za dijake drugega letnika, pri čemer je bil eden od filmov, izmed katerih so dijaki izbirali, tudi film Razredni sovražnik. Ta obravnava temo samomora, kar je bilo v tistem času za naše dijake žal zelo aktualno – ravno mesec pred tem se je namreč na šoli zgodil samomor dijaka prvega letnika. Ker film naslavlja tudi mnogo drugih vidikov odraščanja in doživljanja srednje šole, je zelo relevanten za obravnavo in kot tak verjetno pogosta izbira razrednikov, svetovalnih delavcev in drugih pedagoških delavcev za ogled v šolskih klopeh. Zaradi občutljivosti osrednje teme pa zahteva premišljeno diskusijo in druge vodene aktivnosti. V svojem prispevku bom predstavila primer vodenja delavnice na temo samomora in žalovanja, vezano na film Razredni sovražnik in podprto s strokovnimi dognanji na tem področju. Zaključila bom z refleksijo na izvedeno delavnico in predlogi za izboljšavo.

KLJUČNE BESEDE: samomor dijaka, žalovanje po samomoru, duševno zdravje, filmska vzgoja, Razredni sovražnik.

ABSTRACT

At the beginning of March, we conducted a film education session for the second-year students at our school, one of the films available for selection was "Class Enemy". This film deals with the topic of suicide, which was, unfortunately, very relevant at the time for our students as there had been a suicide of a first-year student at our school the previous month.

Since the film also addresses many other aspects of adolescence and the experience of high school, it is highly relevant for discussion and thus likely a common choice among class teachers, counsellors, and other educational staff for viewing in the classroom. Due to the sensitivity of the central theme, it requires careful discussion and other guided activities. In my paper, I will present a case study of conducting a workshop on the topic of suicide and mourning linked to the film "Class Enemy", supported by professional findings in this area. I will conclude with a reflection on the conducted workshop and suggestions for improvement.

KEY WORDS: student suicide, mourning after suicide, mental health, film education, Class Enemy.

VPLIV UČENJA RAZMIŠLJANJA Z ORODJI CORT1 NA RAZVIJANJE IDENTITETE THE IMPACT OF LEARNING TO THINK WITH CORT1 TOOLS ON THE DEVELOPMENT OF THE IDENTITY

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Povzetek

V prispevku predstavljam svoja opažanja pri izvajanju učenja razmišljanja z orodji CORT1 avtorja Edwarda de Bona. Opišem usposabljanje za učenje orodji in interesno dejavnost Barvni klobuki - pogledjmo drugače. Predstavim orodja učenja razmišljanja in vpliv le-teh na pozitivni premik pri razvoju identitete mladostnikov s posebnimi potrebami, ki so z veseljem sprejemali nov način učenja in uspešno opravili zastavljene naloge. Pridobivali so na pogumu, izražanju, sodelovanju, zainteresiranosti, sproščenosti, osredotočenosti in disciplini. Trening razmišljanja je pozitivno vplival na njihovo počutje. Spodbujal je upoštevanje vrednot, spoštovanje in solidarnost. Oblikovala so se nova prijateljstva. Orodja razmišljanja so mladostnike spodbudila, da so lahko na težavo, oviro, dogodek ali dejavnost pogledali širše in pri tem oblikovali nove ideje, pridobivali izkušnje in krepili pozitiven odnos do samega sebe in sošolcev. Z razvijanjem širine razmišljanja se je pri mladostnikih razvijala širina zaznavanja, kar je prispevalo tudi k razvoju identitete mladostnikov med katerimi so nekateri del ranljivih skupin.

KLJUČNE BESEDE: učenci s posebnimi potrebami, razmišljanje, CoRT1, identiteta

Abstract

I present my observations in the implementation of learning to think with CORT1 tools by Edward de Bono. I describe the training for learning the CoRT1 tool and the interesting activity Colored hats - let's look at it differently. I present the tools and their influence on a positive shift in the development of identity among students. My findings are that the students successfully completed the tasks of learning to think, despite their shortcomings. At work, they were ready to accept a new way of learning, they gained courage, expression, cooperation, interest, relaxation, focus and discipline. It was noticed that thinking training has a positive effect on their well-being, adherence to values, respect for others and themselves, solidarity, friendship. The thinking tools encouraged the students to look at a problem, obstacle, event or activity from a wider perspective and in the process form new ideas, gain experience and strengthen a positive attitude towards themselves and their classmates. By developing the breadth of thinking, the breadth of perception also developed among students, which also contributed to the development of identity.

KEY WORDS: students with special needs, thinking, CoRT1, identity

UMETNOST TETOVIRANJA – RAZISKOVANJE TATUJEV V LIKOVNI UČILNICI

THE ART OF TATTOOING – EXPLORING TATTOOS IN THE ART CLASSROOM

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POVZETEK

Prispevek obravnava področje tetoviranja in njegovo integracijo v učni načrt likovne umetnosti. Raziskan je zgodovinski in kulturni pomen tetovaž kot oblike umetniškega izražanja, s poudarkom na razvoju od tabuja do priznane umetniške oblike. Razpravlja o koristih predstavitve tovrstnega področja osnovnošolcem, posledično pa se ukvarja tudi s temami, kot sta razumevanje raznolikih kulturnih perspektiv in spodbujanje kritičnega razmišljanja o telesni umetnosti. Obenem ponuja praktične predloge za učitelje, ki jih zanima vključitev umetnosti tetoviranja v poučevanje. S tovrstnim raziskovanjem področja se prispevek zavzema za bolj vključujoč pristop k umetniškemu izobraževanju, ki zajema bogato raznolikost umetniškega izražanja, vključno s tetovažami.

KLJUČNE BESEDE: tatu, umetnost, likovno izobraževanje, pogovor, ustvarjalnost

ABSTRACT

The article deals with the field of tattooing and its integration into the art education curricula. It explores the historical and cultural significance of tattoos as a form of artistic expression, highlighting their evolution from taboo to recognized art form. It discusses the potential benefits of introducing this field to elementary school pupils, and as a result also deals with topics such as understanding diverse cultural perspectives and encouraging critical thinking about body art. Additionally, the article offers practical suggestions for teachers interested in incorporating tattoo art into teaching. Through this exploration of the field, the article advocates for a more inclusive approach to art education that embraces the rich diversity of artistic expression, including tattoos.

KEY WORDS: tattoo, art, art education, conversation, creativity

ODZIV ŠOLE PO SAMOMORU DIJAKA SKOZI PRIZMO SMERNIC ZA POSTVENCIO V ŠOLI

SCHOOL'S RESPONSE TO A STUDENT'S SUICIDE THROUGH THE LENS OF POSTVENTION GUIDELINES IN SCHOOL

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POVZETEK

Samomor med mladimi postaja vse bolj pogost in pereč družbeni problem, ki ima v socialnem okolju širše negativne posledice, te se močno izrazijo tudi v šolskem okolju. Samomor dijaka povzroči v šolskem okolju močan čustven odziv tako pri dijakih oz. učencih kot tudi pri zaposlenih v šoli. V takšnih primerih je ključnega pomena ustrezno odzivanje, ki vključuje nudenje čustvene podpore dijakom in učencem in primerno komunikacijo o dogodku. Poleg tega je pomembno tudi podpiranje učiteljev in ostalih zaposlenih v šoli, ki se prav tako soočajo s težkimi občutki in od katerih se pričakuje, da bodo znali ustrezno reagirati in zmanjšati negativne učinke samomora na dijake oz. učence. Da bi se bolje spoprijeli s takšnimi tragičnimi dogodki, so bile razvite smernice za postvencijo v šoli, ki jasno opredeljujejo aktivnosti po samomoru dijaka ali učenca. Te smernice so lahko v veliko pomoč in oporo šoli pri soočanju s takšnimi tragičnimi dogodki. Pred izdajo smernic je bila postvencija na šolah v veliki meri odvisna od strokovne usposobljenosti posameznih strokovnih delavcev na šoli ali od preteklih izkušenj vodstva šole ali svetovalnih delavcev. Ko se je zgodil samomor na naši šoli, smernice še niso bile izdane, vendar po pregledu odziva šole skozi prizmo smernic za postvencijo ugotavljamo, da je bilo ravnanje večinoma ustrezno in skladno s smernicami.

KLJUČNE BESEDE: mladostniki, samomor, šola, postvencija, duševno zdravje.

NE VEM KAKO SO ODKRILI MOJ DOMAČ NASLOV! – RANLJIVE SKUPINE IN OPERATIVNA VARNOST

HOW DID THEY FIND OUT WHERE I LIVE? – GROUPS AT RISK AND OPERATIONAL SECURITY

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Opomba

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Povzetek

Medmrežje uporabljamo vsi. Ranljive skupine niso izjema. Je del nas, del naše identitete. Pri tej uporabi slabo skrbimo za lastno varnost. Razlogi za to so različni, med drugim nepoznavanje področja, slaba sposobnost predvidevanja in drugi. V članku orišemo izzive s katerimi se spopadajo strokovnjaki in ranljive skupine, ko gre za informacijsko varnost. Odgovor na te izzive je preokvirjanje tematike, bolj jasno podajanje informacij in pripravljenost na spremembe.

KLJUČNE BESEDE: Informacijska varnost, ranljive skupine, delo z mladimi, praktični napotki

Abstract

Everyone uses the Internet, including groups at risk. While we engage in digital activities, we need to pay more attention to our safety. There are multiple reasons for that state of affairs: unfamiliarity with security, lack of premeditation, and others. In the present article, we contextualize the challenges that professionals working with vulnerable groups face regarding information security. We suggest that some of the possible solutions are (a) reframing the issue, (b) clearer and more straightforward communication, and the willingness to embrace change.

Key words: Informational security, vulnerable groups, youth work, practical application

SODELOVANJE STROKOVNIH CENTROV Z ROMSKIMI DRUŽINAMI Z VIDIKA STROKOVNIH DELAVCEV

COOPERATION OF PROFESSIONAL CENTERS WITH ROMA FAMILIES FROM THE POINT OF VIEW OF PROFESSIONALS

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Povzetek

V prispevku predstavim posebnost dela z Romsko populacijo in pomembnost sodelovanja za Romske mladostnike in otroke v procesu vzgoje in izobraževanja. Namestitev v SC Višnja Gora nudi mladostniku in njegovi družini nove možnosti dela, možne rešitve in drugačne strategije dela, hkrati pa omogoča pridobitev izobrazbe za mladostnike s čustveno-vedenjskimi težavami. Romski mladostniki nameščeni v SC Višnja Gora najpogosteje nimajo dokončane osnovnošolske izobrazbe in potrebujejo pomoč pri pridobitvi ustrezne izobrazbe, ki jim lahko pomaga pri izboljšanju ekonomskega in družbenega statusa. Za otroka in mladostnika je najpomembnejša podpora lahko ravno družina, ki Romskim otrokom pogosto postane ravno obratno - ovira. Socialne norme Romskih družin otrokom preprečujejo obiskovanje pouka in pridobivanje ustrezne izobrazbe. Delo z njimi predstavlja velik izziv, še bolj pa priložnost za napredovanje mladostnika in boljšo prihodnost.

KLJUČNE BESEDE: Romi, Romska družina, delo z družino, metode dela.

ABSTRACT

In the paper, I present the specialty of working with the Roma population and the importance of cooperation for Roma youth and children in the process of upbringing and education. Placement in SC Višnja Gora offers young people and their families new work opportunities, possible solutions and different work strategies, and at the same time enables young people with emotional and behavioural problems to get an education. Roma youths placed in SC Višnja Gora most often do not have completed primary school education and need help in obtaining an appropriate education that can help them improve their economic and social status. For children and adolescents, the most important support can be the family, which often becomes an obstacle for Roma children. The social norms of Roma families prevent children from attending classes and getting an adequate education. Working with them represents a great challenge, but even more so, an opportunity for the youth's advancement and a better future.

KEY WORDS: Roma, Roma family, working with family, work methods.

POMEN VRSTNIŠKEGA TUTORSTVA ZA SOCIALNO INTEGRACIJO OTROK S POSEBNIMI POTREBAMI

THE IMPORTANCE OF PEER TUTORING FOR THE SOCIAL INTEGRATION OF CHILDREN WITH SPECIAL NEEDS

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POVZETEK

Prispevek obravnava izzive vključevanja otrok s posebnimi potrebami v redne šole, s poudarkom na področju socialne integracije. Šola je dejavnik, ki bi naj poleg ključnega namena nuditi znanje, nudila tudi dobro sprejemajoče okolje za vsakega učenca. Nekateri učenci imajo težave tako v doseganju učnih ciljev kot tudi socialne integracije. Ena od možnosti za povečanje in izboljšanje doseganja namenov ciljev vključujoče šole je lahko tudi tutorstvo. Raziskave kažejo, da so otroci s posebnimi potrebami v šolah slabše sprejeti s strani vrstnikov, stkejo manj prijateljstev in zato potrebujejo dodatno podporo pri vključevanju v odnose z vrstniki. Med poučevalne strategije inkluzivne šole sodi vrstniško tutorstvo, ki izboljšuje socialne veščine in interakcije med učenci, učno uspešnost, samostojnost in samopodobo otrok s posebnimi potrebami.

KLJUČNE BESEDE: otroci s posebnimi potrebami, socialna integracija, podpora, vrstniško tutorstvo

ABSTRACT

The paper discusses the challenges of including children with special needs in regular schools, which are manifested in the field of academic performance and social integration. The school is a factor that, in addition to its key purpose of providing knowledge, should also provide a welcoming environment for every student. Some students have problems both in achieving learning goals and social integration. Tutoring can be one of the possibilities for increasing and improving the achievement of the goals of an inclusive school. Research shows that children with special needs are less accepted by their peers in schools, form fewer friendships and therefore need additional support in integrating into relationships with peers. Among the teaching strategies of the inclusive school is also peer tutoring, which improves social skills and interactions between students, learning performance, independence and self-esteem of children with special needs.

KEY WORDS: children with special needs, social integration, support, peer tutoring

UPORABA GENOGRAMA PRI SVETOVALNEM DELU Z RANLJIVIMI MLADOSTNIKI GENOGRAM USE IN SCHOOL COUNSELING WORK WITH VULNERABLE ADOLESCENTS

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Povzetek

V prispevku sem želela raziskati, ali se genogram uporablja v šolskih svetovalnih pogovorih in če je ustrezno orodje pri delu z ranljivimi mladostniki. Pri tem sem pokazala, kako se konstruira genogram in kako navadno poteka intervju. V prispevku sem opisala, kako vključujem genogram v svetovalne pogovore. Pregledala koristi, ki jih prinaša uporaba genograma za svetovalnega delavca in za mladostnika ter prednosti in omejitve uporabe genograma v šolskem prostoru. Razmišljam tudi, ali bi bila potrebna dodatna znanja za učinkovito uporaba genograma v šolski svetovalni praksi.

KLJUČNE BESEDE: genogram, šolsko svetovalno delo, družinska terapija, mladostniki

ABSTRACT

In this paper I wanted to explore whether the genogram is used in school counselling sessions and whether it is an appropriate tool for working with vulnerable adolescents. In doing so, I showed how a genogram is constructed and how an interview is usually conducted. I describe how I integrate the genogram into counselling interviews. I reviewed the benefits of using the genogram for the counsellor and for the adolescent and the advantages and limitations of using the genogram in the school setting. I also consider whether additional skills would be needed to use the genogram effectively in school counselling practice.

KEY WORDS: genogram, school counselling, family therapy, adolescents

PREVENTIVNO DELO Z UČENCI S ČVT V OSNOVNI ŠOLI PREVENTIVE WORK WITH PUPILS WITH EMOTIONAL AND BEHAVIOURAL PROBLEMS IN PRIMARY SCHOOL

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POVZETEK

V osnovnih šolah vedno pogosteje obravnavamo otroke z vedenjskimi in čustvenimi težavami, ki se težje spopadajo s prilagajanjem na šolski sistem, njegova pravila in norme. Za te otroke je značilna nizka samopodoba in nizka storilnostna motivacija, občutki nemoči, učne težave, pogosto izostajanje od pouka, nasilno in agresivno vedenje. V prispevku se osredotočam na strategije, s katerimi lahko zmanjšamo ali preprečimo pojavnost nezaželenega vedenja otrok. Pomembno vlogo pripisujem kompetencam učitelja, med katerimi izpostavim odnosno in komunikacijsko kompetenco ter preventivnemu delovanju šole. Slednje se lahko izvaja skozi aktivnosti spodbujanja dobre socialne klime, spoštljivih odnosov med otroci in učitelji, zagotavljanja primernih zunanjih pogojev, oblikovanja pravil in dogovorov ter z učenjem socialnih veščin.

KLJUČNE BESEDE: čustvene in vedenjske težave, osnovna šola, preventivno delovanje

ABSTRACT

Primary schools are increasingly dealing with children with behavioural and emotional problems who are struggling to adapt to the school system, its rules and norms. These children are characterised by low self-esteem and low performance motivation, feelings of helplessness, learning difficulties, frequent absenteeism, violent and aggressive behaviour. In this paper, I focus on strategies that can reduce or prevent the occurrence of undesirable behaviour in children. I attribute an important role to the teacher's competences, among which I highlight attitudinal and communicative competences, and to the school's preventive action. The latter can be implemented through activities to promote a good social climate, respectful relations between children and teachers, the provision of appropriate external conditions, the establishment of rules and agreements, and the teaching of social skills.

Key words: emotional and behavioural problems, primary school, preventive action

MLADI IZ RANLJIVIH SKUPIN IN SODOBEN TRG DELA V LUČI ZAGOTAVLJANJA RAZNOLIKOSTI IN TRAJNOSTNEGA POSLOVANJA V ORGANIZACIJAH YOUNG PEOPLE FROM VULNERABLE GROUPS AND THE MODERN LABOUR MARKET IN THE LIGHT OF ENSURING DIVERSITY AND SUSTAINABILITY IN ORGANIZATIONS

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Povzetek

Mladi iz ranljivih skupin predstavljajo dragocen potencial za raznolikost in trajnost na sodobnem trgu dela. V luči naraščajoče pomembnosti družbene odgovornosti podjetij se postavlja vprašanje, s kakšnimi izzivi se soočajo mladi iz ranljivih skupin in podjetja pri njihovem zaposlovanju ter kako spodbuditi organizacije k aktivnemu vključevanju te demografske skupine v zaposlitveni proces in podpiranje njihovega kariernega razvoja. Raznolikost na delovnem mestu ni zgolj etična odločitev, temveč ključen dejavnik spodbujanja inovacij, boljših poslovnih rezultatov in trajnostnega poslovanja. Organizacije, ki se odločijo za aktivno vključevanje mladih iz ranljivih skupin, ne le krepijo svojo družbeno odgovornost, temveč gradijo tudi trajnostno in inovativno delovno okolje. Spodbujanje zaposlovanja in kariernega razvoja mladih iz ranljivih skupin zahteva celosten pristop, ki združuje izobraževanje, mentorstvo, spodbujanje raznolikosti ter finančne spodbude.

KLJUČNE BESEDE: mladi iz ranljivih skupin, trajnostno poslovanje, raznolikost, zaposlovanje, karierni razvoj.

Abstract

Young people from vulnerable groups represent valuable potential for diversity and sustainability in the modern labour market. Considering the increasing importance of corporate social responsibility, the question arises of the challenges faced by young people from vulnerable groups and companies in their employment, and how to encourage organizations to actively include this demographic group in the employment process and support their career development. Workplace diversity is not only an ethical decision but also a key factor in promoting innovation, better business results, and sustainable operations. Organizations that choose to actively include young people from vulnerable groups not only strengthen their social responsibility but also build a sustainable and innovative work environment. Promoting the employment and career development of young people from vulnerable groups requires a comprehensive approach that combines education, mentoring, diversity promotion, and financial incentives.

KEY WORDS: young people from vulnerable groups, sustainable business, diversity, employment, career development.

STROKOVNI DELAVCI IMAJO KLJUČNO VLOGO PRI SODELOVANJU Z RANLJIVIMI MLADIMI PROFESSIONALS PLAY A KEY ROLE IN WORKING WITH VULNERABLE YOUTH

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Povzetek

Prispevek govori o nujnosti ustreznega pristopa strokovnih delavcev pri delu z ranljivimi mladimi, ki bivajo v institucijah. Vsi mladi potrebujejo odgovorne odrasle na katere se lahko zanesejo in kateri jih lahko pravilno usmerjajo, tisti iz ranljivih skupin pa še zlasti take, ki jih znajo razumeti, voditi in jim pomagati razvijati svoje potenciale. Od strokovnih delavcev se pričakujejo primerne osebne lastnosti in strokovne kompetence, da poznajo in prepoznajo potreb ranljivih mladih, da s pomočjo pravil in strukture vzpostavljajo ali vzdržujejo ustrezno okolje za rast in razvoj ter ohranjajo in dodatno razvijajo kakovostno sodelovanje z njimi. V prispevku so predstavljene najpomembnejše osebne lastnosti in kompetence strokovnih delavcev, ki so se na podlagi dolgoletnih izkušenj v praksi pokazale kot najučinkovitejše pri sodelovanju oz. nudenju pomoči in podpore ranljivim mladimi, ki se soočajo z izzivi mladostništva pri iskanju poti do identitete.

Ključne besede: ranljivi mladi, osebne lastnosti, kompetence, sodelovanje

Abstract

The paper talks about the necessity of an appropriate approach by professionals when working with vulnerable young people staying in institutions. All young people need responsible adults on whom they can rely and who can guide them properly, and those from vulnerable groups especially those who can understand them, guide them and help them develop their potential. Professional workers are expected to have appropriate personality traits and competences, to know and recognize the needs of vulnerable young people, to establish or maintain an appropriate environment for growth and development with the help of rules and structure, and to maintain and further develop high-quality cooperation with them. The paper presents the most important personality traits and competencies of professionals, which, based on many years of experience, have proven to be the most effective in cooperation or offering help and support to vulnerable young people who face the challenges of adolescence in finding a way to identity.

Key words: vulnerable young people, personality traits, competences, cooperation

VLOGA STROKOVNE DELAVKE V NEFORMALNEM PODPORNEM PROGRAMU DRUŽINSKE POČITNICE

THE ROLE OF A PROFESSIONAL WORKER IN THE INFORMAL SUPPORT PROGRAM FAMILY HOLIDAYS

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Povzetek

Poznamo funkcionalne in nefunkcionalne družine. Medtem ko strokovne delavke odnose med družinskimi člani prvih lažje prepoznamo, saj se jih vidi, pa je družinske vezi drugih težje prepoznati, saj se razvijajo in delujejo tiho in skrito, da le-te strokovni delavci zaznamo kasneje ali prepozno. V pričujočem prispevku predstavljam nudenje podpore strokovne delavke v okviru neformalnega programa Družinske počitnice nefunkcionalnim družinskim članom, ki se vsakodnevno spopadajo z različnimi življenjskimi izzivi. Najprej predstavim način vključevanja teh družin na omenjeni program: sodelovanje z vrtci, osnovnimi in srednjimi šolami, Centrom za socialno delo ter izvedeni pogovori z omenjenimi družinami in slednjim povabilo za udeležbo na družinskih počitnicah. V drugem delu prispevka pa se osredotočim na praktično opolnomočenje, ki sem ga v mirnem okolju omogočila družinskim članom, da so vzpostavili pristen stik s sabo in drugimi: spoprijemanje z neprijetnimi čustvi za družine; podajanje pohvale in kritike za starše/skrbnike; trening socialnih veščin za otroke in mladostnike. Vse naštetje aktivnosti so pripomogle k medsebojni krepitvi družinskih vezi.

KLJUČNE BESEDE: nefunkcionalne družine, neprijetna čustva, pohvala/kritika, socialne veščine

Abstract

We distinguish between functional and dysfunctional families. While the relationships among members of first are easier to recognize by professional workers because they are visible, identifying ties of second is more difficult, as they develop and operate quietly and covertly, often only being noticed by professionals later or too late. In this article, I present the support provided by professional workers within the informal Family Holidays program to dysfunctional family members who face various life challenges on a daily basis. First, I outline the method of involving those families in the mentioned program: collaboration with kindergartens, primary and secondary schools, the Social Work Center, as well as conducting discussions with these families and inviting them to participate in family vacations. In the second part of the article, I focus on practical empowerment, which I facilitated in a peaceful environment for family members to establish genuine contact with themselves and others: coping with uncomfortable feelings for families; giving praise and criticism to parents/caregivers; social skills training for children and adolescents. All of the activities listed have contributed to strengthening family bonds.

KEY WORDS: Dysfunctional families, Unpleasant feelings, Praise/criticism, Social skills

DIGITALNA ODVISNOST JE POSEBNA GROŽNJA ZA OTROKE S POSEBNIMI POTREBAMI - PRIMER DOBRE PRAKSE V ŠOLI

DIGITAL ADDICTION IS A PARTICULAR THREAT FOR CHILDREN WITH SPECIAL NEEDS - AN EXAMPLE OF GOOD PRACTICE IN SCHOOL

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Povzetek

V obdobju odraščanja so otroci in mladostniki posebej dovzetni za pretirano uporabo spleta in elektronskih naprav. Odvisnost od spleta in elektronskih naprav je novejši pojem, ki ga ne moremo popolnoma enačiti z drugimi odvisnostmi. Moramo pa upoštevati, da je prav tako nevarna in ima pomemben vpliv na sposobnost normalnega delovanja posameznika. Toliko bolj do izraza pride pri otrocih, ki imajo že v osnovi težave v kognitivnem, vedenjskem, socialnem in/ali čustvenem delovanju. Pri delu z osnovnošolsko populacijo opažamo, da zaradi neustrezne in nenadzorovane rabe spleta in elektronskih naprav pri otrocih s posebnimi potrebami hitreje prihaja do odvisnosti, posledice pa so bolj trdovratne kot pri nevrotičnih vrstnikih. Pri vzpostavljanju naravnega stanja otroka je najbolj pomemben timski pristop. Predstavljen primer dobre prakse spopadanja z odvisnostjo od spleta in elektronskih naprav prikazuje učenca z Aspergerjevim sindromom in ADHD. Njegove posebnosti so bile izziv za celotno družino, šolske delavce in zunanje strokovnjake. Pristop, ki smo ga sooblikovali in prilagajali, je trajal tri leta, starši pa mu bodo morali slediti verjetno še do sinove odrasle dobe.

KLJUČNE BESEDE: odvisnost od spleta in elektronskih naprav, otroci z posebnimi potrebami, pomoč, timski pristop, primer dobre prakse

ABSTRACT

During the period of growing up, children and adolescents are particularly susceptible to excessive use of the Internet and electronic devices. Addiction to Internet and electronic devices is a newer concept that cannot be completely equated with other addictions. However, we must consider that it is also dangerous and has a significant impact on an individual's ability to function normally. It is even more pronounced in children who already have problems in cognitive, behavioral, social and/or emotional functioning. When working with the elementary school population, we notice that due to inappropriate and uncontrolled use of the Internet and electronic devices, children with special needs develop addiction more quickly, and the consequences are more persistent than with neurotypical peers. A team approach is most important in establishing the child's natural state. The presented example of good practice in dealing with addiction to the Internet and electronic devices shows a student with Asperger syndrome and ADHD. His peculiarities were a special challenge for the whole family, school workers and external experts. The approach, which we co-designed and adapted, lasted three years, and the parents will probably have to follow it until their son reaches adulthood.

KEY WORDS: Internet and electronic devices addiction, children with special needs, help, team approach, example of good practice

NEVIDNE RANLJIVE SKUPINE MLADOSTNIKOV (INVISIBLE VULNERABLE GROUPS OF ADOLESCENTS)

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POVZETEK

V zadnjih nekaj letih pri novih generacijah dijakov opažam velike spremembe na področju njihovih prioritet, motivacije, komuniciranja in zmožnosti ohranjanja koncentracije. Dijaki postajajo vse bolj apatični, brezvoljni, delujejo utrujeno in vedno bolj postajajo odvisni od digitalnih naprav. Posledica tega je zmanjšana kakovost pedagoškega procesa in posledično slabši učni uspeh. Posebej ranljive skupine mladostnikov so dijaki srednjih strokovnih in zlasti poklicnih šol, ki večinoma prihajajo iz družin z nizkim socialno-ekonomskim statusom, kjer znanje in zdrav življenjski slog praviloma nista visoko uvrščeni vrednoti v njihovem socialnem okolju. Zato sem z metodo intervjujev in pogovorov z dijaki, opazovanja njihovega vedenja ter s prebiranjem strokovne literature ustvarila lasten učno-pedagoški model dela, s katerim poskušam dijake pripraviti in motivirati za bolj učinkovito in kakovostno šolsko delo. Učni model bazira na gibalnih odmori med samimi urami pouka, kompenzacijskih vajah za prekomerno sedenje v razredu, razbremenilnih vajah za hrbtenico ter, kolikor je možno, izvedbi pouka na prostem.

KLJUČNE BESEDE: gibalni odmori, sedentarnost, strokovne in poklicne šole

ABSTRACT

In the last couple of years, I have noticed big changes in the new generations of students in terms of their priorities, motivation, communication and their ability to maintain concentration. Students are becoming increasingly apathetic, listless, they appear tired and they are increasingly dependent on digital devices. This results in a reduced quality of the pedagogical process and, consequently, a less successful learning performance. Particularly vulnerable groups of young people are students of secondary technical and especially vocational schools, who mostly come from families of a low socio-economic status, where knowledge and a healthy lifestyle are generally not highly ranked values in their social environment. That's why I created my own teaching and pedagogical work model by using the methods of conducting interviews and conversations with students, observing their behaviour and reading professional literature, with which I try to prepare and motivate students for more effective and high-quality school work. The teaching model is based on exercise breaks during the school lessons, compensatory exercises for excessive sitting in the classroom, relieving exercises for the spine and conducting lessons outdoors as much as possible.

KEY WORDS: physical activity breaks, sedentarity, technical and vocational school

SPODBUJANJE DUŠEVNEGA ZDRAVJA MLADIH – PRIMER DOBRE PRAKSE Z GLUHO PRISELJENKO IZ UKRAJINE

PROMOTING MENTAL HEALTH OF THE YOUTH – AN EXAMPLE OF GOOD PRACTICE WITH A DEAF MIGRANT FROM UKRAINE

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POVZETEK

Učiteljem ni pomembno samo prenašanje znanja, temveč tudi počutje učencev, kar še bolj velja za učence s posebnimi potrebami, katerim je treba pouk in celoten čas v šoli individualizirati in diferencirati. Če so učenci učno uspešni, je veliko bolj verjetno, da bodo imeli tudi pozitivno samopodobo, ki pa je ključ, da bi se razvili v samozavestne odrasle. Učni uspeh učencev beguncev je v novem okolju in ob njegovih zahtevah ter ob vseh travmah na preizkušnji. S primeri dobre prakse pri pouku slovenščine in angleščine z gluho priseljenko iz Ukrajine predstavljam nekaj pristopov do boljšega učnega uspeha in s tem duševnega zdravja.

KLJUČNE BESEDE: duševno zdravje mladih, samopodoba, begunci, gluhoti, primeri dobre prakse, učna uspešnost

ABSTRACT

It is not only the transfer of knowledge that is important to teachers, but also the students' well-being, which is even more true for students with special needs, for whom lessons and the entire time at school must be individualized and differentiated. If students are academically successful, they are much more likely to have a positive self-image, which is the key to them growing into confident adults. The academic success of refugee students is put to the test in a new environment and its demands and with all the traumas. With examples of good practice in teaching Slovenian and English with a deaf immigrant from Ukraine, I present some approaches to better academic success and thus mental health.

KEY WORDS: mental health of the youth, self-image, migrants, deafness, examples of good practice, academic success

**NA MLADIH SVET STOJI, KAKO PA STOJIJO MLADI?
OBLIKOVANJE IDENTITETE PREKO KONFLIKTNIH SITUACIJ OB
SAMOPOŠKODOVALNEM VEDENJU
THE WORLD STANDS ON THE YOUNG, BUT HOW DO THE YOUNG STAND?
IDENTITY FORMATION THROUGH CONFLICT SITUATIONS AND SELF-HARM**

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POVZETEK

Dober aktiv svetovalne službe v osnovni šoli obsega različne strokovne profile: psihologa, socialnega/specialnega pedagoga, logopeda in seveda sodelovanje učiteljev. Tako otroci in mladostniki dobijo ustrezno strokovno pomoč. Danes osnovnošolci radi posegajo po pomoči svetovalne službe. V prispevku se dotikam mladostnikov z nizko samopodobo in samopoškodovalnim vedenjem. Ta populacija je izredno ranljiva, saj nimajo opore v okolju, na katero bi se lahko naslonili. Z izkušnjami sem razvila uspešen pristop in strategijo dela z njimi. Obstaja visoka koleracija med nesposobnostjo občutenja sebe in samopoškodovalnim vedenjem ter izredno nizko samopodobo brez oblikovanih osebnih meja. Poudarek vodenega svetovalnega pogovora v svetovalni službi je na pristnem odnosu z mladostnikom in načeli pozitivne discipline. Prikazujem pripomočke za pomoč pri vodenju svetovalnega pogovora, ki so jih mladostniki odlično sprejeli. Zaključujem z idejo, da mladi potrebujejo varno okolje, občutek sprejetosti brez obsodb in skupno iskanje ustreznih rešitev po majhnih korakih. Spreminjanje notranjega pogleda mladostnika je dolgotrajen proces.

KLJUČNE BESEDE: nizka samopodoba, samopoškodovalno vedenje, strategije pristopa k ranljivemu mladostniku, svetovalni pogovor, vloga javnih služb

ABSTRACT

A good asset of the school counselling service in primary school includes various professional profiles: a psychologist, social/special pedagogue, a speech therapist and, of course, the cooperation of teachers. Thus, children and teenagers receive appropriate professional help. Today, primary school students like to seek help from the counselling service. In the article, I touch on adolescents with low self-esteem and self-harming behaviour. This population is extremely vulnerable as they have no support in the environment to lean on. With experience, I have developed a successful approach and strategy for working with them. There is a high correlation between the inability to feel oneself and self-harm, and extremely low self-esteem without formed personal boundaries. The focus of the guided counselling conversation is on a genuine relationship with the adolescent and the theory of positive discipline. I present tools to help guide the counselling conversation, which have been well received by the adolescents. I conclude with the idea that the young require a safe environment, a sense of acceptance

without judgment and a joint search for appropriate solutions in small steps. Changing an adolescent's inner view is a long-term process.

KEYWORDS: low self-esteem, self-harm, strategies for approaching a vulnerable adolescent, counselling conversation, the role of public services

POHODNIŠKI DNEVNIK – AKTIVNO PREŽIVLJANJE PROSTEGA ČASA **HIKING BOOKLET – ACTIVE SPENDING OF FREE TIME**

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POVZETEK

V času epidemije, ko je bilo gibanje omejeno le na občine, je nastala ideja o knjižici, v kateri so zbrani okoliški hribi. Kljub vsem takratnim ukrepom smo želeli osnovnošolce in njihove družine spodbuditi k aktivnemu preživljanju časa, spoznavanju okolice in skrbi za svoje počutje. Tako je nastala knjižica Pohodniški dnevnik 1 in zaradi dobrega odziva, čez dve leti še Pohodniški dnevnik 2. V prispevku bom predstavila potek, od ideje do izvedbe, odgovore na anketo, ki sem jih podkrepila še z dejstvi o pohodništvu.

KLUJČNE BESEDE: pohodništvo, knjižica, okoliški hribi, družina, zdravje

ABSTRACT

The idea of a booklet was created during the epidemic, when movement was limited only to the municipality. We wanted to encourage our pupils and their families to spend their time actively, get to know their surroundings and take care of their well-being. This is how the booklet Pohodniški dnevnik 1 was created and, due to the good response, Pohodniški dnevnik 2. two years later. I will present the process, from idea to implementation, the answers to the survey, which I supported with facts about hiking.

KEY WORDS: hiking, booklet, surrounding hills, family, health

PREPREČEVANJE SAMOPOŠKODOVANJA IN SUICIDALNE OGROŽENOSTI MLADOSTNIKOV V DIJAŠKEM DOMU

PREVENTION OF SELF-HARM AND SUICIDE RISK AMONG ADOLESCENTS IN THE BOARDING SCHOOL

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POVZETEK

V sodobni družbi postaja pojav samopoškodbenega in suicidalnega vedenja pri mladostnikih vse pogostejši. Mladi se srečujejo z raznovrstnimi stiskami, ki so tesno povezane s samim duševnim zdravjem posameznika. Običajno gre za konglomerat različnih dejavnikov, tako družbenih, psiholoških kot tudi bioloških, ki medsebojno učinkujejo na delovanje in duševno stanje mladostnikov. Ob soočanju z vsakodnevnimi težavami, konflikti, se posamezniki pogosto počutijo nemočne, žalostne, tesnobne, brezupne. Samopoškodovanje razumejo kot strategijo preživetja, da zmanjšajo svojo bolečino. Pri mladostnikih se pojavlja tudi vse več samomorilnih misli, kar jih lahko potisne v dejansko izvedbo samomora. Po podatkih Svetovne zdravstvene organizacije vsako leto zaradi samomora umre 800.000 ljudi. Samomor je velik in zaskrbljujoč javnozdravstveni in družben problem, pred katerim ni varen nihče. Pojavlja se v vseh državah sveta, vendar je še vedno tabu tema, saj gre za kompleksen fenomen. Odkrit pogovor, razumevanje, podpora, sočutje sogovornika pripomorejo k zmanjšanju stiske in lahko tudi rešijo marsikatero življenje.

KLJUČNE BESEDE: samopoškodovanje, samomorilnost, duševno zdravje mladostnikov, dijaški dom

ABSTRACT

The phenomenon of self-harm and suicidal behavior among adolescents is becoming increasingly common in modern society. Young people face a variety of hardships that are closely related to the mental health of the individual. It is usually a conglomerate of various factors, such as social, psychological and biological, that interact with each other on the functioning and mental state of adolescents. Faced with everyday problems, conflicts, individuals often feel helpless, sad, anxious, hopeless. They see self-harm as a survival strategy to reduce their pain. Adolescents also have more and more suicidal thoughts, which can push them to actually commit suicide. According to the World Health Organization, 800,000 people die by suicide every year. Suicide is a major public health and social problem from which no one is safe. It occurs in all countries of the world, but it is still a taboo topic, because it is a complex phenomenon. Frank conversation, understanding, support and compassion of the interlocutor help to reduce distress and can also save many lives.

KEY WORDS: self-harm, suicidal tendency, mental health of adolescents, boarding school

ELEMENTI SVETOVALNIH PROCESOV PRI OBRAVNAVI MLADOSTNIKOV ZARADI TEŽAV Z UPORABO DROGE ELEMENTS OF COUNSELING PROCESSES IN THE TREATMENT OF ADOLESCENTS WITH DRUG USE PROBLEMS

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POVZETEK

Članek se usmerja na mladostnike, ki uporabljajo drogo. V prvem delu se osredotoča na podatke o razširjenosti in začetkih uporabe. V članku je razvidno, da je sistem zaznavanja te problematike pomanjkljiv in ponudi nekatere rešitve. Drugi del je namenjen pregledu terapevtskih pristopov pri obravnavi mladostnikov, ki imajo težave z uporabo droge. Članek ponudi vpogled tudi v ključne elemente za to, da mladostniki ostanejo v obravnavi. Zaključek ponudi pomislek o prostovoljnosti vključevanja mladostnikov v terapevtsko obravnavo.

KLJUČNE BESEDE: Uporaba droge, terapija, terapevtski odnos, motivacija.

ABSTRACT

The article is aimed at teenagers who use drugs. The first part focuses on data on the prevalence and beginnings of use. The article shows that the detection system for this issue is flawed and offers some solutions. The second part is devoted to the review of therapeutic approaches in dealing with adolescents who have problems with drug use. The article also offers an insight into the key elements for keeping young people in treatment. The conclusion offers a concern about the voluntary involvement of adolescents in therapeutic treatment.

KEY WORDS: Drug use, therapy, therapeutic relationship, motivation.

RAZVIJANJE SODELOVANJA MED ŠOLO IN STARŠI UČENCEV S ČUSTVENIMI IN VEDENJSKIMI MOTNJAMI DEVELOPING COOPERATION BETWEEN SCHOOL AND PARENTS OF STUDENTS WITH EMOTIONAL AND BEHAVIORAL DISORDERS

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POVZETEK

Učinkovito sodelovanje med domom in šolo je za učence s čustvenimi in vedenjskimi motnjami ključnega pomena, saj vpliva na njihove socialne spretnosti, dobro počutje in učni napredek. Starši otrok z učnimi primanjkljaji in čustvenimi in vedenjskimi težavami potrebujejo prilagojene pristope k sodelovanju s šolo. Najpogostejše učinkovite strategije so proaktivna komunikacija, vključevanje staršev v šolske aktivnosti ter medsebojno spoštovanje med starši in strokovnimi delavci. Vprašalnik za starše in letni evalvacijski pogovor, ki se uporabljata v programu osnovne šole SC Mladinski dom Jarše, pomagata pri razumevanju starševskih pričakovanj ter spodbujanju otrokove samostojnosti in čustvene odpornosti. Usklajevanje pričakovanj staršev z izobraževalnimi in vzgojnimi cilji ustanove učencem izboljšuje učne in razvojne pogoje za reševanje njihovih posebnosti in težav.

KLJUČNE BESEDE: sodelovanje med domom in šolo, delo s starši, otroci in mladostniki s čustvenimi in vedenjskimi motnjami, komunikacija med starši in šolo, vprašalnik za starše, evalvacijski pogovor

ABSTRACT

Effective home-school collaboration is crucial for students with emotional and behavioral disorders, impacting their social skills, well-being, and academic progress. Parents of children with significant learning deficits and emotional difficulties need tailored approaches to engage with school. The most common effective strategies are proactive communication, parental involvement in school activities and mutual respect between parents and professionals. The Parent Questionnaire and the Annual Evaluation Interview, used in the Primary School Youth Home Jarše program, aid in understanding parental expectations and promoting children's independence and resilience. Aligning parental expectations with the educational and upbringing goals of the institution enhances the learning and developmental conditions for these children.

KEY WORDS: home-school collaboration, work with parents, children and adolescents with emotional and behavioral disorders, parent-school communication, questionnaire for parents, evaluation interview

USTVARJANJE ŠOLSKEGA GLASILA Z UČENCI S ČUSTVENIMI IN VEDENJSKIMI TEŽAVAMI

CREATING A SCHOOL NEWSPAPER WITH PUPILS WITH EMOTIONAL AND BEHAVIOURAL PROBLEMS

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Povzetek

Namen prispevka je predstaviti ustvarjanje šolskega glasila z učenci s čustvenimi in vedenjskimi težavami. Učenci pri delu potrebujejo veliko spodbude, saj zaradi svojih težav pogosto ne kažejo zanimanja, so nemirni, nesamozavestni in odklanjajo konstruktivno sodelovanje. Za motiviranje učencev je vloga mentorja ključnega pomena. Poznati mora interese učencev, jim individualno pomagati pri pisanju, pri njih vzbuditi naklonjenost do svojih, in izdelkov drugih ter jih usmerjati pri sodelovanju s sošolci in strokovnimi delavci šole. Prispevek v šolskem glasilu avtorjem omogoča širše razumevanje sveta okrog sebe in povezovanje interesov s šolskim okoljem. Pohvala učitelja ali sošolca je najmočnejša motivacija. Vloga pisca, ilustratorja, urednika ali novinarja spraševalca krepi njihovo samozavest in jim pomaga, da vidijo sebe ne samo kot opazovalca temveč tudi kot aktivnega ustvarjalca. Majhno število učencev omogoča individualno ustvarjanje prispevka v mirnem okolju ob pomoči mentorja in upoštevanju specifičnih težav učenca.

KLJUČNE BESEDE: šolski časopis, otroci s čustvenimi in vedenjskimi težavami, mentor, skupinsko delo, sodelovanje;

Abstract

The aim of this paper is to present the creation of a school newspaper with students with emotional and behavioural difficulties. Pupils need a lot of encouragement in their work, as they are often disinterested, restless, insecure and refuse to participate constructively. The role of the tutor is crucial to motivate students. It is important to know the students' interests, to help them individually with their writing, to develop a positive attitude towards their own and others' work, and to guide them in their collaboration with their classmates and the school's professional staff. Contributing to a school newspaper allows authors to gain a broader understanding of the world around them and to connect their interests with the school environment. Praise from a teacher or a classmate is the strongest motivation. The role of writer, illustrator or editor boosts their self-confidence and helps them to see themselves not only as observers but also as active creators. . The small number of students allows for individual contributions to be made in a quiet environment, with the support of a mentor and taking into account the specific difficulties of the student.

KEY WORDS: school newspaper, children with emotional and behavioural problems, mentor, team work, cooperation;

KREPITEV KOMPETENC KOT VAROVALNI DEJAVNIK DUŠEVNEGA ZDRAVJA: PRIMER MLADINSKE IZMENJAVE »FREE SOCIAL TIME ACTIVITIES IN NORWAY«/STRENGTHENING COMPETENCIES AS A PROTECTIVE FACTOR FOR MENTAL HEALTH: THE EXAMPLE OF THE YOUTH EXCHANGE »FREE SOCIAL TIME ACTIVITIES IN NORWAY«

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POVZETEK

Mladostništvo je obdobje intenzivnega razvoja, ko se mladi srečujejo z mnogimi izzivi in pritiski. V tem ključnem obdobju je pomembno zagotoviti podporo njihovem duševnemu zdravju, saj so mladi ranljivi za različne duševne težave. Neformalno učenje, ki ga lahko opredelimo kot učenje izven formalnega okvira, kot so šola ali univerza, postaja vse bolj priljubljeno kot način pridobivanja novih znanj, veščin in izkušenj. V tem prispevku bom opisala pridobivanje in krepitve kompetenc mladostnikov, ki so jih pridobili s sodelovanjem v mladinski izmenjavo »Free social time activities in Norway«, ki smo jo izvedli skupaj s partnerji iz Norveške in Poljske. Mladostniki iz Slovenije, ki so pomagali zasnovati in izvesti mladinsko izmenjavo, so mladostniki iz stanovanjske skupine Strokovnega centra Mladinski dom Malči Beličeve Ljubljana.

Ključne besede: kompetence, duševno zdravje, mladinska izmenjava, ranljivi mladi

ABSTRACT

Adolescence is a period of intense development when young people face many challenges and pressures. During this crucial period, it is important to provide support for their mental health, as young people are vulnerable to various mental health problems. Informal learning, which can be defined as learning outside a formal framework such as school or university, is becoming increasingly popular as a way of acquiring new knowledge, skills and experiences. In this paper, I will describe the acquisition and strengthening of the competences of young people, which they acquired by participating in the youth exchange "Free social time activities in Norway", which we carried out together with partners from Norway and Poland. The young people from Slovenia who helped design and implement the youth exchange are young people from the residential group of the Strokovni center Mladinski dom Malči Beličeve Ljubljana.

KEY WORDS: competences, mental health, youth exchange, vulnerable youth

OBRAVNAVA MLADOLETNIKOV S TEŽAVAMI ZARADI UŽIVANJA PREPOVEDANIH DROG TREATMENT OF MINORS WITH PROBLEMS DUE TO DRUG USE

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POVZETEK

Prevzgojni dom Radeče izvaja vzgojni ukrep oddaje mladoletnikov v prevzgojni dom, ki ga izreče sodišče mladoletnikom in mladoletnicam zaradi storjenih kaznivih dejanj za območja vseh sodnih okrožij Republike Slovenije. Je edini v Sloveniji, ki izvršuje to kazensko sankcijo. Stari od 14 do vključno 23 let v zavodu preživijo najmanj eno in največ tri leta, odvisno od realiziranih ciljev v osebem načrtu.

Skupna značilnost vseh mladoletnikov je, da so bili sodno obravnavani zaradi različnih kaznivih dejanj in da je bila predhodna obravnava neučinkovita. Vzrok odklonskega vedenja so pogosto čustvene in vedenjske motnje, vzgojna neuspešnost, opustitev šolanja, neurejeni družinski odnosi, eksperimentiranje z različnimi psihoaktivnimi substancami, zato je nujno potrebna večplastnost v obravnavi: prilagajanje sankcije z implementacijo novih obravnav.

V Prevzgojnem domu Radeče je obravnava odvisnosti oziroma obravnava mladoletnikov s težavami zaradi uživanja drog integrirana v celostno obravnavo mladoletnika in se izvaja na vseh nivojih (matična skupina, oddelek brez drog in odprti oddelek). Delo na tem področju je usmerjeno predvsem v edukacijo in motivacijo, z namenom vzpostavitve in vzdrževanja abstinence, aktivno življenje in zdrav življenjski slog.

KLJUČNE BESEDE: Prevzgojni dom Radeče, mladoletnik, obravnava odvisnosti, droga

PLANINSKI KROŽEK – ODNOSNI MOST MED VZGOJITELJEM IN MLADOSTNIKOM

HIKING CLUB – BUILDING RELATIONS BETWEEN TEACHERS AND YOUNGSTERS

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POVZETEK

V prispevku je predstavljeno ozadje problematike nameščenih mladostnikov in mladostnic v Strokovnem centru Višnja Gora preko teorije navezanosti ter delovanje planinskega krožka, kot ena izmed uspešnih metod dela z ranljivo skupino mladih, kot so ti, ki so nameščeni v vzgojne zavode. Preko evalvacijskih vprašalnikov, ki so jih izpolnjevali tako mladostniki, kot zaposleni, ki se udeležujejo pohodov, so učinki izvajanja planinskega krožka prikazani v njihovih odgovorih, ki so podprti s teoretičnimi izhodišči.

Ključne besede

ABSTRACT

The paper presents the background of the problem of youngsters placed in the Strokovni Center Višnja Gora through the theory of attachment and the functioning of the hiking club, as one of the successful methods of working with a vulnerable group of young people, such as those placed in educational institutions. Through evaluation questionnaires filled out by both youngsters and employees participating in the hikes, the effects of the implementation of the hiking club are shown in their answers, which are supported by theoretical starting points.

Key words

**DRAMA KOT SREDSTVO ZA DOSEGANJE VZGOJNO-IZOBRAŽEVALNIH CILJEV
IN VKLJUČEVANJE MLADIH IZ RANLJIVIH SKUPIN
DRAMA AS A MEANS OF ACHIEVING EDUCATIONAL GOALS AND INVOLVING
YOUNG PEOPLE FROM VULNERABLE GROUPS**

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POVZETEK

V prispevku v ospredje postavljam dva vidika gledališke pedagogike, in sicer gledališko ustvarjanje, ki nudi možnost potrjevanja in dokazovanja za tiste mlade, ki so učno manj uspešni in pogosto nimajo možnosti uveljavljanja na drugih področjih, ter učenje z gledališkimi pristopi, ki zajema različne dejavnosti, s pomočjo katerih gledališče postane sredstvo za doseganje vzgojno-izobraževalnih ciljev. Nudi nam zelo raznolike možnosti, kot je učenje različnih učnih vsebin, medpredmetno povezovanje, učenje socialnih veščin, spodbujanje empatije in navsezadnje spoznavanje in vpogled v lastno delovanje ter naše zmožnosti. Gledališče od nas zahteva aktivno udeležbo, poglobljanje v svoje misli in občutke, kar mnogokrat ni enostavno. Kljub vsemu pa znanje, ki ga v celotnem procesu pridobimo, ravno zaradi lastne aktivnosti tudi ponotranjimo.

KLJUČNE BESEDE: gledališka pedagogika, gledališko ustvarjanje, gledališki pristopi, učenje, poučevanje.

ABSTRACT

The article is about two aspects of theatrical pedagogy, where I highlight the following. Firstly, that of theatrical creation offering possible ways of confirmation and approval for those young individuals being less successful at an academic level, and with no opportunities to be asserted in the fields; and secondly, the theater-approaching learning including various activities and helping them to master the educational goals, which further promotes a diversity of possibilities, such as learning different educational contents, cross-curricular connections, learning social skills, focusing on empathy and, last but not least getting to know each other and gain insight into our own performance and capabilities. Moreover, the theater requires our active participation, the deepening of our thoughts and feelings. The latter, however, may not be easy at times. To sum up, the knowledge and experience gained are prone to be internalized due to our own involvement in the process.

KEY WORDS: theatrical pedagogy, theatrical creation, theatrical approaches, learning, teaching.

VPLIV LOČITVE STARŠEV NA OBLIKOVANJE IDENTITETE POSAMEZNIKA THE IMPACT OF PARENTAL DIVORCE ON THE FORMATION OF AN INDIVIDUAL'S IDENTITY

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Povzetek

Družina je osnovna celica družbe, v kateri se otroci učijo osnov življenja in socializacije. Starša otroka vpeljeta v zunanji svet ter mu predstavljata varnost in stabilnost. Otrok sebe identificira skozi svoja starša – očeta in mamo. Ločitev staršev zato pomeni veliko spremembo v funkcioniranju družine in oblikovanju identitete odraščajočega otroka oz. mladostnika. Uradni postopki ločitve, soočanje s čustvi ter vsi ostali izzivi za mnoge starše pomenijo preveliko breme, katerega niso zmožni obvladovati. Temelj funkcioniranja mnogih od njih je zadovoljevanje lastnih neprijetnih čustev, ob tem pa starši (nehote) pozabijo na čustva in potrebe odraščajočega otroka, ki je razpet med dva domova. Vsi konflikti, izzivi prehajanja otroka med dvema domovoma in starševstvo v dveh domovih zato pomembno oblikujejo tudi vsakdan otroka dveh ločenih staršev. Identiteta otroka dveh visoko konfliktnih ločenih staršev ima tako povsem drugačne temelje kot identiteta otroka ne-konfliktnih oz. zmerno konfliktnih staršev v skupnem gospodinjstvu. Mnoge raziskave ugotavljajo, kako imajo otroci ločenih staršev veliko več težav in izzivov tekom odraščanja primerjalno z vrstniki ne-ločenih staršev. V strokovnem članku bom skušal pojasniti nekaj posebnosti dinamike družin z ločenima staršema, ki pomembno oblikujejo identiteto odraščajočega posameznika.

KLJUČNE BESEDE: ločitev staršev, starševski konflikt, manipulacije, posledice za otroke, delo z otroki ločenih staršev

The family is the basic unit of society where children learn the fundamentals of life and socialization. Parents introduce their child to the outside world and provide them with security and stability. A child identifies themselves through their parents – perceiving themselves as part father and part mother. Therefore, the separation of parents represents a significant change in the functioning of the family and the formation of the identity of the growing child or adolescent. The official divorce proceedings, dealing with emotions, and all other challenges can be an overwhelming burden for many parents, which they are unable to manage. Many parents, focused on satisfying their own unpleasant emotions, often (unintentionally) neglect the emotions and needs of the growing child, who is torn between two homes. All the conflicts, challenges of transitioning between two homes, and parenting in two households significantly shape the daily life of a child of divorced parents. The identity of a child with highly conflictual divorced parents has fundamentally different foundations compared to the identity of a child with non-conflictual or moderately conflictual parents living in a single household. Numerous studies indicate that children of divorced parents face far more problems and challenges during their upbringing compared to their peers with non-divorced parents. In this professional article, I will attempt to explain some of the unique dynamics of families with divorced parents that significantly shape the identity of the growing individual.

KEY WORDS: separation of parents, parental conflict, manipulations, consequences for children, working with children of separated parents

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PSIHOSOCIALNA POMOČ IN PODPORA UČENCU Z RAKAVIM BOLENJEM PSYCHOSOCIAL SUPPORT PUPIL WITH CANCER

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Povzetek

Pomembna komponenta duševnega zdravja in hkrati eden od ogrožajočih dejavnikov za razvoj duševnih motenj je tudi zdravstveno stanje otroka oz. mladostnika. Zato sodijo med posebej ranljive skupine otrok tudi dolgotrajno bolni otroci, kamor uvrščamo učence z rakavim obolenjem. Nadaljevanje šolanja med zdravljenjem je ključno za otrokov razvoj, zato je potrebno po koncu intenzivnega zdravljenja poskrbeti za čim hitrejšo vrnitev šolo. Šola s svojo organizacijo dela, obiskovanja pouka, z načrtovanimi prilagoditvami pri poučevanju, preverjanju in ocenjevanju znanja, subtilnim pristopom vseh strokovnih delavcev, z ustrezno psihosocialno pomočjo, vzpostavljanjem podpornih odnosov z učitelji in učenci, pomembno vpliva na duševno zdravje in uspešnejše soočanje z različnimi fizičnimi, psihološkimi in socialnimi problemi, s katerimi se srečujejo otroci in mladostniki, ki so zboleli za rakom.

KLJUČNE BESEDE: duševno zdravje, dolgotrajno bolan otrok, rak, šola, psihosocialna pomoč

Abstract

Child and adolescent physical health is both an important component of mental health and at the same time one of the risk factors for the development of mental disorders. This is why children with long-term and chronic disorders, including pupils with cancer, belong to particularly vulnerable groups of children. The continuation of education during treatment is crucial for children's development. It is therefore necessary to ensure that they return to school as quickly as possible after the end of intensive treatment. The school has with its organization of work, class attendance, planned adjustments in teaching, checking and assessing knowledge, with the understanding and subtle approach of all school workers, appropriate psychosocial support and by establishing supportive relationships with other pupils and teachers a significant impact on mental health and more successful coping with various physical, psychological and social problems faced by children and adolescents who have suffered from cancer.

KEY WORDS: mental health, children with long-term and chronic disorders, cancer, school, psychosocial support

Angleški prispevki (po abecedi)

LET'S PLAY, SING AND DRAW OUT !!! (ADOPTING NFE METHODS INTO FORMAL EDUCATION FOR ADOLESCENCES)

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ABSTRACT

The aim of this paper is to present the experiences of how board games, caricatures and music can be used as an inclusion and education tool in the education of children and adolescents with behavioural and emotional challenges. We, as teachers are always face and struggle with the adolescents who has different problems or challenges. That is why, we are trying to find, use and adopt new and alternative methods or techniques in order to include them into formal education. Because schools in prototype buildings are constantly boring and uninteresting for them. They generally have the same teaching methods in 12 years There is no doubt that Not only youngster with or without problems but also all people love playing, singing, and caricatures. (cartoons)

Keywords: education, non-formal education, music in education, board games

EMPOWERING AT-RISK YOUTH THROUGH THEATRE; OVERCOME OBSTACLES

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ABSTRACT:

This paper explores the use of innovative arts methods in education to empower at-risk youth, especially those with emotional and/or behavioral problems. It examines the impact of recent traumatic events on young people's behavior and emphasizes the importance of trauma-sensitive practices in youth work. Through drama and interactive studies, particularly utilizing the Forum Theatre approach, young people create safe spaces to express their emotions and address instances of oppression and injustice. The paper discusses the significance of physical theater studies in addition to Forum Theatre and highlights the role of trauma-sensitive working methods in supporting the holistic well-being of at-risk youth.

Keywords: at-risk youth, innovative arts methods, trauma-sensitive practices, Forum Theatre, empowerment

APPLYING THE RAN'S GAMMMA+ MODEL TO PRACTICE: ANALYSING ITS CORE STRENGTHS THROUGH PERSONAL EXPERIENCE,

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Disclaimer: this paper is a brief summary of a previously published paper by the author, updated with a testimonial section (For further reading, see [here](#))

Abstract

In 2017, the GAMMMA+ (Goal, Audience, Message, Messenger, Media, Action plus Monitoring and Evaluation) model was launched by the Radicalisation Awareness Network's Communication and Narratives working group (RAN C&N) as a useful manual for implementing successful alternative and counter narrative (AN/CN) campaigns. In 2019, the model was further updated and since then, practitioners from across the globe have used it as a tool for developing and carrying out effective PVE/CVE communication initiatives.

This paper will first briefly discuss the theoretical framework behind the various radicalization processes and subsequently explore the underlying notion of extremist narratives and their strategic deployment by terrorist organisations to indoctrinate young individuals. Afterwards, the RAN's GAMMMA+ model's core features will be introduced followed by an analysis of the author's experience in applying it in practice in the context of trainings which aim to strengthen the resilience of at-risk youth against extremist propaganda.

KEYWORDS: PVE campaign, preventing radicalisation, addressing extremism, building resilience

CHILDREN AND YOUTH IN ALTERNATIVE CARE – HUMAN RIGHTS AND NEEDS PERSPECTIVE

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ABSTRACT

This article presents findings from a recently carried out field research on the situation of children and youth without parental care, with disordered behavior and with upbringing and social problems placed in residential care. It will focus on the results obtained from the qualitative research using the techniques focus group discussions and semi-structured interviews with children and helping professionals from public and private service providers. Key findings on children's rights and needs will be presented following the 3 stages of the care process: assessment, care and after care.

Keywords: children, youth, needs, out-of-family care

MARTIAL ARTS AS A KEY TO DEAL WITH PERSONAL AND SOCIAL CHALLENGES

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ABSTRACT

How martial arts can help kids and youngsters with social and behavioral difficulties. How martial arts can help to deal with challenges at school and at home.

KEYWORDS: martial arts, mental and physical health, social anxiety, stress

3D DESIGN TOOLS TO ENHANCE LEARNING IN MID-TERM EVALUATIONS FOR ESC VOLUNTEERS

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ABSTRACT

This paper explores the innovative use of 3D design tools, specifically a 3D diamond model, to support the learning process and the documentation of learning outcomes of European Solidarity Corps (ESC) volunteers during their Mid-term Evaluation. It examines how these tools can enhance engagement, understanding, and effective documentation of experiences, facilitating the completion of the Youthpass and its 8 key competences. The findings suggest that integrating 3D design into trainings can significantly improve the overall effectiveness of the learning experience. Recommendations for future applications and research are also discussed.

Keywords: 3D design, ESC volunteers, mid-term evaluations, innovative learning tools, Youthpass

TELEPHONE AND CHAT COUNSELING - MENTAL HEALTH OF YOUNG PEOPLE AND INTERVENTIONS IN CRISIS SITUATIONS

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Abstract

The topic of mental health is in the focus of experts who deal with children and young people especially in the context of and after the Corona virus pandemic. According to UNICEF data, the deteriorating mental health of adolescents and young people in the world is a major challenge. One third of young people do not know how to get psychological help, and 37% say the stigma around mental health needs to be reduced to encourage them to seek help if they need it.

Easily accessible, anonymous, free services are a vital resource in providing support to young people.

The work aims to present the long-term experience of our institution in telephone and digital counseling for children, young people and parents.

Keywords: mental health; children and adolescents; phone counseling; digital counseling

INTERACTIVE GROUPS. A SUCCESSFUL EDUCATIVE ACTION

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ABSTRACT

It is clear that the educational gap between those who succeed in the education system and those who fall, may begin in the first years of elementary school, thus reducing this rates of school failure is a must that should be approached in the early stages of education. Therefore, this paper intends to expose how the Interactive Groups work as a strategy to prevent socio-economic disadvantages, behavioural problems and youth risk; it involves the participation of all the social community; and it helps to motivate and engage youngsters to learn.

KEYWORDS: Interactive groups, youngsters, innovation and motivation.

YOUTH AND MENTAL HEALTH: HOW RESPONSIVE ARE WE TO YOUTH NEEDS?

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Abstract

Introduction: Mental health problems have increased internationally during the COVID-19 pandemic. Adolescents form a vulnerable group for the development of mental health problems. However, most data stems from high-income countries, and there is a clear lack of prevalence rates and potential risk factors from Balkan countries. No data is available on the impact of the COVID-19 pandemic on mental health in adolescents and their caregivers in North Macedonia.

Materials and methods: Survey items assessed symptoms of depression, anxiety, and respondents' fear of COVID-19, as well as a number of risk factors, such as gender and living environment.

Results: Symptoms of depression and anxiety were mild to moderate in adolescents and their caregivers. Women and girls generally scored higher than men and boys, and adolescents in high school scored higher than those in elementary school. Prevalence rates for depression were 29.2% for adolescents, while rates of anxiety were 23.7% for adolescents.

Conclusion: This study provides a first insight into the mental health of adolescents after the COVID-19 pandemic in North Macedonia. Further research is required to investigate the relatively low rates of caregivers' mental health problems compared to data from other countries.

Keywords: COVID-19, depression, anxiety, adolescents

YOUTH PERSPECTIVE FOR DRUGS AND ADDICTION

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ABSTRACT

For this contribution in English, we will explore the different perspectives of reality we all have, in the field of drugs and addiction. We will emphasise what is about the youth perspective of drug consumption and how much it is far away from addictive behaviours.

KEYWORDS: youth, perspective, addition, behaviour

„KONTRA HÄUSLICHE GEWALT“ – DOMESTIC VIOLENCE CONFLICT TRAINING

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Abstract

The KonTra Domestic Violence program, initiated by SELAM-Berlin gUG, represents an innovative approach to combating domestic violence. The program aims to sustainably break the cycle of domestic violence and provide both preventive and interventional support to affected families. It primarily targets families directly impacted by domestic violence and seeks to reach and support both the perpetrators and the victims.

By combining socio-educational family assistance with specialized conflict training, the program offers a holistic approach aimed at ending violent behavior and providing the necessary resources to victims to improve their situation. The program includes several phases: case intake and information gathering, problem definition and goal setting, socio-educational interventions, perpetrator work within anti-violence training, and final evaluation and termination of assistance.

Expected outcomes of the program include the reduction of violent acts, improvement of family relationships, enhancement of the mental and physical health of the affected, prevention of the cycle of violence, empowerment of the affected individuals, and societal benefits through increased awareness and more effective political and social strategies in dealing with domestic violence. Overall, KonTra Domestic Violence not only improves the quality of life for affected families but also contributes to a safer and more violence-free society.

KEYWORDS: Domestic Violence Intervention, Socio-educational Family Support, Conflict Resolution Training, Victim Empowerment

FAMILY GROUP CONFERENCE – A GAMECHANGER IN WORKING WITH FAMILIES

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ABSTRACT

The family council is a process that originally comes from the Maori people of New Zealand and enables the extended family system to develop its own solutions to challenges while taking into account the logic of modern administration and legal systems. The first field of application was official child and youth welfare, but the model has since been extended to several fields of psychosocial work. The Family Council is currently being further developed for the area of prevention, where it is no longer a question of clarifying and reacting to threats to the child's welfare - as formulated by the authorities - but of questions and issues relating to family systems. Here, professional support is limited even more to organisational assistance and a focus on a specific issue, an 'issue letter', which is formulated from within the family system. In all fields of application, the family council is a game-changer because, despite all the challenges and potential problems, it prioritises the resources of the family system.

KEYWORDS: Family council, family group conference, resources of the family system

MENTAL HEALTH AND THE IMPORTANCE OF KEEPING A DAILY BALANCE

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Abstract

There are different factors that affect mental health of youth workers and young people in our day life, like emotional, social and physical environment, technology, finance, pandemics, long working hours, verbal and physical violence that causes imbalance and allows stress to raise up. It is really important to make priorities in our daily life putting first the mental and physical health while balancing the other aspects of the life.

"VOICES UNHEARD: A FORUM THEATRE EXPLORATION OF YOUNG PEOPLE'S MENTAL HEALTH"

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ABSTRACT

This 30-minute interactive session delves into the intricate and frequently neglected aspects of young people's mental health, employing forum theatre as a potent medium. Through a sequence of lively scenes and interactive dialogues, participants will immerse themselves in the experiences of youth grappling with social pressures and the influence of social media. Together, we will scrutinize the repercussions of these challenges on mental well-being and deliberate on approaches to bolster resilience, empathy, and support within our communities.

KEYWORDS: youth mental health, forum theatre, social pressure, social media influence, resilience

Join us for an engaging and interactive 30-minute session where we will explore the complex and often overlooked issues surrounding young people's mental health through the powerful medium of forum theatre. Through a series of dynamic scenes and interactive discussions, participants will have the opportunity to step into the shoes of young individuals facing various challenges related to social pressure and social media influence. Together, we will examine the impact of these factors on mental well-being and explore strategies for promoting resilience, empathy, and support within our communities.

CONCLUSION

In summary, our examination of young people's mental health through forum theatre has provided valuable insights into their challenges and potential solutions. While forum theatre offers engaging ways to explore these issues, its limitations include time constraints and the need for ongoing support. Future efforts should focus on longitudinal studies and interdisciplinary collaboration to develop more effective strategies. Together, let's continue advancing the dialogue and taking action to support youth mental well-being.

AUDIOVISUAL CREATION: A TOOL FOR CONSTITUTION AND LEARNING

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Abstract

Educating in the image is not only supporting a process of discovery and learning of digital and audiovisual arts, but also promoting the development of skills (such as basic know-how: reading, writing, understanding instructions, etc.), knowledge (such as plan values, techniques of realization, etc.) and interpersonal skills (teamwork, respect for others, listening, self-confidence, etc.) and finally allow us to deal with themes as diverse as varied and rich in human social, societal concerns, etc.: environment, food, physical and mental well-being, inclusion, gender equality, etc.

Around these 3 essential axes, audiences discover audiovisual production thanks to 10 manufacturing stages essential to creation: coordination, discovery, texts and languages, images, sound, staging, multimedia, video, technical management and exploitation and can flourish and above all learn in a fun and useful way.

KEYWORDS: to educate in the image, to do it together, to interact, to create, to learn while having fun

EMPOWERING YOUNG PEOPLE THROUGH CREATIVITY, STRUCTURE AND SUPPORT

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Abstract

The Service national de la jeunesse (SNJ) (national youth service) is a State administrative body that was set up by ministerial regulation on March 18th, 1964. The scope of action is the non-formal education, including all educational activities organized outside the formal educational system. SNJ's activities are governed by the principle of subsidiarity. The aim is to complement and support what is taking place elsewhere. Most of the SNJ's projects are carried out in cooperation with national or international partner structures.

The workshops from the National youth agency of Luxemburg are open to young people between 16 and 30 years. The focus lays on volunteer participation, co-determination, creativity, respectful interaction between the team and the participants in a cozy, secure place. There is no pressure, the working hours are flexible and the access to the workshops is quick and uncomplicated. Every participant has the opportunity to move on to his next step without pressure, while being supported by the whole team. The team is made out of experts as for example fashion designers and a social pedagogue. Youngsters can be creative in many ways. All products created are made, as far as possible, out of recycled materials.

Keywords: workshop, volunteer participation, creativity, expert, upcycling, support, structure, non-formal education.

“CULTIVATE + A PROJECT TO MOTIVATE AT-RISK YOUTH THROUGH ENTREPRENEURSHIP”

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ABSTRACT

This Project came from the need to motivate a group of at-risk students for the learning of new knowledges and, at the same time, to improve their inappropriate behaviour. Some of the students showed impulsive reactions leading to disastrous management of their emotions and interpersonal relationships, causing conflicts within the class and outside it, both with their peers and with the school's teachers and school staff. Given that these behaviours compromise the development of the skills proposed in the class syllabus, it became essential to invest in strategies to promote more appropriate behaviour and to generate more school success.

In order to involve students in the proposed tasks, to motivate them and to make them responsible for the work they must do and for their learning, we developed an entrepreneurship project capable of bringing together all the work developed in the different training components.

There was an adaptation of the School Curriculum, prioritizing the subject of Citizenship and Development, due to the application of the entrepreneurship project in this component. However, an attempt was made to involve all the subjects, each of them contributing in different ways to the final project.

It was applied a methodology based on the learning by doing concept, as a strategy for successfully achieve the competences defined in each training component, using practical experience as a way of generating knowledge. As Lev Semenovivich Vygotsky said “The knowledge that doesn't come from the experience is not really knowledge”

By implementing an entrepreneurship program to try to motivate the students for the proposed task, at the same time it was necessary to promote further development of their personal skills. A good entrepreneur needs to develop several skills, and in this context emotional intelligence also played a very important role.

To be able to carry out this project, the students have developed many entrepreneurial skills and learned to manage some of their emotions. It's also important to stress that to get the best out of each of them, we need to focus on valuing the intelligence that stands out in each student. Entrepreneurship is a way for students to show that they also have value, although not in such academic areas.

To achieve all these goals, many strategies were implemented since study trips to interesting places for the development of competences of their entrepreneurship project, attendance of workshops with professionals on the area, testimonies of people whose inappropriate behaviours lead to negative consequences, etc

The main activity was the organization of entrepreneurship fairs with the aim of promoting the sale of products grown by the students. The class also participated in a contest promoted by the Regional

Government, called “the 19 Azores - Young Academy of Innovative Ideas”, where they will represent the school in another island.

To strengthen their will to overcome difficulties, it was shown a testimony of a student who is now working on his own business, showing that it is possible to achieve your goals if you are committed to it.

KEYWORDS: entrepreneurship, youth at risk, emotional intelligence, learning by doing

"BECOME WHAT YOU ARE": A LOOK BACK AT TWO YEARS OF FIELD EXPERIENCE WITH THE LYCÉE VOYAGEUR

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Abstract

The Lycée Voyageur is a secondary school with the distinctive feature of being semi-nomadic. There is no school building, but rather a bus equipped to enable young people to explore the real world and meet the "adult in them". This article sets out the basic philosophy of our school, rejecting the concept of adolescence in favor of that of "young adult", emphasizing the importance of mental health in learning, and reviewing the advantages and disadvantages of the semi-nomadic nature of our educational and human adventure. "Become what you are" is the proposal made by the Lycée Voyageur to the young person who commits to it.

KEYWORDS: Mental Health, Travelling High School, Field Research

HOW DIFFERENT IS ENGAGING AT-RISK YOUTH IN THE OLD WAY (SPORT) VS. THE NEW WAY (HIGH-TECH)? A PRACTICAL EXAMPLE OF DIGITAL CHARME...

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ABSTRACT

A very short workshop to give a hint of the potential of technology as an educational tool, especially powerful with at-risk youth, but not only...

KEYWORDS: youth – protagonist – digital – diy – education

NON-COMPETITIVE SPORTS AND COLLABORATIVE GAMES

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ABSTRACT

Education is changing as schools and institutions increasingly embrace innovative sports and artistic methods in their curricula. By integrating non-competitive sports and collaborative games, educators create holistic learning experiences that nurture teamwork, creativity, and personal growth.

The benefits of integrating innovative sports and artistic methods in education are numerous, including promoting teamwork, conflict resolution, and emotional resilience. These approaches create inclusive environments where all students, including at-risk youth, can thrive. By focusing on collaboration and non-competitiveness, educators equip students with essential life skills for navigating the modern world.

KEYWORDS: innovative education, non-competitive sports, collaborative learning

JOURNEY OF SELF-DISCOVERY: EXPLORING IDENTITY AND SPIRITUALITY AMONG ADOLESCENTS THROUGH GAMING-BASED INTERVIEWS

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Abstract

This qualitative study conducted among 27 Maltese 14-year-olds explores the multifaceted experiences and perspectives of Maltese Gen Z, revealing six overarching organising themes, surrounding the global theme of 'A lonely, bored, and spiritual generation navigating the digital culture's new challenges'. Firstly, "Personal Challenges and Growth" discusses concerns such as academic pressures, self-expression, bullying, mental health struggles, and the quest for individuality. Secondly, "Societal Dynamics and Relationships" highlights the web of friendships, role models, family dynamics, and games as an exploration of the self. Thirdly, "Zs self-description" offers insights into their perceptions of simplicity, boredom, fun, immaturity, imperfections, laziness, and music preferences. Fourthly, "A Spiritual Generation" explores their spiritual beliefs, practices, and experiences in Catholic post-secular Malta. Fifthly, "Technology and Digital Life" explores online communities, gaming culture, digital device usage, and attitudes towards platforms like TikTok. Sixthly, "Societal and Environmental Concerns" highlights their activism, concerns, and aspirations for a more just, sustainable, and inclusive future. Lastly in "Future Outlooks and Concerns" they discuss their worries and their journey towards embracing their insecurities in what they describe 'life as a game'.

Keywords: challenges, relationships, spirituality, technology, environment

A PLACE TO BE “DIFFERENT“ VERSION OF YOURSELF

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ABSTRACT

More than 25 years, Center GRiG works with adolescents who face a wide variety of challenges, and a special focus is placed on children and youth with behavioral problems and those children that are in conflict with the law.

Young people come to Centre GRiG at the most sensitive period of their development, at the age characterized by high dynamic and intensive changes. Period when you need to answer so many questions like: Who am I? Where do I belong? Where is my place? Where I want to go? What I want to achieve?

It is important to point out that their coming at the counseling center is usually preceded by a large number of condemnations from parents, teachers, educators, CSW representatives, police reports, and generally the attention they receive based on bad aspects of their behavior. It is rarely to happen that reason for a young person to come to us is their first outburst, so they get used to the environment that reacts to them as "bad guys". Angry, in resistance, confused, sometimes tired of defending themselves and clarifying who they really are, they come to the counseling center where they can, sometimes for the first time, take a break and then show some other side of their personality.

This presentation will explain how we work with young people and their families - a holistic approach to the individual or family with the belief that everyone has the right to make mistakes and the right to make a change.

Most young people are referred to Centre for at least a year, which gives them space and time to “fight” with various feelings at their own pace and to explore themselves, to realize their aspirations, and form a support system. Through different, individualized approaches, people in GRiG have the opportunity to foster these changes together with young people and work on strengthening them.

For some of them, only one positive experience is needed, which represents the beginning of new strength that can make a difference later in life. GRiG is also a place where we encourage parents, caregivers, and significant others to believe that change is possible and that they also have the power to create it.

Our practice has also showed us that many families, at least in our country, have a hard time accepting support, especially any kind of counseling and therapy, so we came up with the idea to start searching for what is common to both children and parents. Children reacted well to our approach of group

work, which contains elements of voluntariness and high level of participation, so we started from the assumption that this approach could have an impact on motivation of parents to get involved.

When it comes to young people, we expect rebellion and anger, however, when cooperating with the family, i.e. parents or caregivers, we encounter similar defense mechanisms. Avoidance, resistance, anger that occur due to the feeling of inadequacy, failures in parenting are expressed and often appear as a phenomenon.

Years of experience working directly with young people have increasingly directed our way of working towards the principles of systemic family therapy, which focuses family as a whole – place where problem shows and also where we can find solution to that problem.

Having this in mind, we have developed three basic directions of work: Social-therapeutic groups (for children and parents), Individual psychotherapy and family therapy).

KEYWORDS: adolescence, parents, counseling, challenges, identity

CROSS -SECTORIAL COLLABORATION AND NETWORKING FOR STRENGTHENING YOUTH CIVIC SPACE AND CIVIC ENGAGEMENT

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Abstract

This paper aims to explore how cross-sectoral collaborations at the local and European level impact youth civic space, including youth at risk . It analyse how connecting young people with academia, communities, municipalities to identify and address youth issues in local communities can reduces risks for young people and make them pro-active citizens in influencing youth polices. Furthermore, it examines one form of civic engagement that has received little attention in terms of its impact on democracy: volunteering, and trust building between stakeholders and youth.

KEYWORDS: Networking, Cross – sectorial collaboration; Youth Engagement ;

SOCIAL IDENTITY OF BOYS AND YOUNG MEN WITH MIGRANT BACKGROUNDS IN FINLAND

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ABSTRACT

This paper examines identity construction among migrant boys and young men in Finland. Migrant youth face challenges in developing positive identities due to systemic racial discrimination. As a result of racism, there is marginalization from education and employment, feelings of non-belonging and even hostility towards Finnish society. The street gangs and roadman culture among young immigrants have been topics of discussion in recent years. The significance of preventive youth work is more crucial than ever in preventing gang formation and promoting positive integration of young people into society.

KEYWORDS: preventive youth work, migrant youth, racial discrimination, social identity theory, street gangs

„WHEN THE WHOLE FAMILY MOVES IN – INSIGHTS INTO A FAMILY-INTEGRATIVE APPROACH“

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ABSTRACT

The panel gives an introduction to family-integrative approaches respectively family-integrative residential groups. It presents the key findings of an evaluation regarding the effectiveness and sustainability of appropriate helping processes. It also presents a concrete family integrative group with the opportunity to put a light on the practical experiences via online-connection as well as the generally opportunities and the particular challenges of this approach.

KEYWORDS: family, family-integrative approach, family-integrative residential groups, systemic approach, threats to children's well-being

„UNDERSTANDING THE NORMALITY OF THE UNNORMAL - THE IMPACT OF SELFUNDERSTANDING FOR YOUTH AT RISK“

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ABSTRACT

Children and young people with trauma experiences should be included as experts and thus participatory. To realize this, professionals must train self- reflection as a basic skill in order to enable the participation of youth at risk and to carry out trauma- informed work. However, professionals working with youth at risk are also subject to various factors that can make understanding trauma difficult. Trauma experiences are often expressed in the behavior of children and young people, which is why this panel is concerned with understanding the normality of the unnormal.

Keyword: youth at risk; youth at risk as experts; trauma-informed work; impact of selfunderstanding; professional risk factors

Less is More: Optimizing Your Health with Minimal Resources

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ABSTRACT

This paper explores the concept of achieving health improvements with minimal resources. We challenge the notion that expensive gym memberships and equipment are necessary for a healthy lifestyle. The paper presents a "less is more" approach, emphasizing bodyweight exercises and readily available tools. We discuss the importance of health for overall well-being and the challenges people face in starting and maintaining a fitness routine. The paper concludes that effective health optimization is achievable for everyone, regardless of location or resources.

KEYWORDS: Health optimization, bodyweight exercises, minimal resources, accessibility, consistency

INCLUSION AND ACTIVIST ENGAGEMENT WITH POPULAR SPORT AND STREET EDUCATION

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Youth Worker - ECOLE social cooperative/ President of LA PAZ FC

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ABSTRACT

What can happen when a community street education project meets and matches with an activist and antiracist sport association? A challenging good practice able to involve a caring and supporting net for the youngsters and the community around them.

KEYWORDS: sport, education, engagement, activism, awareness

GAMING ADDICTIONS VS SPORTS: SUMMER SWIM CAMP WITH OLYMPIC STARS FOR YOUTH

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This study investigates how participating in swim camps and communicating with Olympic stars can help teenagers gain confidence, appreciate sports, and reduce gaming addiction. Gaming addiction is a big issue for young people today, affecting their health and social lives. By studying sports psychology and addiction, we explore how these activities can offer positive alternatives for youth. Our research shows that interacting with athletes at swim camps can change teenagers' attitudes towards gaming, motivate them to be more active, and help them make friends. This suggests that these activities can help teenagers focus less on gaming and more on a balanced lifestyle. Our findings have important implications for youth programs, showing that a well-rounded approach is key to addressing modern challenges facing teenagers.

KEYWORDS: swim camp, game addictions, youth engagement, motivation, well-being.

STANDING ON MY OWN FEET – LOHJA´S PATH TO IDENTITY

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Lohja youth services are a communal, non-profit, and non-religious organisation that provides activities and support for young people between the ages 12 and 29 in the City of Lohja. Our main goal is to provide a safe and supportive environment for young people, identify and reach out to the youth at risk, and to mitigate risk factors in collaboration with other professionals.

Our focused youth work team provides activities and support for at-risk youths between the ages 12 and 18. In this team, we focus on identifying and supporting at risk youths in collaboration with other professionals at schools, social services, and the police.

At Lohja our team of focused youth work is specialised helping with group of youth at risk. Our work happens in the different areas and environments; on to one -meetings, activities at schools, streetwork, camps and different support groups including LGBTIQ+ youth. With large variety of methods and platforms we can reach the wide range of young people and offer them a wider scale of support.

HOW TO HELP BUILD THE YOUTH'S SELF-CONFIDENCE IN A DEPRECIATED INDUSTRIAL FIELD

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ABSTRACT

Industrial maintenance has a bad reputation amongst both students and parents. It's a field that does not seem as noble as the ones in the tertiary sector for instance. Our students in the BTS (two-year post secondary school graduation degree) course have a low self-confidence in their ability to succeed in their studies. We have decided to offer them a different perspective on their future careers by pushing back the walls of the academic course and open it to new destinations. That includes building partnerships with corporations to give our students the opportunity to train more in the companies, and also crossing the borders to collaborate with industries and universities abroad. We aim to become a sector of excellence and therefore contribute to make the students more valued and self-confident.

KEYWORDS: industry- international- self-confidence- training periods

(RE)SCULPTING YOUR INNER WORLD; A HOLISTIC, CREATIVE APPROACH FOR INDIVIDUAL THERAPY

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Abstract

Creative therapy / journaling is a holistic, non-formal , experience- based therapeutic method that can be used in working on an individual basis as well within a systematic and contextual approach.

The experience lays in acting ‘within’ the medium (art) by observing the medium and reflecting about the experiences in the medium.

Creative journaling is an opportunity to heal the emotional wound by becoming aware and (re)sculpting the inner world without words.

Keywords: creativity, reflection, awareness, healing, therapy

SHIFTING FROM PRODUCTIVITY-DRIVEN EDUCATION TO HOLISTIC STUDENT DEVELOPMENT

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Abstract

This paper aims to give perspective on the issue of productivity based education and how more holistic education can be an answer to a more engaged and inclusive learning environment in educational institutions in Europe. We look into Boserup school on their approach to the issue and way of teaching young people with emotional and behavioural problems and DNS College aiming to teach adults aiming to become educators in a more holistic approach. The main method of research is personal experience combined with pedagogical theories of influential educational thinkers. Overall, the paper contributes to the ongoing conversation about how to create a more inclusive and effective education system that nurtures holistic student development.

KEYWORDS: holistic education, student development, inclusive, social and emotional learning.

GET SUPPORT ON PROMOTING AND DISSEMINATING YOUR EU+ PROJECT WITH THE YOUREUROPEHUB SOCIAL MEDIA CHANNEL.

Giovanni Zalloni

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Your Europe Hub

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ABSTRACT

The European Union budget helps to deliver on things that matter for Europeans, the idea is that pulling resources together would make Europe stronger and be the key to prosperity and peace.

In the last 30 years several million participants joined the Erasmus+ projects. But still many people do not have the chance to know and participate in it.

We believe that one possible solution is to support the promotion and dissemination of ONG's EU+ projects with a centralised social media channel.

In this workshop will be explained how to use these tools, as well we will be able to have an open brainstorming session on how to collaborate and improve it.

KEYWORDS: dissemination, social media, network

CHALLENGES OF YOUTH DIAGNOSED WITH MENTAL HEALTH DISORDER

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Abstract:

Mental health issues among youth are increasingly recognized as a significant public health concern worldwide. In Tirana, Albania's capital city, the prevalence of mental health disorders among youth is a pressing issue that demands attention. To address this challenge effectively, it is crucial to understand the current state of mental health services available to youth across Tirana's diverse administrative units and the obstacles they face in accessing these services. This study aims to provide a comprehensive exploration of mental health services and challenges for youth in Tirana's administrative units.

KEYWORDS: mental health, youth, psychosocial services, accessibility, challenges