

3. MEDNARODNA KONFERENCA - SODOBNI IZZIVI DELA Z MLADIMI IZ RANLJIVIH SKUPIN

3rd INTERNATIONAL CONFERENCE - CONTEMPORARY CHALLENGES OF WORKING WITH AT-RISK YOUTH

PETEK, 9. 6. 2023 – 14:25 – 15:10	12
SOBA 1	12
DR. MATEJA HUDOKLIN	12
DUŠEVNO ZDRAVJE MLADIH – PREPOZNAVANJE DUŠEVNIH MOTENJ IN TEŽAV V ŠOLSLEM OKOLJU	12
MENTAL HEALTH – RECOGNITION OF MENTAL DISORDERS AND PROBLEMS IN THE SCHOOL ENVIRONMENT	12
PETEK, 9. 6. 2023 – 15:35 – 16:20	12
SOBA 1	12
ANA PATRICIA CASTRO	12
SAMPOŠKODBENO VEDENJE	12
SELF HARM	13
PETEK, 9. 6. 2023 – 17:00 – 17:25	13
SOBA 1	13
DIJANA KOŽAR TRATNIK, UNIV. DIPL. SOC. PED.	13
NEKATERI VIDIKI PSIHOANALITIČNE OBRAVNAVE MOTENJ HRANJENJA	13
SOME ASPECTS OF PSYCHOANALYTIC TREATMENT OF EATING DISORDERS	14
SOBA 2	14
URŠKA BOŽIČ, MAG. PROF. INKLUZ. PED.	14
VPLIV GLASBE NA MLADOSTNIKE S POSEBNIMI POTREBAMI	14
THE INFLUENCE OF MUSIC ON TEENAGERS WITH SPECIAL NEEDS	14
SOBA 3	15
FATBARDH KABASHI	15
CAN WE BECOME LUCKY?	15
PETEK, 9. 6. 2023 – 17:25 – 17: 50	15
SOBA 1	15
SONJA BEZNIK, SPC. ZDT	15
POSLEDICE SPOLNE ZLORABE OTROKA IN VLOGA SVETOVALNEGA DELAVCA OB RAZKRITJU	15
CONSEQUENCES OF CHILD SEXUAL ABUSE AND THE ROLE OF THE COUNSELOR IN DISCLOSURE	15
SOBA 2	16
ERIKA ŠEŠEK, DIPL. PEDAGOGINJA IN PROF. SOCIOLOGIJE.....	16
KULTURNI DOGODEK ODMEVI POEZIJE, KOT FORMA VKLJUČEVANJA DIJAKOV, POEZIJE IN INTUITIVNEGA ...	16
CULTURAL EVENT ECHOES OF POETRY, AS A FORM OF INCLUSION OF STUDENTS, POETRY AND THE INTUITIVE	16
SOBA 3	16
DR. MARIA ANCONA	16
AUTISM AS SALVATION IN THE ERA OF IA?	16
PETEK, 9. 6. 2023 – 17:50 – 18:15	17
SOBA 1	17

3. MEDNARODNA KONFERENCA - SODOBNI IZZIVI DELA Z MLADIMI IZ RANLJIVIH SKUPIN

3rd INTERNATIONAL CONFERENCE - CONTEMPORARY CHALLENGES OF WORKING WITH AT-RISK YOUTH

ANDREJ BRDNIK STUPAN, MAGISTER ZAKONSKIH IN DRUŽINSKIH ŠTUDIJEV, MAŠA KERIN, MAGISTRICA PSIHLOGIJE	17
DUŠEVNO ZDRAVJE OTROK TEKOM RAZHODA STARŠEV: PRISTOPI NA CENTRIH ZA SOCIALNO DELO	17
CHILDREN'S MENTAL HEALTH DURING PARENTAL SEPARATION: APPROACHES ON CENTRES FOR SOCIAL WORK	17
SOBA 2	17
TOMI MARTINJAK	17
»RESETIRAJ SE IN SPOZNAJ KDO SI« ERASMUS+ PROJEKTI KOT SREDSTVO OSEBNE RASTI ZA IZBOLJŠANJE SAMOPODOBE MLADOSTNIKOV S ČUSTVENIMI IN VEDENJSKIMI TEŽAVAMI.....	17
“RESET, FIND YOURSELF” ERASMUS+ PROJECTS AS A MEANS OF PERSONAL GROWTH TO IMPROVE THE SELF-ESTEEM OF ADOLESCENTS WITH EMOTIONAL AND BEHAVIORAL PROBLEMS.	18
AMIRA MOHAMED	19
EXPLORING INNOVATIVE APPROACHES TO WORKING WITH AT-RISK YOUTH: MENTAL HEALTH, SUBCULTURES, ART, AND SPORTS	19
PETEK, 9. 6. 2023 – 18:30 – 18:55	19
SOBA 1	19
KATJA RAKOVEC, UNI. DIPL. PED., NEŽKA AGNES VODEB, DIPL. SOC. PED.	19
ULIČNO DELO – PRISTOP ZA DELO Z RANLJIVIMI MLADIMI	19
STREET BASED YOUTH WORK - AN APPROACH FOR WORKING WITH YOUTH AT-RISK	20
SOBA 2	20
MIHA STELE, SOCIALNI PEDAGOG MAGISTER.....	20
KREPITEV DUŠEVNEGA ZDRAVJA SKOZI PROJEKTNE AKTIVNOSTI.....	20
STRENGTHENING MENTAL HEALTH THROUGH PROJECT ACTIVITIES.....	20
SOBA 3	21
JELENA PETROVIC, MILICA RAKIĆ	21
EMPOWERD PARENTS-HEALTHY ADOLESCENT	21
PETEK, 9. 6. 2023 – 18:55 – 19:20	21
SOBA 1	21
ANDREJ PIVK, UNIV. DIPL. SOCIALNI DELAVEC	21
DO BOLJŠE SAMOPODOBE S CIRKUŠKO PEDAGOGIKO	21
TO BETTER SELF-IMAGE WITH CIRCUS PEDAGOGY	22
SOBA 2	22
NASTJA ŠKRABL, MAG. PROF. RAZREDNEGA POUKA.....	22
POVEZOVANJE GIBANJA Z IKT ORODJI.....	22
CONNECTING MOVEMENT WITH ICT TOOLS.....	22
SOBA 3	23
LAURENCE WATTICANT, DAVID JANÉ CHACOPINO	23
EXPLORE YOUR LIMITS: HOW TO USE SPORT AS A DIAGNOSTIC TOOL	23

3. MEDNARODNA KONFERENCA - SODOBNI IZZIVI DELA Z MLADIMI IZ RANLJIVIH SKUPIN

3rd INTERNATIONAL CONFERENCE - CONTEMPORARY CHALLENGES OF WORKING WITH AT-RISK YOUTH

PETEK, 9. 6. 2023 – 19:20 – 19:45	24
SOBA 1	24
PRAKTIČNI PRIKAZ – DELAVNICA	24
SOBA 2	24
GAŠPER MARKIČ, UNIVERZITETNI DIPLOMIRANI GEOGRAF IN ZGODOVINAR	24
DOBRE PRAKSE IZ PRETEKLOSTI ZA BOLJŠO SEDANJOST	24
SHAPING OUR PRESENT WITH BEST PRACTICES FROM THE PAST	24
SOBA 3	25
AYNUR RZAYEVA MIRALI, PH. D CANDIDATE	25
FOREIGN LANGUAGE AND SUBCULTURAL TOLERANCE	25
SOBOTA, 10. 6. 2023 – 9:35 – 10:20	25
SOBA 1	25
TILEN HOČEVAR	25
NOVE OBLIKE SUBKULTUR IN DRUŽBENO OKOLJE MLADIH	25
NEW FORMS OF SUBCULTURES AND YOUTH SOCIAL ENVIRONMENT	26
SOBOTA, 10. 6. 2023 – 10:55 – 11:40	26
SOBA 1	26
LAURA VOS	26
IZOBRAŽEVANJE NA PROSTEM IN ŠPORT ZA MLADINSKO DELO	26
OUTDOOR EDUCATION AND SPORTS FOR YOUTHWORK	27
SOBOTA, 10. 6. 2023 – 12:00 – 12:25	27
SOBA 1	27
BRANKA GLOBOČNIK, UNIV. DIPL. SOC. PEDAGOGINJA	27
TEMELJNI STEBRI TERAPEVTSKEGA DELA Z MLADIMI	27
FUNDAMENTAL PILLARS OF THERAPEUTIC WORK WITH YOUNGSTERS	28
SOBA 2	28
KATJA PEGAM, UNIV. DIPL. PSIH.	28
ANKSIOZNOST, DEPRESIJA IN PERFEKCIONIZEM MED GIMNAZIJC	28
ANXIETY, DEPRESSION AND PERFECTIONISM AMONG HIGH SCHOOL STUDENTS	28
SOBA 3	29
HUBERT HÖLLMÜLLER, FH-PROF. MAG. DR., MSc	29
SURFING THE SYSTEM - IT'S ALL ABOUT ATTITUDES	29
SOBOTA, 10. 6. 2023 – 12:25 – 12:50	29
SOBA 1	29
DR. TINA RAHNE MANDELJ, ZAKONSKA IN DRUŽINSKA TERAPEVTKA	29
PSIHOTERAPEVTSKA POMOČ MLADOSTNIKU - MOST MED OSEBNO RANLJIVOSTJO IN (BODOČIM) DUŠEVNIM ZDRAVJEM	29

3. MEDNARODNA KONFERENCA - SODOBNI IZZIVI DELA Z MLADIMI IZ RANLJIVIH SKUPIN

3rd INTERNATIONAL CONFERENCE - CONTEMPORARY CHALLENGES OF WORKING WITH AT-RISK YOUTH

PSYCHOTHERAPEUTIC SUPPORT FOR ADOLESCENTS - A BRIDGE BETWEEN PERSONAL VULNERABILITY AND (FUTURE) MENTAL HEALTH	30
SOBA 2 MARUŠA GAJIĆ, MAG. PROF. SOC. PED.	30
POTOVANJE K DUŠEVNEMU ZDRAVJU MLADOSTNIKOV_IC DIJAŠKEGA DOMA	30
JOURNEY TOWARDS MENTAL HEALTH OF DORMITORY'S YOUTH	30
SOBA 3	31
LIEN EYLETTEN, MARIA LUCES, JOLIEN PERDIEUS	31
INSTITUTIONAL PEDAGOGY IN AN ALTERNATIVE TO SCHOOL CENTER IN BELGIUM	31
SOBOTA, 10. 6. 2023 – 12:50 – 13:15	31
SOBA 1	31
ASIST. DR. ILONKA FERJAN, DR. MED., MAG. FARM.	31
UPORABA PSIHOTROPNIH ZDRAVIL PRI OBRAVNAVI SOMATOFORNIH MOTENJ PRI MLADINI	31
THE USE OF PSYCHOTROPIC DRUGS IN TREATMENT OF SOMATOFORM DISORDERS BY YOUNG POPULATION	32
SOBA 2	32
NUŠA FERJANČIČ, PROF. PSIHOLOGIJE	32
VLOGA UČITELJEV PRI PREPOZNAVANJU IN POMOČI DIJAKOM IZ RANLJIVIH SKUPIN V SREDNJI ŠOLI	32
THE ROLE OF TEACHERS IN RECOGNIZING AND HELPING HIGH RISK STUDENTS IN HIGH SCHOOL	33
SOBA 3	33
FLORIAN FANGMANN	33
URBAN YOUTH CULTURES: CONCRETE EXAMPLES FROM YOUTH EXCHANGES BETWEEN BERLIN AND PARIS: HIPHOP AND PARKOUR	33
SOBOTA, 10. 6. 2023 – 15:00 – 15:25	34
SOBA 1	34
NATAŠA MASLE BANJAC, UNIV. DIPL. SOC. PED.	34
POMOČ OTROKOM IN MLADOSTNIKOM PRI SOOČANJU S STRESOM	34
HELPING CHILDREN AND YOUNG PEOPLE TO COPE WITH STRESS	34
SOBA 2	35
DIANA KOTAR, UNIV. DIPL. SOC. PED.	35
VPLIV SOCIALNE KLIME NA DUŠEVNO ZDRAVJE MLADOSTNIKOV : PRIMERJAVLNI VIDIK MED PREVZGOJNIM DOMOM RADEČE IN STROKOVNIM CENTROM VIŠNJA GORA.....	35
THE INFLUENCE OF SOCIAL CLIMATE ON THE MENTAL HEALTH OF YOUNG PEOPLE: A COMPARATIVE ASPECT BETWEEN REEDUCATION HOME RADEČE AND PROFESSIONAL CENTER VIŠNJA GORA	35
SOBA 3	35
ISMAIL DÖMNEZ, SIBEL UYSAL	35
INVESTIGATING THE IMPACT OF COVID-19 PANDEMIC ON UNIVERSITY STUDENTS' MENTAL HEALTH: A STUDY ON STRESS, BURNOUT, HOPELESSNESS, AND DEPRESSION	35
SOBOTA, 10. 6. 2023 – 15:25 – 15:50	36

3. MEDNARODNA KONFERENCA - SODOBNI IZZIVI DELA Z MLADIMI IZ RANLJIVIH SKUPIN

3rd INTERNATIONAL CONFERENCE - CONTEMPORARY CHALLENGES OF WORKING WITH AT-RISK YOUTH

SOBA 1	36
ERIKA TRAMPUŠ, PROF. DEF.....	36
RAZVIJANJE OBČUTKA SEBE PREKO KONCEPTA SAMOREGULACIJE	36
DEVELOPING A SENSE OF SELF THROUGH THE CONCEPT OF SELF-REGULATION	36
SOBA 2	36
PETRA BRKIĆ OMAHEN, UNIV. DIPL. SOC. PED.	36
RAZUMEVANJE DINAMIKE AGRESIJE IN KONTRAAGRESIJE PRI OTROCIH OZ. MLADOSTNIKI IN STROKOVNIH DELAVCIH	36
UNDERSTANDING THE DYNAMICS OF AGGRESSION AND COUNTERAGGRESSION IN STUDENTS AND PROFESSIONAL WORKERS	37
SOBA 3	37
ALAA MOTAWEA.....	37
ORIGINATING TRAUMA WITH RECOVERY AND HOW WE CAN USE GAMES FOR SOCIAL INCLUSION	37
SOBOTA, 10. 6. 2023 – 15:50 – 16:15	37
SOBA 1	37
SARA HOČEVAR, MAG. PROF. SOC. PED.	37
PREMAGOVANJE STRESA PRI MLADOSTNIKI S ČUSTVENIMI IN VEDENJSKIMI TEŽAVAMI IN MOTNJAMI S POMOČJO TEHNIK SPROŠČANJA	37
YOUTH WITH EMOTIONAL AND BEHAVIORAL PROBLEMS AND DISORDERS OVERCOMING STRESSFUL SITUATIONS WITH THE HELP OF RELAXATION TECHNIQUES	38
SOBA 2	38
TANJA KEK, UNIV. DIPL. SOC. DEL.	38
SKRB ZA ODNOS KOT VIR KREPITVE DUŠEVNEGA ZDRAVJA.....	38
CARING FOR RELATIONSHIPS AS A SOURCE OF MENTAL HEALTH EMPOWERMENT	38
SOBA 3	39
SAFA AL-SHAMMARY	39
REFUGEE YOUTH AT RISK	39
SOBOTA, 10. 6. 2023 – 16:30 – 16:55	39
SOBA 1	39
SERGEJA ŠORLI, PROF. SLOVENŠČINE IN UNIV. DIPL. PEDAGOG.....	39
HOČEMO (SE) IGRATI – GLEDALIŠKA PEDAGOGIKA (PROCES DRAMSKE DEJAVNOSTI) V OSNOVNI ŠOLI S POUČENJEM NA SAMOAKTUALIZACIJI IN RAZVIJANJU PREČNIH VEŠČIN	39
WE WANT TO PLAY - THEATER PEDAGOGY (DRAMATIC ACTIVITY PROCESS) IN PRIMARY SCHOOL WITH EMPHASIS ON SELF-ACTUALIZATION AND DEVELOPING CROSS-SKILLS.	40
SOBA 2	40
POLONA RAJHER, PROF. ŠVZ	40
VPLIV ŠPORTA NA DUŠEVNI RAZVOJ IN OBLIKOVANJE POZITIVNE SAMOPODOBE MLADOSTNIKOV	40
THE INFLUENCE OF SPORTS ON MENTAL DEVELOPMENT AND THE FORMATION OF A POSITIVE SELF – IMAGE OF YOUNG PEOPLE	41

3. MEDNARODNA KONFERENCA - SODOBNI IZZIVI DELA Z MLADIMI IZ RANLJIVIH SKUPIN

3rd INTERNATIONAL CONFERENCE - CONTEMPORARY CHALLENGES OF WORKING WITH AT-RISK YOUTH

SOBA 3	41
MAJA MILAČIĆ.....	41
POWER OF GROUP	41
SOBOTA, 10. 6. 2023 – 16:55 – 17:20	42
SOBA 1	42
METKA BAHLEN OKOLI, UNI. DIPL. PED	42
GLEDALIŠČE ZATIRANIH KOT PRISTOP ZA DELO Z RANLJIVIMI MLADIMI	42
THEATRE OF THE OPPRESSED – AN APPROACH FOR WORKING WITH VULNERABLE YOUNG PEOPLE	42
SOBA 2	42
ALJA ZAJEC, MAG. PROF. SOC. PED.	42
POT OB ŽICI – POT SPOMINOV IN TOVARIŠTVA.....	42
THE PATH ALONG THE WIRE – THE PATH OF MEMORIES AND COMRADESHIP	43
SOBA 3	43
MATTHEW PULIS, CATHOLIC PRIEST AT ARCHDIOCESE OF MALTA	43
PSYCHOLOGY, GAMING, AND RELIGION AMONG MALTESE YOUTH: INSIGHTS FROM A QUANTITATIVE STUDY	43
SOBOTA, 10. 6. 2023 – 17:20 – 17:45	44
SOBA 1 MARJETA JAZBEC, PROFESORICA PEDAGOGIKE IN SOCIOLOGIJE, SIMONA LESAR, PROFESORICA SOCIALNE PEDAGOGIKE... ..	44
UVAJANJE INOVATIVNIH PRISTOPOV S PODROČJA UMETNOSTI / RASTEMO Z UMETNOSTJO	44
IMPLEMENTATION OF INNOVATIVE APPROACHES IN THE FIELD OF ART / GROWING WITH ART	44
SOBA 2	45
ALAN HAZDOVAC, DIPL. PSIHO SOC. POM., SANDRA HAZDOVAC, UNI. DIPL. PED.	45
PROJEKT POHODNIŠTVA V STANOVANJSKI SKUPINI BREŽICE	45
HIKING PROJECT IN THE RESIDENTIAL GROUP BREŽICE	45
SOBA 3	45
YEKTA ÖZKAN - ENVIRONMENTAL ENGINEER / YOUTH WORKER	45
RURAL YOUTH BRIDGES WITH FOLK DANCES	45
SOBOTA, 10. 6. 2023 – 18:00 – 18:25	46
SOBA 1	46
NINA ILIČ, VZGOJITELJICA PREDŠOLSКИH OTROK	46
VPLIV ČEBELARJENJA IN APITERAPIJE NA RAZVOJ OTROK IN MLADOSTNIKOV	46
SOBA 2	47
VESNA VIDEČNIK, PROFESORICA DEFECTOLOGIJE	47
LIKOVNO USTVARJANJE NA PROSTEM IN ŠPORTNA AKTIVNOST	47
OUTDOOR VISUAL ART CREATION AND SPORTS ACTIVITY	47
SOBA 3	48
SOPHIE ALVAREZ VIEITEZ.....	48

3. MEDNARODNA KONFERENCA - SODOBNI IZZIVI DELA Z MLADIMI IZ RANLJIVIH SKUPIN

3rd INTERNATIONAL CONFERENCE - CONTEMPORARY CHALLENGES OF WORKING WITH AT-RISK YOUTH

UNLOCKING THE POTENTIAL OF ALL CHILDREN: STRATEGIES FOR MAXIMUM DEVELOPMENT OF AT-RISK YOUTH	48
SOBOTA, 10. 6. 2023 – 18:25 – 18:50	48
SOBA 1	48
ANITA PERTOCI, DIPL. PSIHOSOCIALNA SVETOVALKA	48
VPLIV TERAPEVTSKEGA PSA V PROCESU SVETOVANJA PRI MLADIH	48
THE INFLUENCE OF A THERAPY DOG IN THE COUNSELING PROCESS FOR ADOLESCENTS	48
SOBA 2	49
MATEJA ŽERJAVIČ, PROF. MAT. IN PROIZ. TEH. VZG., MAG. PROF. INKL. PED.	49
PRI TEHNIKI ZMOREM TUDI JAZ	49
I CAN SUCCEED IN DESIGN AND TECHNOLOGY	49
SOBA 3	50
MARIJA NEDZELSKA.....	50
SPORT AS A SOCIAL PHENOMENON AND A FORM OF SOCIALIZATION	50
SOBOTA, 10. 6. 2023 – 18:50 – 19:15	50
SOBA 1	50
DAVID ŽNIDARŠIČ, UNI. DIPL. ING. MATEMATIKE	50
ČEBELARJENJE KOT VZGOJNA METODA ZA UČENCE S ČUSTVENO VEDENJSKIMI MOTNJAMI	50
SOBA 2	51
SABINA MATTERS DORFER, PROFESOR LIKOVNE PEDAGOGIKE	51
DO POZORNOSTI MLADOSTNIKA Z LIKOVNIM USTVARJANJEM.....	51
GETTING ADOLESCENTS' ATTENTION THROUGH ART CREATION	51
SOBA 3	51
ANITA KARARAJ, PRANVERA DHIMA	51
MENTAL HEALTH AND OTHER SOCIAL PROBLEMS AMONG YOUTH AT RISK	51
SOBOTA, 10. 6. 2023 – 19:15 – 19:40	51
SOBA 1	52
ANA BOGDAN ŽUPANČIČ, MATEJA MAROVIČ.....	52
»ČAS ZAME« – POMEN DOBROBITI STROKOVNIH DELAVCEV ZA DOBROBIT OTROK/MLADOSTNIKOV	52
"TIME FOR ME" - THE IMPORTANCE OF THE WELFARE OF PROFESSIONAL WORKERS FOR THE WELFARE OF CHILDREN/ADOLESCENTS.....	52
MOČILAR MITJA, MAG. PROF. POUČ. BI. KE.....	52
DELO Z NADARJENIMI UČENCI, KOT OGROŽENO SKUPINO, NA MEDNARODNEM PROJEKTU S TURČIJO	52
WORKING WITH GIFTED PUPILS AS AN NEGLECTED GROUP, ON INTERNATIONAL PROJECT WITH TURKEY	53
SOBA 3	53
WINDE VERHULST.....	53
1+1= 3 LETS' TRY OUT?	53

3. MEDNARODNA KONFERENCA - SODOBNI IZZIVI DELA Z MLADIMI IZ RANLIVIH SKUPIN

3rd INTERNATIONAL CONFERENCE - CONTEMPORARY CHALLENGES OF WORKING WITH AT-RISK YOUTH

SOBOTA, 10. 6. 2023 – 19:40 – 20:00	53
SOBA 1	54
WORKSHOP	54
SOBA 2	54
NIKA VALENTINČIČ, MAG. PROF. SOC. PED	54
MED ŠOLO IN DOMOM – PODPORA MLADOSTNIKU V NJEGOVEM ŽIVLJENJSKEM OKOLJU	54
SOBA 3	54
WORKSHOP	54
NEDELJA, 11. 6. 2023 – 9:10 – 9:55	54
SOBA 1	55
TEA TOMAŽIČ	55
KO IZKUSIŠ IN SE IZRAZIŠ, RAZUMEŠ	55
WHEN YOU EXPERIENCE AND EXPRESS YOURSELF, YOU UNDERSTAND	55
NEDELJA, 10. 6. 2023 – 10:15 – 11:00	55
SOBA 1	56
PROF. DR. NICOLE ROSENBAUER	56
KAKOVOST ŽIVLJENJA V OTROŠTVU IN MLADOSTI – POGLED NA SOCIALNI IN PROFESIONALNI VPLIV SOCIALNEGA DELA	56
QUALITY OF LIFE IN CHILDHOOD AND ADOLESCENCE – PERSPECTIVES ON THE SOCIAL AND PROFESSIONAL IMPACT OF SOCIAL WORK	56
NEDELJA, 11. 6. 2023 - 11:25 – 11:50	56
SOBA 1	57
DOC. DR. MILKO POŠTRAK, FAKULTETA ZA SOCIALNO DELO UNIVERZE V LJUBLJANI	57
SOCIALNI DELAVCI IN ŽIVLJENJSKI SLOGI RANLIVIH MLADIH	57
SOCIAL WORKERS AND LIFE STYLES OF VULNERABLE YOUNGSTERS	57
SOBA 2	57
KARMEN MIHELČIČ	57
OBRAVNAVA PSIHOTIČNE MOTNJE V STROKOVNEM CENTRU VIŠNJA GORA	57
TREATMENT OF PSYCHOTIC DISORDERS IN THE PROFESSIONAL CENTRE VIŠNJA GORA	58
SOBA 3	58
DILAN DOĞRUYOL	58
VULNERABILITY OF YOUTH IN SOCIAL MEDIA	58
NEDELJA, 11. 6. 2023 – 11:50 – 12:15	58
SOBA 1	59
MARUŠA KRAŠEVEC, MAG. PROF. PEDAGOGIKE (UN)	59
PRIPADNOST SUBKULTURAM MED GOJENCI VZGOJNO-IZOBRAŽEVALNEGA ZAVODA VIŠNJA GORA	59
SUBCULTURE AFFILIATION AMONG STUDENTS OF VIŠNJA GORA EDUCATIONAL INSTITUTION	59

3. MEDNARODNA KONFERENCA - SODOBNI IZZIVI DELA Z MLADIMI IZ RANLIVIH SKUPIN

3rd INTERNATIONAL CONFERENCE - CONTEMPORARY CHALLENGES OF WORKING WITH AT-RISK YOUTH

SOBA 2	60
MIHAELA KRAPEŽ, UNIV. DIPL. PSIH.	60
AVTIST V RAZREDU-TEŽAVA ALI DOPRINOS?	60
AN AUTIST IN A CLASS - A PROBLEM OR A CONTRIBUTION?	60
SOBA 3	60
MUHITTIN KANMAZ.....	60
VIRTUAL CHILDREN	60
NEDELJA, 11. 6. 2023 – 12:15:12:40	61
SOBA 1	61
DARJA VESEL BARBORIČ.....	61
KO EPIKTET PREMAGA BREZNO BOLEČINE - STOICIZEM V OŠ.....	61
WHEN EPICTETES OVERCOMES ENDLESS PAIN - STOICISM IN SCHOOL.....	61
SOBA 2	62
BARBRA PIA KRIŽE, UNIV. DIPL. SOC. PED.....	62
POODPUSTNO SPREMLJANJE MLADOSTNIKOV – PREHOD IZ INSTITUCIONALNE VZGOJE V SAMOSTOJNOST – TERENSKA IN KONKRETNE IZKUŠNJE IZ POODPUSTNE SKUPINE NOVO MESTO	62
POST-DISCHARGE MONITORING OF YOUNG PEOPLE – TRANSITION FROM INSTITUTIONAL EDUCATION TO INDEPENDENCE – FIELD AND CONCRETE EXPERIENCES	62
SOBA 3	63
STEFANIA MAZZA, LIVIA GRASSELLI	63
YOUNG PEOPLE’S SPACES: A QUESTION OF POINTS OF VIEW – COLLABORATIVE LEARNING METHODOLOGY 63	63
NEDELJA, 11. 6. 2023 – 14:00 – 14:25	63
SOBA1	63
NINA NOVAK, MAG. PROF. PED.	63
ALTERNATIVNI VZGOJNI UKREPI V OSNOVNI ŠOLI (PRIMERI DOBRE PRAKSE)	63
ALTERNATIVE EDUCATIONAL MEASURES IN PRIMARY SCHOOL (EXAMPLES OF GOOD PRACTICE)	63
SOBA 2	64
IGOR BOŠNJAK, PROF. ŠPO. VZG.....	64
PRIMER DOBRE PRAKSE V INTENZIVNI SKUPINI SMLEDNIK – KRANJ	64
AN EXAMPLE OF GOOD PRACTICE IN A GROUP FOR INTENSIVE YOUTH CARE SMLEDNIK – KRANJ	64
SOBA 3	65
BENEDETTO CAMPIONE, LORENZO MENOZZI.....	65
YOUNG PEOPLE’S SPACES: A QUESTION OF POINTS OF VIEW – YOUTH IN THE CENTRE OF THE COMMUNITY 65	65
NEDELJA, 11. 6. 2023 – 14:25-14:50	65
SOBA 1	65
TINA KRALJ, UNIV. DIPL. SOCIALNA PEDAGOGINJA.....	65
PSIHOSOCIALNE DELAVNICE KOT MEDIJ ZA POMOČ MLADOSTNIKOM S ČUSTVENIMI IN VEDENJSKIMI TEŽAVAMI	65

3. MEDNARODNA KONFERENCA - SODOBNI IZZIVI DELA Z MLADIMI IZ RANLJIVIH SKUPIN

3rd INTERNATIONAL CONFERENCE - CONTEMPORARY CHALLENGES OF WORKING WITH AT-RISK YOUTH

PSYCHOSOCIAL WORKSHOPS AS A TOOL FOR HELPING ADOLESCENTS WITH EMOTIONAL AND BEHAVIOURAL PROBLEMS	65
SOBA 2	66
TINA REZAR, MAG. PROF. PED. IN NEM. TER MAG. ZAK. IN DRUŽ. ŠTUD.	66
MULTIDISCIPLINARNI TIM IN DUŠEVNO ZDRAVJE MLADOSTNIKOV V DIJAŠKEM DOMU	66
A MULTIDISCIPLINARY TEAM AND MENTAL HEALTH OF YOUTH IN THE DORMITORY	66
SOBA 3	66
ABDELRAHMAN MOHAMED	66
THE ROLE OF SDG'S IN SOCIETY AND ITS IMPACT ON YOUTH	66
NEDELJA, 11. 6. 2023 – 14:50 – 15: 15	67
SOBA 1	67
LUCIJA DOLENC ČUK, PROFESORICA RAZREDNEGA POUKA	67
KORAKI NAPREJ NA OŠ TABOR – ISKANJE SAMEGA SEBE	67
STEPS FORWARD IN PRIMARY SCHOOL TABOR - SEARCHING FOR ONESELF	67
SOBA 2	68
NATALIJA AUGUSTINOVIČ, PROF.DEF.	68
UČIMO JIH SREČE	68
TEACH THEM HAPPINESS	68
SOBA 3	69
NADA FAYED	69
THE YOUTH OF EGYPT: OVERCOMING CHALLENGES AND EMBRACING OPPORTUNITIES FOR A BETTER FUTURE	69
NEDELJA, 11. 6. 2023 – 15:40 – 16:05	69
SOBA 1	69
ANJA PEČAVER, PROF. ŠP. VZG.	69
PROJEKT JADRANJE ZA JUTRI KOT PRIMER DOBRE PRAKSE RAZVOJA NA RAZLIČNIH PODROČJIH PRI OSEBAH Z OKVARO VIDA	69
THE SAILING FOR TOMORROW PROJECT AS AN EXAMPLE OF GOOD DEVELOPEMENT PRACTICE IN VARIOUS AREAS FOR PEOPLE WITH VISUAL IMPAIRMENT	69
SOBA 2	70
MARTINA LAVRIN POVŠE.....	70
NIHČE NI OTOK ZASE – POZITIVNI UČINKI OBŠOLSKIH DEJAVNOSTI NA POSAMEZNEGA UČENCA IN NA ODDELEK	70
NO MAN IS AN ISLAND – POSITIVE EFFECTS OF EXTRACURRICULAR ACTIVITIES ON INDIVIDUAL PUPILS AND CLASSES	70
SOBA 3	71
NURANA MAMMADOVA, ELMURAD MAMMADOV	71
THE POTENTIAL OF ART THERAPY IN WORKING WITH AT-RISK YOUTH AUTHORS	71

3. MEDNARODNA KONFERENCA - SODOBNI IZZIVI DELA Z MLADIMI IZ RANLJIVIH SKUPIN

3rd INTERNATIONAL CONFERENCE - CONTEMPORARY CHALLENGES OF WORKING WITH AT-RISK YOUTH

NEDELJA, 11. 6. 2023 – 16:05 – 16:30	71
SOBA 1	71
NATAŠA ŠKORJANC, PROFESORICA RAZREDNEGA POUKA	71
NAMEN, POTEK IN AKTIVNOSTI PROJEKTA DOŽIVLJAJSKE PEDAGOGIKE - MIRNO MORE	71
THE PURPOSE, PROCESS AND ACTIVITIES OF EXPERIENTAL PEDAGOGY PROJECT – MIRNO MORE	71
ANDREJA KOVAČIČ KOLBL, PROF. RP	72
SPRETNOSTI SVETOVALCA Z ANALIZO SVETOVALNEGA POGOVORA	72
CONSULTANT SKILLS WITH AN ANALYSIS OF AN ADVISORY CONVERSATION	72
SOBA 3	73
ÁRPÁD BÁRNAI	73
THE TRAUMA-INFORMED AND SOLUTION-FOCUSED APPROACH IN PSYCHOLOGICAL FIRST AID	73
NEDELJA, 11. 6. 2023 – 16:30 – 16:55	73
SOBA 1	73
URŠKA UDE, UNIV. DIPL. SOCIALNA PEDAGOGINJA	73
ANKSIOZNE MOTNJE OTROK V OSNOVNI ŠOLI IN KAKO JIM LAHKO POMAGAMO	73
ANXIETY DISORDERS CHILDREN IN PRIMARY SCHOOL AND HOW WE CAN HELP THEM	74
SOBA 3 MARIJANA DJUKANOVIC	74
THROUGH ART TO SOCIAL CHANGE	74

PETEK, 9. 6. 2023 – 14:25 – 15:10

SOBA 1

dr. Mateja Hudoklin

DUŠEVNO ZDRAVJE MLADIH – PREPOZNAVANJE DUŠEVNIH MOTENJ IN TEŽAV V ŠOLSLEM OKOLJU

POVZETEK

V zadnjih letih, predvsem pa v času po epidemiji, je tema duševnega zdravja mladih pogosteje v ospredju. Različni strokovnjaki, ki delujemo na področju duševnega zdravja otrok in mladostnikov, se srečujemo s številnimi izzivi in spremembami, ki jih mladi doživljajo v svojem življenju, tudi na področju duševnega zdravja, hkrati pa nas usmerjajo k iskanju učinkovitih poti pomoči.

V predavanju bodo predstavljeni različni dejavniki, ki vplivajo na duševno zdravje mladih. Izpostavljena bo pomembnost šole pri varovanju duševnega zdravja mladih. Predstavljeni bodo znaki težav v duševnem zdravju mladih, ki jih lahko opazijo pedagoški delavci in usmeritve pri iskanju pomoči ob prepoznanih težavah ali motnjah.

MENTAL HEALTH – RECOGNITION OF MENTAL DISORDERS AND PROBLEMS IN THE SCHOOL ENVIRONMENT

ABSTRACT

In recent years, and particularly in the post-pandemic period, the topic of mental health among young people has come to the forefront. Experts in the field of mental health for children and adolescents are facing a multitude of challenges and changes that young people are experiencing in their lives, including in the realm of mental health, and they are urging us to find effective ways to provide assistance.

The lecture will cover various factors that impact the mental health of young people. It will emphasize the role of school in promoting the mental well-being of youth, and provide information on signs of mental health issues that educators can recognize, as well as guidance on where to seek help in case of identified problems or disorders.

PETEK, 9. 6. 2023 – 15:35 – 16:20

SOBA 1

Ana Patricia Castro

SAMOPOŠKODBENO VEDENJE

POVZETEK

3. MEDNARODNA KONFERENCA - SODOBNI IZZIVI DELA Z MLADIMI IZ RANLJIVIH SKUPIN

3rd INTERNATIONAL CONFERENCE - CONTEMPORARY CHALLENGES OF WORKING WITH AT-RISK YOUTH

Samopoškodbeno vedenje se že dolgo časa pojavlja pri mladostnikih, ki so doživeli neko vrsto travme, številke pa vse bolj naraščajo. Kaj je v resnici za tem in s katerimi orodji si lahko strokovni delavci pomagajo pri delu z mladimi iz ranljivih skupin?

Obravnavali bomo nekatere psihološke in socialne razloge, na primer socialna omrežja, ki spremljajo tovrstno vedenje, pri čemer bomo upoštevali osebne izkušnje vsakega posameznika. Teme se bomo lotili ne samo s teoretičnega vidika, temveč tudi iz naših bogatih strokovnih izkušenj pri delu z mladostniki, ki izkazujejo tovrstno vedenje.

Obravnavali bomo različna orodja, ki so na podlagi naših izkušenj pomagala mladim skozi zelo težka življenjska obdobja. Kot strokovni delavci smo odgovorni, da tovrstno vedenje jemljemo zelo resno, da pokažemo empatijo in hkrati ne stigmatiziramo mladostnikov, temveč jih podpiramo, da najdejo drug način izražanja svoje stiske.

SELF HARM

ABSTRACT

Self-harm is a behavior that has long been exhibited by adolescents, who have suffered some type of trauma, nowadays we can see that this behavior is increasing rapidly among youths. But what is really behind this and what are tools social workers can use to help at-risk youth?

We will discuss some of the psychological and social reasons, for example social media, that accompany this type of behavior, taking into account the personal experience of each person.

This topic will be approached not only from a theoretical point of view, but also from our extensive professional experience working with adolescents, who exhibit this type of conduct. We will provide different tools, that based on our experience, help youth go through a very difficult period of life.

As social workers it is our responsibility to take this type of behavior very seriously, to show empathy and at the same time not to stigmatize adolescents, but rather to support them in finding another way to express their distress.

PETEK, 9. 6. 2023 – 17:00 – 17:25

SOBA 1

Dijana Kožar Tratnik, univ. dipl. soc. ped.

NEKATERI VIDIKI PSIHOANALITIČNE OBRAVNAVE MOTENJ HRANJENJA

POVZETEK

Motnje hranjenja so kompleksen pojav in zajemajo anoreksijo, bulimijo, prenajedanje in v zadnjem času vedno bolj popularno ortoreksijo ter različne kombinacije le teh. V prispevku je orisano delovanje duševnosti pri osebah z motnjami hranjenja, posebna pozornost pa je namenjena dvema pomembnima temama, ki se pogosto pojavljata pri pacientih: potreba po nadzoru in odsotnost intimnih čustvenih odnosov. Delo z otrokom v okviru dodatne strokovne pomoči v osnovni šoli je bilo

utemeljeno na podlagi predstavljenih teoretičnih predpostavk in usmerjeno v krepitev reflektivne funkcije. Na koncu so širše predstavljeni različni načini zdravljenja ter okrevanja ljudi z motnjami hranjenja s poudarkom na psihoanalitični perspektivi.

SOME ASPECTS OF PSYCHOANALYTIC TREATMENT OF EATING DISORDERS

ABSTRACT

Eating disorders are a complex phenomenon and include anorexia, bulimia, overeating, and recently increasingly popular orthorexia, as well as various combinations of these. The article outlines the functioning of the psyche in people with eating disorders. Special attention is drawn to two important topics that often appear in patients: the need for control and the absence of intimate emotional relationships. Work with the child within the framework of additional professional help in elementary school was based on the presented theoretical assumptions and aimed at strengthening the reflective function. At the end, various methods of treatment and recovery of people with disorders are presented in a broader way, with an emphasis on the psychoanalytic perspective.

SOBA 2

Urška Božič, mag. prof. inkluz. ped.

VPLIV GLASBE NA MLADOSTNIKE S POSEBNIMI POTREBAMI

POVZETEK

V prispevku bom predstavila vpliv glasbe na otroke in mladostnike. Posebno pozornost bom namenila vplivu glasbe na področju učnih težav, koncentracije, umirjanja in pri premagovanju anksioznih stanj ter stresa. Vsebina teme, ki jo predstavljam je plod teoretične podlage raziskovalcev ter strokovnjakov s glasbenega področja ter mojega praktičnega dela z mladostniki v zadnjih letih in izhaja iz njihovih potreb in posledic hitrega razvoja, obsežnega učnega načrta, delno pa tudi zaradi stresa in spremenjene udeležbe v procesu izobraževanja tekom minule pandemije. Namen mojega prispevka je v tem, da pedagoški delavci in vsi, ki delamo z otroki in mladostniki razširimo obzorja nudenja pomoči in jim omogočimo lažje premagovanje ovir s katerimi se dnevno soočajo ter tako poskrbimo za višjo kvaliteto izobraževanja ter bivanja.

THE INFLUENCE OF MUSIC ON TEENAGERS WITH SPECIAL NEEDS

ABSTRACT

In the paper, I will present the influence of music on children and adolescents. I will pay special attention to the influence of music on learning difficulties, concentration, calming down and overcoming anxiety and stress. The content of the topic that I present is the result of my practical work with young people in recent years and the theoretical basis of researchers and experts in the field of music and comes from their needs and consequences of rapid development, an extensive curriculum, and partly also due to stress and changed participation in the education process during the last pandemic. The purpose of my contribution is that pedagogues and all of us who work with children

and young people expand the horizons of offering help and enable them to more easily overcome the obstacles they face on a daily basis and thus ensure a higher quality of education and living.

SOBA 3

Fatbardh Kabashi

CAN WE BECOME LUCKY?

ABSTRACT

This abstract presents the journey of Fatbardh, who explores the concept of luck and its impact on personal success. Through a captivating narrative, the abstract outlines the purpose of the speech, key research contributions, main findings, and significant conclusions. It highlights the crucial role of preparation in generating favorable circumstances for good luck.

PETEK, 9. 6. 2023 – 17:25 – 17: 50

SOBA 1

Sonja Beznik, spc. ZDT

POSLEDICE SPOLNE ZLORABE OTROKA IN VLOGA SVETOVALNEGA DELAVCA OB RAZKRITJU

POVZETEK

Strokovni delavci, ki delamo z otroki in mladostniki se pri svojem delu srečujemo s primeri zlorab in velikokrat smo tudi prve osebe, ki jim je zloraba zaupana. Za razumevanje razsežnosti spolnega nasilja ali spolne zlorabe otroka je pomembno poznavanje njenih posebnosti in ozadja, saj se večina zlorab zgodi v ožjem ali širšem družinskem krogu. Spolna zloraba je povezana z intenzivnim doživljanjem in dolgoročnimi posledicami, ki so zelo hude za žrtve nasilja. V prispevku sem povzela značilnosti in posledice spolne zlorabe otroka ter opisala vlogo svetovalnega delavca ob razkritju spolne zlorabe.

CONSEQUENCES OF CHILD SEXUAL ABUSE AND THE ROLE OF THE COUNSELOR IN DISCLOSURE

ABSTRACT

Professional workers who work with children and young people encounter cases of abuse in our work, and we are often the first persons to whom the abuse is confided. In order to understand the extent of sexual violence or sexual abuse of a child, it is important to know its particularities and background, because most abuses occur in the immediate or extended family. Sexual abuse is associated with intense experience and long-term consequences, which are very severe for victims of violence. In the article, I summarized the characteristics and consequences of sexual abuse of a child and described the role of a counselor when sexual abuse is revealed.

SOBA 2

Erika Šešek, dipl. pedagoginja in prof. sociologije

KULTURNI DOGODEK ODMEVI POEZIJE, KOT FORMA VKLJUČEVANJA DIJAKOV, POEZIJE IN INTUITIVNEGA

POVZETEK

V prispevku obravnavam primer dobre prakse, organizacije javnega dogodka Odmevi poezije na katerem so dijaki, ki jim materni jezik ni slovenščina ampak tuji jezik, brali poezijo v maternem jeziku. Poslušalci, ki tujih jezikov niso razumeli in je logika iskanja pomena odpovedala, so branje doživljali intuitivno: pozorni so bili na barvo glasu bralca, ritem izgovorjave, izmenično nižanje in višanje glasu, držo telesa in pogostost in dolžino premorov. Utemeljila bom pomen intuitivnega spoznavnega procesa za ustvarjalnost mladih ter navedla vrsto priložnosti, ki jo tovrstni dogodek odpre: za poezijo, tuje jezike, dijake tujce in poslušalce.

CULTURAL EVENT ECHOES OF POETRY, AS A FORM OF INCLUSION OF STUDENTS, POETRY AND THE INTUITIVE

ABSTRACT

In the paper, I discuss an example of good practice, the organization of the public event Echoes of Poetry, where students whose mother tongue is not Slovenian but a foreign language read poetry in their mother tongue. Listeners who did not understand foreign languages and whose logic of searching for meaning failed experienced the reading intuitively: they paid attention to the color of the reader's voice, the rhythm of pronunciation, the alternating lowering and raising of the voice, body posture and the frequency and length of pauses. I will justify the importance of an intuitive cognitive process for the creativity of young people and list the kind of opportunities that this kind of event opens up: for poetry, foreign languages, foreign students and listeners.

SOBA 3

dr. Maria Ancona

AUTISM AS SALVATION IN THE ERA OF IA?

ABSTRACT

Through our experience in the non-formal education we have been meeting a number of young people with elements of "autism", not only as disease but as "attitude of revolt" against the adults. The silence and the rejection of relationship and dialogue appear as a strategy of survival with consciousness and not as an emotional or mental difficulties. What kind of challenge has to face a youth worker in order to distinguish and manage this attitude? Are sufficient the training process offered by the number of TCs in Erasmus+ Youth? Maybe we have to redesign roles, practices, processes in a profession that is not official recognized at the same level and standard in the different countries of the EU, included their neighbors and partners around the world.

PETEK, 9. 6. 2023 – 17:50 – 18:15

SOBA 1

Andrej Brdnik Stupan, magister zakonskih in družinskih študijev, Maša Kerin, magistrica psihologije

DUŠEVNO ZDRAVJE OTROK TEKOM RAZHODA STARŠEV: pristopi na Centrih za socialno delo

POVZETEK

Otroci in mladostniki tekom postopkov razhoda staršev doživljajo številne stiske. V prispevku bomo prikazali postopek razveze in obravnave na centru za socialno delo. Predstavili bomo različne možnosti, ki jih ima otrok tekom postopka razhoda, da izrazi svoje mnenje in želje. Predstavili bomo tudi dileme, ki se pojavljajo strokovnim delavcem glede okolja, v katerem se opravlja razgovor z otrokom. Nadalje bomo predstavili tudi pomembnost sodelovanja med različnimi institucijami in izmenjavo informacij (vrtci, šole, zdravstvene institucije,...). Predstavili bomo tudi storitve, ki jih CSD lahko ponudi družini in so namenjene razbremenitvi otroka. Prikazali bomo tudi najpogostejše stiske, v katerih se znajdejo otroci v postopkih razveze ter tehnike, ki jih strokovni delavci uporabljajo v razgovorih z otrokom.

CHILDREN'S MENTAL HEALTH DURING PARENTAL SEPARATION: approaches on Centres for social work

ABSTRACT

Children and juveniles experience many distresses during parental separation. In this article, we will present the process of parental separation and treatment at centres for social work. We will also present different possibilities for childrens during separation process to express their opinion and wishes. We will also present dilemmas which appear to professionals regarding the environment in which the children are interviewed. We'll try to show the importance of cooperation between different institutions and exchange of information (kindergartens, schools, medical doctors, etc.). We will present the services that Centres for social work can offer to the family and are intended to help the children. We will also present the most common problems that children find themselves in during parental separation and the techniques that professionals use in working with children.

SOBA 2

Tomi Martinjak

»RESETIRAJ SE IN SPOZNAJ KDO SI« ERASMUS+ PROJEKTI KOT SREDSTVO OSEBNE RASTI ZA IZBOLJŠANJE SAMOPODOBE MLADOSTNIKOV S ČUSTVENIMI IN VEDENJSKIMI TEŽAVAMI.

POVZETEK

Po 19 letih dela v Mladinskem domu Jarše, sprva kot učitelj športne vzgoje in kasneje kot vzgojitelj v stanovanjski skupini, sem z različnimi projekti, ki smo jih izvedli (»Job and sports«, Mladinske izmenjave, projekt športne skupine, »Vzgoja s pomočjo kamere«, izleti v visokogorje, maraton, triatlon, kolesarjenje, smučanje, turno smučanje itd.), spoznal, da mladostniki hitreje razvijejo kompetence na področjih primankljajev, ozavestijo družbeno pomembne teme in skozi neformalno učenje raziskujejo druge kulture, navade in življenjski slog vrstnikov iz drugih družbenih razmer ali držav ter skozi šport in aktivno življenje pridobivajo samozavest in vztrajnost. Naučijo se premagovati napore, si medsebojno pomagati, razvijajo empatijo, uspešno rešujejo konflikte in stresne situacije ter razvijajo druge osebne kompetence, potrebne za uspešno življenje ter zaposlitev. Take aktivnosti pa zahtevajo veliko dela pred aktivnostmi, predvsem pa je potrebna veliko motiviranja mladostnikov za aktivnosti in izkušnje, ki jih premaknejo iz »območja udobja« in varnega okolja. Mladi morajo soustvarjati programe, ki niso šolsko ali kako drugače šolsko storilnostno naravnani, kljub temu pa motivacije na začetku pogosto ni, saj jih je večina nesamozavestnih za odkrivanje neznanega in se takih aktivnosti bojijo ali jih celo brez razloga odklanjajo. Vedno pa je na koncu izkušnje prisotno osebno zadovoljstvo in spoznanje, kaj so z aktivnostmi pri pridobivanju novih spretnosti, znanj oziroma življenjskih kompetenc pridobili. Predvsem pa vplivamo na njih celostno. Kot je rekel Steve Jobs, lahko točke v življenju povezujemo šele čez nekaj časa, in tako lahko mladi spoznajo, kaj jim je neka izkušnja prinesla, šele po končani aktivnosti oziroma projektu. V mojem prispevku grem v svojih trditvah še dlje, menim, da bi se vsi mladi s primanjkljaji, nizko samopodobo, s ČVT morali za nekaj mesecev ali celo dlje morali udeležiti tovrstnih Erasmus+ programov in šele nato »nadaljevati« svoje življenje. Po mojem mnenju potrebujejo »Reset«, kar bom pojasnil v svojem prispevku na primeru eksperimentalnega projekta, ki bi ga rad v prihodnosti tudi izvedel.

“RESET, FIND YOURSELF” ERASMUS+ PROJECTS AS A MEANS OF PERSONAL GROWTH TO IMPROVE THE SELF-ESTEEM OF ADOLESCENTS WITH EMOTIONAL AND BEHAVIORAL PROBLEMS.

ABSTRACT

After 19 years of working at the Jarše Youth Center, initially as a physical education teacher and later as an educator in a residential group, I am with various projects that we have implemented ("Job and sports", Youth exchanges, sports group project, "Education with the aid of a camera ", trips to the highlands, marathon, triathlon, cycling, skiing, ski touring, etc.), realized that young people develop competences faster in areas of deficits, become aware of socially important topics and, through informal learning, explore other cultures, habits and lifestyles of their peers from other countries social conditions or countries and through sports and an active life they gain self-confidence and perseverance. They learn to overcome efforts, help each other, develop empathy, successfully resolve conflicts and stressful situations, and develop other personal competencies necessary for a successful life and employment. Such activities require a lot of work before the activities, and above all, a lot of motivating young people for activities and experiences that move them out of their "comfort zone" and a safe environment is necessary. Young people have to co-create programs that are not school-oriented or otherwise school-oriented, but in spite of this, there is often no motivation at the beginning, since most of them lack the confidence to discover the unknown and are afraid of such activities or even reject them without reason. However, at the end of the experience, there is always personal satisfaction and the realization of what they have gained through the activities of acquiring

new skills, knowledge, or life competencies. Above all, we influence them holistically. As Steve Jobs said, we can only connect the dots in life after some time, and thus young people can realize what an experience has brought them only after the activity or project is over. In my contribution, I go even further in my claims, I think that all young people with deficits, low self-esteem, with emotional and behavioral problems.

should participate in such Erasmus+ programs for a few months or even longer and only then "move on" with their lives. In my opinion, they need a "Reset", which I will explain in my contribution on the example of an experimental project that I would like to carry out in the future.

SOBA 3

Amira Mohamed

EXPLORING INNOVATIVE APPROACHES TO WORKING WITH AT-RISK YOUTH: MENTAL HEALTH, SUBCULTURES, ART, AND SPORTS

ABSTRACT

At-risk youth are a vulnerable population that face various challenges such as poverty, violence, and mental health issues. This paper explores the contemporary challenges of working with at-risk youth, including the lack of resources, limited funding, and the need for specialized training. The paper also examines the importance of community engagement, youth empowerment, and the role of technology in addressing these challenges.

PETEK, 9. 6. 2023 – 18:30 – 18:55

SOBA 1

Katja Rakovec, uni. dipl. ped., Nežka Agnes Vodeb, dipl. soc. ped.

ULIČNO DELO – PRISTOP ZA DELO Z RANLJIVIMI MLADIMI

POVZETEK

Ulično delo postaja vse bolj prepoznana oblika dela, ki se jo poslužujemo v mladinskem delu. Z uličnim delom mladinske_i delavke_ci vstopajo v življenjski prostor (ranljivih) mladih. Takrat in tam z njimi vzpostavijo stik, začnejo graditi odnos, spoznajo njihove življenjske zgodbe in izvajajo aktivnosti, ki odgovorijo na njihove potrebe in/ali interese.

Zavod Bob je na področju uličnega dela aktiven že več kot deset let. Je zastopnik Slovenije v Globalni mreži Dynamo International in koordinira lokalno in nacionalno mrežo, v katero se povezujejo organizacije – Mrežo Mlada ulica. Ulični_e delavci_ke Zavoda Bob so aktivne_i na različnih lokacijah in z uličnim delom naslavlja različne tematike, poleg tega pa si prizadevajo za dvig prepoznavnosti in kakovosti uličnega dela.

3. MEDNARODNA KONFERENCA - SODOBNI IZZIVI DELA Z MLADIMI IZ RANLJIVIH SKUPIN

3rd INTERNATIONAL CONFERENCE - CONTEMPORARY CHALLENGES OF WORKING WITH AT-RISK YOUTH

V prispevku je podrobneje predstavljeno, kaj je ulično delo in kako izgleda v praksi. Predstavljene so ciljne skupine uličnega dela in opisan razvoj uličnega dela na Zavodu Bob. V zaključku predstavimo prednosti in slabosti tovrstnega pristopa.

STREET BASED YOUTH WORK - AN APPROACH FOR WORKING WITH YOUTH AT-RISK

ABSTRACT

Street work is becoming an increasingly recognised form of youth work. Through street work, youth workers enter the living space of young people and at-risk youth. They make contact with them there and then, start building a relationship, get to know their life stories and implement activities that respond to their needs and/or interests.

Zavod Bob has been active in the field of street work for more than ten years. It is Slovenia's representative in the Dynamo International Global Network and coordinates the local and national network - Mreža Mlada ulica. The street workers of the Zavod Bob are active in different locations and address a wide range of issues through street work, as well as working to raise the profile and quality of street work.

This paper presents in more detail what street work is and what it looks like in practice. It presents the target groups of street work and describes the development of street work at the Zavod Bob. In the conclusion we present the advantages and disadvantages of this approach.

SOBA 2

Miha Stele, socialni pedagog magister

KREPITEV DUŠEVNEGA ZDRAVJA SKOZI PROJEKTNE AKTIVNOSTI

POVZETEK

V prispevku so podana nekatera teoretična izhodišča pomembna za razumevanje pomena duševnega zdravja s poudarkom na duševnem zdravju mladih. Prav tako je predstavljen pomen ustrezne skrbi za duševno zdravje. Kot primer iz prakse, skozi katerega smo zaposleni v Produkcijski šoli Mladinskega doma Jarše skrbeli za krepitev duševnega zdravja mladih je predstavljen projekt Park. S projektnimi aktivnostmi, ki so bile ciljno naravnane smo poskrbeli, da so mladi krepili svojo samopodobo, usvojili nekatere nove veščine, medsebojno sodelovali ter se tudi predstavili širšemu okolju. Zaradi velikega uspeha projekta in predvsem zaradi zaznanih sprememb pri mladih, ki so bili vključeni v projekt, se bomo tudi v bodoče posluževali tovrstnih metod dela.

STRENGTHENING MENTAL HEALTH THROUGH PROJECT ACTIVITIES

ABSTRACT

The paper presents some theoretical starting points important for understanding the importance of mental health with an emphasis on young people's mental health. The importance of adequate mental health care is also presented. The Park project is presented as an example from practice, through which

the employees of the Production School of the Jarše Youth Home took care of strengthening the mental health of young people. With targeted project activities, we made sure that the young people strengthened their self-image, learned some new skills, cooperated with each other and introduced themselves to the wider environment. Due to the great success of the project and especially due to the perceived changes in the young people who were involved in the project, we will continue to use these types of work methods in the future.

SOBA 3

Jelena Petrovic, Milica Rakić

EMPOWERED PARENTS-HEALTHY ADOLESCENT

ABSTRACT

Some families have more skills to flexible and to adapt to each developmental stage of their kids. However, some families don't. Those families with less skills during adolescence tend to focus more on adolescent's troubling behavior and its more likely they will see him/her only as a "problem." They will be less able to recognize adolescent's qualities or contribution to the family. Group work with parents support them to make a change and to try different approach. Through group, but also through family counseling, we create an environment that easily amortizes the challenges brought by adolescents.

PETEK, 9. 6. 2023 – 18:55 – 19:20

SOBA 1

Andrej Pivk, univ. dipl. socialni delavec

DO BOLJŠE SAMOPODOBE S CIRKUŠKO PEDAGOGIKO

POVZETEK

Cirkuška pedagogika postaja vse bolj popularen pristop pri delu z ranljivo populacijo v slovenskem prostoru. Mednje sodijo tudi mladostniki, ki so nastanjeni v vzgojnih zavodih, kjer imajo različne programe in interesne dejavnosti. Ena od interesnih dejavnosti je cirkus, kjer se mladi pod mentorstvom v majhnih skupini učijo cirkuških veščin. Proces gradnje samopodobe preko cirkuške pedagogike pokažemo v treh stopnjah. Prva stopnja je učenje cirkuških veščin in traja najdalj časa, saj je za osvojitve določenih elementov cirkusa potrebno veliko vztrajnosti in ponovitev. Ko se mladostniki naučijo določenih veščin, jih lahko pokažejo ostalim, pripravijo predstavo in se povezujejo med seboj. Zadnja stopnja zajema organizacijo delavnice za druge mladostnike, ko se le-ti pod mentorstvom prelevijo v učitelje cirkuških spretnosti. V tem procesu se preko igre, trdega dela, načrtovanja, izkušnje vodenja in redne evalvacije doseženega, gradi tudi mladostnikov notranji svet in njegova samopodoba.

TO BETTER SELF-IMAGE WITH CIRCUS PEDAGOGY

ABSTRACT

Circus pedagogy is a more and more popular approach with youth at risk in Slovenia. Children placed in a residential institution have different possibilities. One of them is to join a small circus group where they can learn certain circus skills. After they learn certain skills, the next step is to perform those in front of others. This creates a story and facilitates connection between each other. Regarding self-image, the crucial step is when a workshop for others is organized and the learner becomes the teacher of circus skills. Throughout the process which contains play, hard work, then planning, leading and constant evaluation, the youngster's inner world as well as self-image is *being* built.

SOBA 2

Nastja Škrabl, mag. prof. razrednega pouka

POVEZOVANJE GIBANJA Z IKT ORODJI

POVZETEK

V šolah se srečujemo vsako leto z večjim številom nemirnih otrok, otrok, ki imajo težave s koncentracijo, pomnjenjem ... Ugotavljamo tudi, da je pouk med štirimi stenami marsikateremu otroku dolgočasen in naporen. Zato smo učitelji podvrženi poleg skrbno načrtovanih ur tudi k temu, kako pripraviti pouk čim bolj zanimiv in drugačen. Pomembno je, da v pouk vključujemo socialne kompetence, kot so refleksija med učenci, uporaba sodobnih tehnologij, inovativne pristope, pri čemer upoštevamo, da je glavno merilo za učno okolje sodelovanje, svoboda in drugačnost. Izobraževalna tehnologija že nekaj časa velja kot najbolj pomembno in dobičkonosno orodje, ki pripomore k boljši motivaciji otrok in posledično tudi produktivnosti. Če jo povežemo še z gibanjem, se aktivira večja kapaciteta možganov, tako sprednji kot zadnji del, s tem dosežemo boljše sposobnost pomnjenja in koncentracijo.

V prispevku bomo predstavili kako lahko IKT povežemo z učenjem na prostem. Usmerili se bomo v 5. razred, kjer bomo predstavili učno uro z uporabo aplikacije Actionbound in miMind. To sta je zanimivi aplikaciji, ki omogočata reševanje nalog različnih tipov in sta primerni za starostno stopnjo petošolcev. Pri učni uri bomo realizirali sklop vplivi sonca na vreme. Področje bomo medpredmetno povezali še s športom, saj bomo izvedli pohod na bližnji hrib Rifnik, ki se nahaja v občini Šentjur.

CONNECTING MOVEMENT WITH ICT TOOLS

ABSTRACT

Every year we see increasingly more restless children in schools, children with problems with concentration, memory, etc. We also find that many children find the four-walled classroom tedious and exhausting. That is why teachers, in addition to carefully planned classes, are subject to how to make lessons as interesting and diverse as possible. Thus, it is essential to include social competences in lessons, such as reflection among students, the use of modern technologies, and innovative approaches, while considering that the main criterion for the learning environment is cooperation,

freedom and diversity. Educational technology has for some time been seen as the most critical and profitable tool for improving children's motivation and, consequently, productivity. When combined with movement, it activates a greater brain capacity, both the front and the back brain, resulting in a better ability to remember and concentrate.

This paper presents how ICT can be linked to outdoor learning. We will focus on the 5th grade, where we will present a lesson using the Actionbound and miMind apps. These interesting applications allow you to solve tasks of different types and are suitable for fifth-graders' age level. In the course of the lesson, we will discuss the effects of the sun on the weather. We will also cross-curricularly link the area with sport by organizing a hike to the nearby Rifnik hill in the municipality of Šentjur.

SOBA 3

Laurence Watticant, David Jané Chacopino

EXPLORE YOUR LIMITS: HOW TO USE SPORT AS A DIAGNOSTIC TOOL

ABSTRACT

PRESENTATION OF PROJECT EXPLORE YOUR LIMITS The project was a one-stage training course for youth workers. The project focused on outdoor & nature education, raising awareness on the physical health benefits as well as the importance of spending time in nature for mental health among youngsters, through non-formal education methods. The project aimed to inspire youth workers to develop a relationship with sports, activities in their youth work. The TC was hosted in the middle of nature, in Martinique island, surrounded by beautiful volcano mountains. Participants had the opportunity to completely unwind and focus on nature, themselves and each other, they were put out of their comfort zones and challenged in all ways: Explore your limits! One of the main concepts we will introduce and explore throughout presentation on Conference is how to use sports as a therapeutic and diagnostic tool. As humans we are evolutionary hard-wired to connect with sport elements but technological evolution and urban living have cut us off of our daily interfering with the natural world and sport activities. This results in a wide range of physical and mental problems of which we are only now becoming aware of. We could describe this as "nature deficit disorder". Our bodies and minds still recognize nature's elements easily and react instantly whenever we get in touch with our natural habitat. With outdoor activities we are exposing ourselves to an immense positive effect on our mental and physical health. Recent scientific research unambiguously confirms this. Connecting yourself to nature, movement, sports – and especially doing this consciously – results in a wide variety of deep-going benefits for our mood, physical health and brain structure. During the project participants had experienced hiking, different sports & outdoor activities that can be inspiring for their future commitments related to the topic. They learned and practiced how to use outdoor opportunities to improve both physical and mental health, enhance their knowledge of healthy lifestyles and methods for sharing the practice with youth. The TC also aimed to create a meaningful youth network where youth workers can share experiences in the field of health and outdoor activities. Overall, the project aimed to promote a healthy lifestyle, improving mental as well as physical health of youngsters, through training youth workers in nature and outdoor education.

Is sport a useful tool for youth workers to use when working with at-risk youth? The answer is...of course. Let us explain how we apply it and its outcomes.

PETEK, 9. 6. 2023 – 19:20 – 19:45

SOBA 1

PRAKTIČNI PRIKAZ – DELAVNICA

SOBA 2

Gašper Markič, univerzitetni diplomirani geograf in zgodovinar

DOBRE PRAKSE IZ PRETEKLOSTI ZA BOLJŠO SEDANJOST

POVZETEK

Učitelji zaznavamo spremembe dijaške kulture, kar je posledica digitalizacije družbe in nezdravega pomena socialnih omrežjih. Če smo nedavno v razredih preganjali igranje kart, danes tega v poplavi elektronskih naprav ni več. Nekoč so bili dijaki osebno povezani, danes pa se tudi med odmori zatekajo v druženje na medmrežju. Povezovanje ostaja, a se je preselilo na drugo raven. Zaradi pogledov uprtih v telefon dijaki izgubljajo očesni stik, težje se pogovarjajo, naklonjenost si izkazujejo preko všečkov in komentarjev. Zavedamo se tehnološkega razvoja, obenem pa nam je pomembno, da dijake seznanimo z njegovimi pastmi in stremimo k ohranjanju dijaškega stika s sabo in z drugimi. Opažene spremembe so del realnosti, s katero se moramo naučiti živeti. Učitelji Gimnazije Kranj želimo v tej realnosti dijakom predstaviti dobre prakse preteklosti, ki vodijo k povezovanju v medsebojnih odnosih. To delamo preko projektov kot sta organizacija spoznavnega vikenda in raziskovalnega tabora ter z uporabo dijaške dnevne sobe.

SHAPING OUR PRESENT WITH BEST PRACTICES FROM THE PAST

ABSTRACT

Due to the digitalization of society and the unhealthy quality of social networks, teachers have been noticing changes in high school students' culture. Not long ago, teachers were keen on banning playing card games in classroom, but today, with the overuse of electronic devices, this is no longer the case. Until recently, students used to create personal contacts, while nowadays they resort to socializing on the Internet even during the breaks. Socializing is still present but it has moved to a different level. Keeping eyes on a screen makes it hard to make eye contact, talk to each other, and so the students tend to show their affection through likes and comments. Teachers are aware of the spreading of technological development but they find it essential to make students aware of their pitfalls, so they strive to keep students in touch with themselves and their mates. The changes seem to be a part of reality we need to live with. Through this reality, teachers of Gimnazija Kranj strive to familiarize students with good practices in the past which encouraged social integration. At Gimnazija Kranj, this

is implemented through the projects of a social weekend and a research camp, as well as the use of a room called »the students' living room«.

SOBA 3

Aynur Rzayeva Mirali, Ph. D Candidate

FOREIGN LANGUAGE AND SUBCULTURAL TOLERANCE

ABSTRACT

The abstract deals with the current problems in youth while interacting and communicating, and introduces social and psychological approaches through the foreign language. Teaching and learning a foreign language helps to integrate a global social environment and tolerate all kinds of cultures and subcultures. The challenge for those studying youth at risk is identifying young people and assisting them to express themselves. Many research references dealing with young people at risk mainly focus on more specific outcomes of interest, such as academic failure or drug abuse, rather than expanded issues, such as well-being or resilience. The research is based on the author's applied authentic methods. Foreign language learning is introduced as a main problem-solving tool in working with young and fresh students. To build trust and relationships through empowerment courses, discussion groups, language training, meeting-point for different cultures, using peer education methodology are effective methods introduced by the author.

SOBOTA, 10. 6. 2023 – 9:35 – 10:20

SOBA 1

Tilen Hočevar

NOVE OBLIKE SUBKULTUR IN DRUŽBENO OKOLJE MLADIH

POVZETEK

Predstavljeno bo interaktivno predavanje o življenjskem svetu mladih na spletu, o njihovi povezanosti, načinih ter prostorih skupinjenja ter prednostih in pasteh digitalnih stikov. Vsebina predavanja bo sledila rdeči niti, ki predstavlja izrazit problem v današnji družbi – oddaljevanje in izgubljanje stika med generacijo mladih in generacijo njihovih staršev ter drugih pomembnih odraslih, v ospredju s strokovni delavci, ki delajo z mladimi. V primerjavi s prejšnjimi generacijami opazamo pomembne spremembe, ki so enim samoumevne in razumljive – mladim, drugim pa težko razumljive ali nerazumljive – odraslim. V ospredju so spremembe na področju vrednot, načinih ter kanalih uporabljenih za medsebojno komunikacijo, načinih predelave in ironizacije stvarnosti ter preživljanja prostega časa.

Predavanje bo osredotočeno na področje vzpostavljanja in vzdrževanja ali ohranjanja stikov med današnjimi mladimi in pomembnimi odraslimi. Strokovne delavce bomo poskušali zblížati z življenjskim

svetom mladih na spletu in jih opremiti s znanji ter spretnostmi, ki jim bodo v podporo in pomoč pri približevanju, boljšemu razumevanju in pridruževanju mladostnikov tam, kjer so.

NEW FORMS OF SUBCULTURES AND YOUTH SOCIAL ENVIRONMENT

ABSTRACT

The interactive lecture will delve into the online world of young people, including their methods of connection, grouping, and the pros and cons of digital interactions. We will focus on the issue of disconnection and lack of communication between young people and their parents and other adult figures, particularly for professionals working with youth. Changes in values, communication methods, and channels, as well as ways of interpreting and spending leisure time are highlighted, as they are vastly different from previous generations.

The lecture will center on the topic of building and maintaining connections between today's youth and important adults. We aim to provide professionals with insight into the online experiences of young people and providing them with the necessary skills and knowledge to effectively connect with them.

SOBOTA, 10. 6. 2023 – 10:55 – 11:40

SOBA 1

Laura Vos

IZOBRAŽEVANJE NA PROSTEM IN ŠPORT ZA MLADINSKO DELO

POVZETEK

Zdravje je ena največjih skrbi 21. stoletja. Fizična neaktivnost ostaja ena največjih groženj našemu zdravju, s prekomerno telesno težo pa se sooča 20-30% mladostnikov v Evropi in sosednjih državah. Pandemija Covid-19, ki nas je prizadela v zadnjih letih, ni vplivala le na naše fizično zdravje, ampak je našo družbo privedla tudi do težav v duševnem zdravju. Negotovost, osamljenost, žalost, tesnoba. Ta močna čustva so zaobšla življenja več milijonov mladostnikov. Rezultati nedavnih raziskav med pandemijo kažejo na povečanje stresa, tesnobe in simptome depresije, povečano uporabo alkohola in drugih substanc ter tudi zunanje vedenjske težave.

Za rast in razvoj v dobrem duševnem in fizičnem zdravju potrebujejo mladostniki informacije, starosti primerno celovito izobraževanje, priložnosti za razvoj življenjskih spretnosti, zdravstvene storitve, ki so sprejemljive, pravične, ustrezne in učinkovite ter varno in podporne okolje. Prav tako potrebujejo priložnosti, da sodelujejo pri oblikovanju in zagotavljanju intervencij za izboljšanje in ohranjanje njihovega zdravja. Fizična dejavnost in izobraževanje na prostem sta pomembni orodji in priložnosti za mladinske delavce, da s podporo in motivacijo prispevajo in pozitivno vplivajo na duševno in telesno zdravje mladih.

Kakšne so prednosti športa in izobraževanja na prostem za mlade? Kako lahko vključimo izobraževanje na prostem in telesno vzgojo v prakso mladinskega dela ter ozaveščamo o koristih za telesno zdravje in pomenu preživljanja časa v naravi v povezavi z duševnim zdravjem mladih s pomočjo metod neformalnega izobraževanja?

OUTDOOR EDUCATION AND SPORTS FOR YOUTHWORK

ABSTRACT

Health is one of the biggest concerns of the 21st century. Physical inactivity remains one of the biggest threats to our health and overweight is a serious health threat for 20-30% of adolescents in Europe and neighbouring countries. The Covid-19 pandemic which hit us in the last years, did not only affect our physical health but also brought to light mental health issues in our societies. Uncertainty, loneliness, grief, anxiety. These powerful emotions have enveloped the lives of many millions of adolescents. The evidence of recent research during the pandemic shows increased stress, anxiety and depressive symptoms, as well as increased alcohol and substance use, and externalizing behavioural problems.

To grow and develop in good mental as well as physical health, adolescents need information, including age-appropriate comprehensive education; opportunities to develop life skills; health services that are acceptable, equitable, appropriate and effective; and safe and supportive environments. They also need opportunities to meaningfully participate in the design and delivery of interventions to improve and maintain their health. Physical activities and outdoor education are important tools and an opportunity for youth workers to contribute and positively impact the mental as well as physical health of young people, through support and motivation.

What are the benefits of sports and outdoor education for youngsters? How can we integrate outdoor and physical education in our youth work practice, raising awareness on the physical health benefits as well as the importance of spending time in nature for mental health among youngsters, through non-formal education methods?

SOBOTA, 10. 6. 2023 – 12:00 – 12:25

SOBA 1

Branka Globočnik, univ. dipl. soc. pedagoginja

TEMELJNI STEBRI TERAPEVTSKEGA DELA Z MLADIMI

POVZETEK

Prispevek govori o pomembnih vidikih terapevtove vloge, o pomembnosti terapevtskega dela s starši oz. skrbniki mladostnika, o pomenu dostopnosti take obravnave za vse mladostnike, ki jo potrebujejo in o zdravilni moči raznolikih kreativnih medijev izrazne umetniške terapije, ki omogočajo izkustveno učenje. V SC VIZ Višnja Gora bivajo mladi, ki imajo za seboj vrsto obremenjujočih življenjskih situacij in travmatizirajočih se izkušenj, (praviloma razvojnih travm). Iz analize ocen in mnenj v terapevtsko

podporo vključenih mladostnikov je razvidno, da ima psihoterapevtska podpora za mladostnike pomemben doprinos pri doseganju njihove čustvene in osebnostne zrelosti, krepitvi samostojnosti za življenje v odrasli dobi ter posledično osamosvojitve.

FUNDAMENTAL PILLARS OF THERAPEUTIC WORK WITH YOUNGSTERS

ABSTRACT

The article discusses important aspects of the therapist's role, the importance of therapeutic work with youngster's parents and/or guardians, the importance of availability of such treatment for all youngsters who need it and the healing power of various creative media of expressive art therapy which enable experiential learning. Professional centre Višnja Gora provides housing for youngsters who have experienced a number of burdening life situations and traumatising experiences (mainly developmental traumas). Based on evaluation and feedback from enrolled youngsters, psychotherapy significantly contributes to reaching emotional and personal maturity of youngsters, strengthening individuality for adult life and consequently reaching independence.

SOBA 2

Katja Pegam, univ. dipl. psih.

ANKSIOZNOST, DEPRESIJA IN PERFEKCIONIZEM MED GIMNAZIJC

POVZETEK

Gimnazija Kranj je šola, na katero se vpisujejo nadpovprečni uspešni dijaki, večkrat prepoznani kot nadarjeni. Kljub temu se marsikateri izmed njih spopada s čustvenimi težavami, ki posledično lahko pomenijo slabšo šolsko uspešnost in težave z obiskovanjem pouka. Največkrat zaznana težava gimnazijcev je anksioznost v različnih pojavnih oblikah, saj jo strokovni delavci šole tudi najhitreje prepoznajo. Zaradi anksioznosti dijaki najlažje in največkrat poiščejo pomoč svetovalne službe. Anksioznost pri gimnazijcih se pogosto povezuje tudi z drugimi težavami, med njimi sta pogosti depresija in perfekcionizem. V pričujočem prispevku je izpostavljeno vprašanje, zakaj je anksioznost najbolj razširjena težava gimnazijcev, katere motnje jo pogosto spremljajo ter kaj vse šola naredi, da pomaga anksioznim dijakom se spopadati s težavami in uspešno zaključiti šolanje na gimnazijskem programu.

ANXIETY, DEPRESSION AND PERFECTIONISM AMONG HIGH SCHOOL STUDENTS

ABSTRACT

High school Gimnazija Kranj enrolls very successful students who are often recognized as gifted. Nevertheless, many of them struggle with emotional problems, which can result in poorer school performance and problems with attending classes. The most frequently detected problem of high school students is anxiety in its various forms as it is most easily recognized by teachers and other school workers. It is a problem that often motivates students to seek help from school counsellors. Anxiety is frequently associated with other problems, most commonly depression and perfectionism.

3. MEDNARODNA KONFERENCA - SODOBNI IZZIVI DELA Z MLADIMI IZ RANLJIVIH SKUPIN

3rd INTERNATIONAL CONFERENCE - CONTEMPORARY CHALLENGES OF WORKING WITH AT-RISK YOUTH

In the present article, the question is raised as to why anxiety is the most widespread problem of high school students, which disorders often accompany it, and what the school does to help anxious students cope with their problems and complete their education in the high school program.

SOBA 3

Hubert Höllmüller, FH-Prof. Mag. Dr., MSc

SURFING THE SYSTEM - IT'S ALL ABOUT ATTITUDES

ABSTRACT

In the professional and scientific discussions about quality in the child and youth-care System and International Youthwork the dominant issues are about qualification, knowledge and skills on one hand and resources on the other. So working with youth at risk seems to be a matter of money and training degrees. But the link between good intentions and good work are the attitudes, that make the professionals act the way they do. Attitudes do not need descriptions and prescriptions because they work by producing sense for us.

Changing them is a complex process that needs much more attention we usually afford.

SOBOTA, 10. 6. 2023 – 12:25 – 12:50

SOBA 1

dr. Tina Rahne Mandelj, zakonska in družinska terapevtka

PSIHOTERAPEVTSKA POMOČ MLADOSTNIKU - MOST MED OSEBNO RANLJIVOSTJO IN (BODOČIM) DUŠEVNIM ZDRAVJEM

POVZETEK

V prispevku je predstavljeno psihoterapevtsko delo z ranljivimi mladostniki na srednji Živilski šoli BIC Ljubljana in v Strokovnem centru VIZ Višnja Gora. Delovanje psihoterapevta znotraj rednega srednješolskega izobraževanja je novost in unikum v slovenskem prostoru ter predstavlja pomembno sodelovanje med dvema institucijama. Glavni cilj dela je srečevanje in psihoterapevtska podpora mladostnikom z že zaznanimi čustveno-vedenjskimi težavami in motnjami vseh oblik ter zaznavanje in podpora tistim, ki to šele lahko razvijejo zaradi vsakdanjih načinov delovanja. Delo se ne osredotoča le na kurativo z namenom razviti ali ohraniti dijakovo funkcionalnost, pač pa se zazna in deluje sistemsko in preventivno v mnogih situacijah, kjer mladostnik čuti stisko, ki lahko pelje v trajnejšo težavo. Psihoterapevt je hkrati tudi mediator in skrbi za povezovanje različnih služb in sodelovanje s starši, učitelji, svetovalno službo, razrednikom in zunanji institucijami, kar je še posebej pomembno ob velikem porastu duševnih težav mladih po epidemiji.

PSYCHOTHERAPEUTIC SUPPORT FOR ADOLESCENTS - A BRIDGE BETWEEN PERSONAL VULNERABILITY AND (FUTURE) MENTAL HEALTH

ABSTRACT

The article presents psychotherapeutic work with vulnerable young people at the BIC Ljubljana Secondary School of Food Processing and the VIZ Višnja Gora Professional Center. The work of a psychotherapist within regular high school education is a novelty and unique in the Slovenian area and represents an important collaboration between two institutions. The main goal of the work is to meet and provide psychotherapeutic support to young people with already detected emotional-behavioral problems and disorders of all forms, as well as the detection and support of those who can only develop this due to everyday ways of acting. The work does not only focus on curative treatment with the aim of developing or maintaining the student's functionality, but it is detected and acts systematically and preventively in many situations where the young person feels distress, which can lead to a more permanent problem. At the same time, the psychotherapist is also a mediator and ensures the connection of various services and cooperation with parents, teachers, the counseling service, the class teacher and external institutions, which is especially important with the large increase in mental problems among young people after the epidemic.

SOBA 2

Maruša Gajić, mag. prof. soc. ped.

POTOVANJE K DUŠEVNEMU ZDRAVJU MLADOSTNIKOV_IC DIJAŠKEGA DOMA

POVZETEK

Duševno zdravje mladostnikov_ic je pogosta tema današnjih strokovnih pogovorov v vzgoji in izobraževanju. Vedno pogosteje so med mladimi prisotne čustvene in vedenjske težave, tesnoba in panične motnje, nižja razpoložljiva lega in depresivnost, težave s pozornostjo, hiperaktivnostjo, izzivi s samoregulacijo čustev in vedenja ter hromeči perfekcionizem. Namen tega prispevka je narediti kratek pregled dejavnikov tveganja pri duševnem zdravju, ki izhajajo iz mladostnikov_ic in okolja v katerem živijo ter kakšno vlogo lahko ima pri krepitvi in podpori njihovega duševnega zdravja dijaški dom. Pri tem se osredotočam na vlogo vzgojitelja_ice in na pomen spoštljivega, zaupnega odnosa, osebno vodenje, vzgojno delovanje ter podporne dejavnosti, namenjene krepitvi duševnega zdravja. Prispevek predstavlja pregled, kako lahko dijaški dom z navidez majhnimi spremembami deluje podporno za (ranljivejše) mladostnike_ce, ki v njem prebivajo.

JOURNEY TOWARDS MENTAL HEALTH OF DORMITORY'S YOUTH

ABSTRACT

The mental health of young people is a frequent topic of today's professional discussions in education. Emotional and behavioral challenges, anxiety and panic disorders, low mood and depression, attention problems, hyperactivity, challenges with self-regulation of emotions and behavior, and crippling perfectionism are increasingly present among young people. The purpose of this paper is to provide a brief overview of the risk factors for mental health that arise from young people and the environment

in which they live, and what role a dormitory can play in strengthening and supporting their mental health. Here, I focus on the role of the educator and the importance of a respectful, confidential relationship, personal guidance, educational activities and support activities aimed at strengthening mental health. The paper presents an overview of how a dormitory, with seemingly small changes, can act as a support for the (more vulnerable) young people who live there.

SOBA 3

Lien Eyletten, Maria Luces, Jolien Perdieu

INSTITUTIONAL PEDAGOGY IN AN ALTERNATIVE TO SCHOOL CENTER IN BELGIUM

ABSTRACT

The present paper has the aim of showing the work with youth at risk in the field, using a methodology based in the Institutional Pedagogy. The center described, called Rizsas, is an active example of the use of informal learning and an adapted environment to welcome those youngsters (between 12 and 18) who have been rejected from the formal education- due to wide reasons-. The informal learning process happens through learning to live in community and through a variety of activities offered by the workers: mainly sports and arts. The youngster's profile and the main structure, principles of the center and a currently sports project are explained to give to the reader maybe ideas to develop a similar project or to contribute to the research and scientific interest in different pedagogics and its positive impact in vulnerable youth.

SOBOTA, 10. 6. 2023 – 12:50 – 13:15

SOBA 1

Asist. dr. Ilonka Ferjan, dr. med., mag. farm.

UPORABA PSIHOTROPNIH ZDRAVIL PRI OBRAVNAVI SOMATOFORMNIH MOTENJ PRI MLADINI

POVZETEK

Razvoj duševnih motenj pri mladini je odvisen od različnih dejavnikov (biološki, psihološki, socialni). Anksioznost in depresija sta pogosti motnji med mlado populacijo. Občutek strahu in tesnobe je pogostejši pri osebah, ki so občutljive, negotove in svojih čustev ne zaupajo drugim ljudem. Pogosto se vzporedno pojavijo somatiformne motnje, kjer človek izraža svoje čustvene probleme s telesnimi simptomi, za katere običajno zdravnik ne najde fizioloških sprememb.

Pri anksioznosti in depresiji se v možganih pojavijo biokemične spremembe. Pri tem imajo pomemno vlogo nevrottransmiterji. To so molekule, ki omogočajo prenos živčnega vzbujenja med nevroni. Prevelika, ali premala aktivnost teh molekul lahko povzroči duševne motnje. Zdravila, za zdravljenje anksioznosti in depresije, s svojim delovanjem direktno posegajo v prenos živčnega vzbujenja v centralnem živčnem sistemu.

Otroci in mladina potrebuje v primerih čustvenih ali vedenjskih motenj najprej spodbude in svetovanja iz domačega okolja, kot tudi od učiteljev in šolskega okolja. Pri močnejših motnjah je potrebna psihoterapija. V skrajnih primerih, ko so motnje tako močne, da ovirajo mladostnikov razvoj, pa se uporabijo anksiolitična in antidepresivna zdravila.

THE USE OF PSYCHOTROPIC DRUGS IN TREATMENT OF SOMATOFORM DISORDERS BY YOUNG POPULATION

ABSTRACT

Development of mental disturbances by adolescent population depends on various biological, psychological and social events. Feeling of anxiety and depression are widespread among young population. Fear and anxiety is more pronounced among people who are sensitive and restrain their emotions. They often express their feelings by somatoform disorders. Somatization means that people express their feelings by some somatic symptoms, which include gastrointestinal tract and various pain disorders.

Anxiety and depression is expressed by different biochemical disorders in central nerve system. Neurotransmitters are molecules which mediate nerve transmission. Changes in their activity lead to the mental disorders. Anxiolytics and antidepressants are drugs that modify nerve transmission by their binding at some specific receptors.

At the beginning of the mental disturbances, the young people need stimulation of family and teachers. The next step is a cognitive behavioral group therapy. The last step is the use of medicines, which include anxiolytics and antidepressants.

SOBA 2

Nuša Ferjančič, prof. psihologije

VLOGA UČITELJEV PRI PREPOZNAVANJU IN POMOČI DIJAKOM IZ RANLJIVIH SKUPIN V SREDNJI ŠOLI

POVZETEK

Mnogi mladostniki iz ranljivih skupin ostanejo v šoli s svojimi težavami skriti. Učitelji imamo možnost te dijake v procesu pouka prepoznati in jim ponuditi pomoč. Če so njihove stiske manjše, jim lahko pomaga že naša empatija v smislu spodbude, pohvale in razumevanja. V kolikor gre za večje stiske, lahko mladostnika podpremo, da poišče ustrezno pomoč (npr. v šolski svetovalni službi ali v zunanji instituciji). Naše izkušnje v šoli so dobre, veliko dijakov se po priporočilu učitelja, ki mu zaupajo in s katerim imajo dober odnos, udeleži pogovora v šolski svetovalni službi. Tudi v svetovalni službi je njihova izkušnja večinoma pozitivna in tako se začne njihova pot reševanja težav, osebnih in učnih. Različni avtorji ugotavljajo, da bi se skrbi za duševno zdravje mladih v šolah moralo nameniti več pozornosti ter da bi učitelji želeli in potrebovali dodatno znanje s področja duševnega zdravja mladih in nudenja psihosocialne pomoči (npr. Peklaj in drugi, 2009; Mikuš Kos, 2017). Ti izzivi so sedaj, ko se soočamo s posledicami epidemije Covida 19 na duševnem zdravju mladih, še bolj aktualni.

THE ROLE OF TEACHERS IN RECOGNIZING AND HELPING HIGH RISK STUDENTS IN HIGH SCHOOL

ABSTRACT

Many students from vulnerable groups stay hidden at school with their problems. Teachers have the opportunity to recognize them in the classroom and offer them help. If their difficulties are minor, our empathy in terms of encouragement, praise and understanding can help them. If their issues are more serious, we can support them to seek appropriate help (e.g. from the school counselling service or from an external institution). Our experience in school has been good, with many students attending the school counselling service on the recommendation of a teacher they trust and with whom they have a good relationship. Their experience in the counselling service is also mostly positive and this is the beginning of their journey to solve their problems, both personal and educational. Various authors have noted that more attention in schools should be paid to young people's mental health and that teachers would want and need additional knowledge in the field of young people's mental health and in offering psychosocial support (e.g. Peklaj et al., 2009; Mikuš Kos, 2017). These challenges are even more relevant now that we are facing the consequences of the Covid 19 epidemic on young people's mental health.

SOBA 3

Florian Fangmann

URBAN YOUTH CULTURES: CONCRETE EXAMPLES FROM YOUTH EXCHANGES BETWEEN BERLIN AND PARIS: HIPHOP AND PARKOUR

ABSTRACT

Urban Youth Culture, HipHop, Parkour, Youth Exchanges, Berlin-Paris

Parkour: The urban sport occurred in the suburbs of Paris in the 1990s and developed itself all around the world afterwards. When we saw the young people training in Berlin-Moabit every day on a public space between two derelict houses, we saw their determination to improve and show each other their skills. When we talked with them if they are interested in exchanging with other young people from Paris they were all excited. So we did the same in the Parisian banlieu and organised an exchange for 30 young passionate participants – male and female – with very different skill levels: beginners and almost professionals. The result is a nice video that was filmed one week in Paris and one week in Berlin. It shows how through a common passion and sport, young people can overcome great obstacles and put aside their daily problems. <https://www.youtube.com/watch?v=fMEn7gslaHc>

HipHop: I think it is not necessary to explain the importance of urban hiphop culture for the youth here. It is one of the most important vehicle to catch the attention for young people that are far from structures of youth work. We have been working with the street work association gangway e.V. in Berlin for more than 10 years and they are specialised in reaching out to young people on the streets by the hiphop culture. We have been doing exchanges with them with New York, Paris and a lot of other cities – always with the young people interested in one of the hiphop elements: writing, dancing, rap and graffiti. There are some really astonishing results coming out of these projects, young people are accompanied for a long time and always come back to their social worker which are very much

engaged in the hiphop culture. So bringing together young people that are fascinated by the hiphop culture from different countries might not appear as a very revolutionary idea, but the effects are really impressive. We have been continuing in exchanging in this field for over 10 years now – always with different young people. However the most impressive video was done ten years ago: <https://www.youtube.com/watch?v=B9YdZxr7azg>

SOBOTA, 10. 6. 2023 – 15:00 – 15:25

SOBA 1

Nataša Masle Banjac, univ. dipl. soc. ped.

POMOČ OTROKOM IN MLADOSTNIKOM PRI SOOČANJU S STRESOM

POVZETEK

Stres je postal stalni spremljevalec v našem vsakdanjem življenju. Z njim se, mnogo pogosteje kot v preteklosti, srečujemo tako odrasli kot otroci in mladostniki. Pogosto je vedenje, s katerim izkazujejo stisko, stresno vedenje in se je nanj potrebno odzvati drugače kot na neprimerno vedenje. V prispevku želim osvetliti razliko med stresnim in neprimernim vedenjem, vzroki, ki pripeljejo do stresnega vedenja, pa tudi, na kakšen način pristopiti do otroka ali mladostnika v stanju, ko nivo stresa presega njegovo zmožnost samoregulacije in mu moramo pri tem pomagati. V prispevku se bom osredotočila na pojme, kot so stresno vedenje, koregulacija, samoregulacija in učenje samoregulacije, stresorji, pa tudi na dogajanje v možganih v trenutkih povečanega stresa. Na koncu pa bi želela vse skupaj povezati z nekaterimi mojimi preprostimi pripomočki in pristopi, ki se jih poslužujem pri koregulaciji in ponudim pri samoregulaciji učencem pri svojem delu kot učiteljica dodatne strokovne pomoči.

HELPING CHILDREN AND YOUNG PEOPLE TO COPE WITH STRESS

ABSTRACT

Stress has become a constant companion in our daily lives. Much more often than in the past, adults as well as children and adolescents encounter it. Distress behaviors are often stressful behaviors and need to be responded to differently than inappropriate behaviors. In this article, I want to shed light on the difference between stressful and inappropriate behavior, the causes that lead to stressful behavior, as well as how to approach a child or adolescent in a situation where the level of stress exceeds their ability to self-regulate and we need to help them with this. In the paper, I will focus on concepts such as stressful behavior, co-regulation, self-regulation and learning self-regulation, stressors, as well as what happens in the brain in moments of increased stress. In the end, I would like to connect everything with some of my simple approaches and tools that I use in co-regulation and offer additional professional help to students in self-regulation in my work as a teacher.

SOBA 2

Diana Kotar, univ. dipl. soc. ped.

VPLIV SOCIALNE KLIME NA DUŠEVNO ZDRAVJE MLADOSTNIKOV : PRIMERJAVLNI VIDIK MED PREVZGOJNIM DOMOM RADEČE IN STROKOVNIM CENTROM VIŠNJA GORA

POVZETEK

Namen prispevka je pokazati vpliv socialne klime na duševno zdravje mladostnikov v vzgojnih institucijah. Socialno klimo ustvarjajo delavci in mladostniki. Ugodna socialna klima omogoča odprtost v izražanju in boljše medsebojne odnose med vsemi udeleženci v socialnih stikih, neugodno doživljanje socialne klime pa povzroča slabo počutje delavcev in mladostnikov, zavira komunikacije in interakcije, povzroča konfliktnost, netolerantnost, pasivnost in nezaupanje.

THE INFLUENCE OF SOCIAL CLIMATE ON THE MENTAL HEALTH OF YOUNG PEOPLE: A COMPARATIVE ASPECT BETWEEN REEDUCATION HOME RADEČE AND PROFESSIONAL CENTER VIŠNJA GORA

ABSTRACT

The purpose of my work is to show the influence of social climate on the mental health of youths in educational institutions. The social climate is set up by the workers and youths. A favourable social climate enables a quality communication, better interrelations among all and any participants in the social relations. Consequently, the unfavorable social climate provokes bad feelings among workers and youths, hinders communication and interaction, causes conflicts, intolerance, passivity and distrust.

SOBA 3

Ismail Dömnez, Sibel Uysal

INVESTIGATING THE IMPACT OF COVID-19 PANDEMIC ON UNIVERSITY STUDENTS' MENTAL HEALTH: A STUDY ON STRESS, BURNOUT, HOPELESSNESS, AND DEPRESSION

ABSTRACT

As the COVID-19 pandemic continues to impact the world, the psychological well-being of people has become a growing concern. This study delves into the stress, burnout, hopelessness, and depression experienced by university students towards the end of the pandemic. A survey approach was conducted with 690 university students. 70% of university students reported moderate to high stress, with females having higher levels. 81% felt moderate to high hopelessness, with a correlation to burnout and GPA. 61% had moderate to high depression symptoms, indicating need for more mental health support.

SOBOTA, 10. 6. 2023 – 15:25 – 15:50

SOBA 1

Erika Trampuš, prof. def.

RAZVIJANJE OBČUTKA SEBE PREKO KONCEPTA SAMOREGULACIJE

POVZETEK

V osnovni šoli se v zadnjem času vse pogosteje srečujemo z mladostniki, ki svojo identiteto iščejo preko različnih toksičnih dejavnosti (pretirano igranje računalniških iger, pretirana uporaba socialnih omrežij, vandalizem, medvrstniško nasilje, spolno eksperimentiranje, motnje hranjena, samopoškodovanje ...). Njihovo vedenje prikazuje le vrh ledene gore, pod katero se skriva ranljivost, ki med drugim lahko izhaja iz nepoznavanja in nerazumevanja sebe in svojih potreb. Učenje samoregulacije poteka preko petih korakov, po katerih mladostniki spoznavajo teoretične in praktične vidike samoregulacije z namenom, da začutijo sebe in svoje potrebe. Spoznavajo različne nivoje stresa in raziskujejo, kako se odziva njihovo telo, kadar je v stresu in kadar je v ravnovesju ter pripravljeno za učenje. Cilj je, da se naučijo poskrbeti zase na osebno in družbeno sprejemljiv način ter da sami preko različnih aktivnosti uravnavajo svoje notranje energetske ravnovesje.

DEVELOPING A SENSE OF SELF THROUGH THE CONCEPT OF SELF-REGULATION

ABSTRACT

In elementary school we have increasingly encountered adolescents who are searching for their identity through various toxic activities (excessively playing computer games, excessive use of social networks, vandalism, peer violence, sexual experimentation, eating disorders, self-harm ...). Their behavior shows only the tip of the iceberg, under which is hidden vulnerability, which, among other things, can arise from ignorance and misunderstanding of oneself and one's needs. Learning self-regulation takes place through five steps that lead adolescents to learn about the theoretical and practical aspects of self-regulation in order to feel themselves and their needs. They learn about different levels of stress and explore how their body reacts when it is stressed and when it is in balance and ready to learn. The goal for adolescents is to learn to take care of themselves in a personally and socially acceptable way and to regulate their own internal energy balance through various activities.

SOBA 2

Petra Brkić Omahen, univ. dipl. soc. ped.

RAZUMEVANJE DINAMIKE AGRESIJE IN KONTRAAGRESIJE PRI OTROCIH OZ. MLADOSTNIKI IN STROKOVNIH DELAVCIH

POVZETEK

V prispevku predstavim dva koncepta, ki sta lahko v pomoč začetnikom in tudi podlaga izkušenim pedagogom pri delu z agresivnimi otroki in mladostniki. Prvi koncept je: pomoč se začne z razumevanjem nas samih in drugi: pomoč se začne z razumevanjem dinamike agresije.

UNDERSTANDING THE DYNAMICS OF AGGRESSION AND COUNTERAGGRESSION IN STUDENTS AND PROFESSIONAL WORKERS

ABSTRACT

In this paper, I present two concepts that can be helpful for beginners and also a basis for experienced educators when working with aggressive children and adolescents. The first concept is: help begins with understanding ourselves, and the second: help begins with understanding the dynamics of aggression.

SOBA 3

Alaa Motawea

ORIGINATING TRAUMA WITH RECOVERY AND HOW WE CAN USE GAMES FOR SOCIAL INCLUSION

ABSTRACT

Originating trauma and how it affect the personality and behaviour of young people regarding my personal experience, callenes that I faced, and how we can overcome it. A new criteria with games and excercises, how to use them to build and achieve social inclusion for at-risk youth.

SOBOTA, 10. 6. 2023 – 15:50 – 16:15

SOBA 1

Sara Hočevár, mag. prof. soc. ped.

PREMAGOVANJE STRESA PRI MLADOSTNIKI S ČUSTVENIMI IN VEDENJSKIMI TEŽAVAMI IN MOTNJAMI S POMOČJO TEHNIK SPROŠČANJA

POVZETEK

Prispevek obravnava temo stresa in opisuje eno od tehnik, s katero ga mladostniki s čustvenimi in vedenjskimi težavami in motnjami lažje obvladajo. V začetku je definiran stres, kdaj ga doživljamo in opis, zakaj so nekatere situacije za določene posameznike stresne, za druge pa ne. Nato so opisane strategije spoprijemanja s stresom, od katerih prispevek izpostavlja tri tehnike sproščanja. Podrobneje so opisane tehnika dihalne vaje, tehnika postopnega mišičnega sproščanja in tehnika vizualizacije pomirjujočega kraja. V drugem delu prispevka je predstavljen primer dobre prakse, izvedba vseh treh tehnik sproščanja z mladostnico, ki je nastanjena v stanovanjski skupini in rezultati te izvedbe.

3. MEDNARODNA KONFERENCA - SODOBNI IZZIVI DELA Z MLADIMI IZ RANLJIVIH SKUPIN

3rd INTERNATIONAL CONFERENCE - CONTEMPORARY CHALLENGES OF WORKING WITH AT-RISK YOUTH

Prispevek predstavlja vpogled v prednosti in dobrobit uporabe tehnik sproščanja, ki jih imajo le-te na mladostnike v stresnih situacijah. Tehnike lahko omogočijo mladostnikom boljšo pripravljenost na spoprijemanje s stresnimi situacijami.

YOUTH WITH EMOTIONAL AND BEHAVIORAL PROBLEMS AND DISORDERS OVERCOMING STRESSFUL SITUATIONS WITH THE HELP OF RELAXATION TECHNIQUES

ABSTRACT

Article discusses the question of stress and describes one of the techniques of how can adolescents with emotional and behavioral problems and disorders help themselves in stressful situations. It begins with a definition of stress, when do we feel it and why are certain situations stressful for some individuals and for some not. Then the article describes various strategies of coping with stress and it focuses on three different relaxation techniques. These techniques are breathing exercises, progressive muscle relaxation and visualisation. Next, the performance of all three techniques with a youth from an institution and the results of this performance are presented. The article represents the advantages of use of relaxation techniques for youth in stressful situations. With the help of relaxation techniques youth can be better prepared for dealing with stressful situations.

SOBA 2

Tanja Kek, univ. dipl. soc. del.

SKRB ZA ODNOS KOT VIR KREPITVE DUŠEVNEGA ZDRAVJA

POVZETEK

V prispevku bo avtorica predstavila osnovna teoretična in praktična izhodišča za delo z ljudmi, ki temeljijo na lastni praksi v svetovalnem delu. Predstaviti želi pomen skrbi za odnos za opolnomočenje in krepitev duševnega zdravja posameznika, da sprejema, krepí in širi svoje notranje potenciale in vire moči tudi navzven. Avtorica prispevka osebno verjame, da z odločitvami, ki jih izbiramo zase, prispevamo h »kondiciji« odnosa ter kakovosti življenja posameznika in skupine. V prispevku bo predstavila aktivnosti, ki jih v svetovalni službi na BIC Ljubljana že nekaj let izvajajo in se kažejo kot pomembne dejavnosti na področju skrbi za duševno zdravje dijakov, študentov, učiteljev, svetovalnih delavcev in drugih udeleženi. Izkušnje potrjujejo, da so na pravi poti in da so povezovanje, krepitev moči in skrb za odnose pomembni za zadovoljstvo posameznika in duševno zdravje. Teoretična izhodišča, na katere se pri prispevku naslanja, so osnovni koncepti, realitetne terapije W. Glasserja, osnovni koncepti čuječnosti, koncept asertivnosti ter supervizije.

CARING FOR RELATIONSHIPS AS A SOURCE OF MENTAL HEALTH EMPOWERMENT

ABSTRACT

The speaker will present the basic theoretical and practical starting points for working with people, based on her long counselling practice. The speaker will present the importance of taking care of the

relationship for empowering and strengthening the mental health of the individual, so that he accepts, strengthens and expands his inner potential and source of strength also externally. She believes that the decisions we make for ourselves contribute to the quality of our relations and the quality of life of individuals and groups of people. The paper focuses on the activities which have been carried out at BIC Ljubljana related to the quality of life of high school and college students, teachers, counselors and others. Experience confirms that they are on the right track and that connecting, strengthening and caring for relationships are important for individual satisfaction and mental health. The theoretical starting points on which she rely in the contribution are the basic concepts of W. Glasser's reality therapy, the basic concepts of mindfulness, the concept of assertiveness and supervision.

SOBA 3

Safa Al-Shammary

REFUGEE YOUTH AT RISK

ABSTRACT

The psychological, emotional, and social well-being of refugee youth is at risk. The majority of them live in overcrowded and unsanitary conditions. They have experienced trauma, loss, and uncertainty. Additionally, they are subjected to discrimination and prejudice by the host community. Refugee youth need effective interventions such as psychosocial support to cope with trauma and stress and to develop coping mechanisms. By providing refugee youth with educational and training opportunities, they will be able to acquire the skills they need to succeed in school and in the workplace. As part of a mentoring program, refugee youth can be provided with positive role models and a network of support. In addition to community-based programs, these programs can facilitate the connection of refugees with their communities and develop relationships with other youth.

It is important to note that the most effective interventions for refugee youth will vary depending on their individual needs as well as the context in which they are living. Identifying the most appropriate interventions requires working with refugee youth and their families.

SOBOTA, 10. 6. 2023 – 16:30 – 16:55

SOBA 1

Sergeja Šorli, prof. slovenščine in univ. dipl. pedagog

HOČEMO (SE) IGRATI – GLEDALIŠKA PEDAGOGIKA (PROCES DRAMSKE DEJAVNOSTI) V OSNOVNI ŠOLI S POUČENJEM NA SAMOAKTUALIZACIJI IN RAZVIJANJU PREČNIH VEŠČIN

POVZETEK

V šolskem letu 2021/22 sem na pobudo učencev izpeljala proces dramske dejavnosti za devet učencev istega oddelka. Pripravili smo avtorsko gledališko predstavo po motivih mladinskega romana Nataše

Konc Lorenzutti: Gremo mi v tri krasne (2022). Pristop k dejavnosti, proces ustvarjanja in uspeh, ki ga je doživela naša postavitev, so bili izjemno intenzivni in so v življenje mladostnikov prinesli veliko več od načrtovanega in pričakovanega. V skupini učencev so bili tudi učenci z odločbami o usmeritvi in učenci z določenimi vedenjskimi in osebnostnimi stiskami, česar smo se (ne)zavedno in zavestno dotaknili v samem procesu ustvarjanja. Osrednja metoda izkustvenega učenja nas je vodila iz območja ustvarjalne drame v dramo v razredu, naše produkcijske in postprodukcijske dejavnosti pa so razvijale tudi nekatere prečne veščine - kar bom utemeljila v nadaljevanju svojega prispevka.

WE WANT TO PLAY - THEATER PEDAGOGY (DRAMATIC ACTIVITY PROCESS) IN PRIMARY SCHOOL WITH EMPHASIS ON SELF-ACTUALIZATION AND DEVELOPING CROSS-SKILLS.

ABSTRACT

In the 2021/22 school year, at the initiative of students, I conducted a drama activity process for nine students in the same class. We prepared an original theater performance based on motifs from the youth novel "Gremo mi v tri krasne" by Nataša Konc Lorenzutti (2022). The approach to the activity, the creative process, and the success that our production experienced were extremely intense and brought much more to the lives of young people than planned and expected. The group of students included those with orientation decisions and students with certain behavioral and personal challenges, which we (un)consciously and intentionally addressed in the creative process. The central method of experiential learning led us from the area of creative drama to drama in the classroom, and our production and post-production activities also developed some cross-skills - which I will justify in my contribution.

SOBA 2

Polona Rajher, prof. ŠVZ

VPLIV ŠPORTA NA DUŠEVNI RAZVOJ IN OBLIKOVANJE POZITIVNE SAMOPODOBE MLADOSTNIKOV

POVZETEK

Moderen, hiter tempo življenja ne prizanaša niti otrokom in mladostnikom. Neustrezna prehrana, premalo gibanja in vsakodnevni stres pripomorejo k slabemu psihičnemu, fizičnemu in duševnemu stanju mladostnikov. Učitelji športne vzgoje imamo vzvode, s katerimi lahko vzgojno vplivamo na dijake, da v njih spodbudimo željo, voljo, interes po gibanju ter skrbi zase.

Vsi vemo, da nam šport in rekreacija, ob ustrezni prehrani, pomagata pri zgraditvi in ohranjanju psihofizičnega zdravja, kar pozitivno vpliva tudi na izgradnjo naše samopodobe. Človek, ki se dobro počuti v svojem telesu ima najverjetneje manj možnosti za nastanek negativnih razpoloženskih stanj, dobro deluje in je vključen v družbo.

Postopnost, primerna izbira in načini vadbe so tisti, ki lahko prepričajo tudi manj gibalno željne in sposobne posameznike. Z uresničevanjem ciljev športne vzgoje lahko podajamo vsebine na nekoliko

drugačen način. Te oblike vadbe lahko postanejo tudi kasnejši spremljevalec športnega udejstvovanja posameznika v odrasli dobi. Pri večletnem delu z dijaki lahko sklepamo, da so drugačni pristopi in vrednotenje rezultatov sprejemljivejši, trajnejši ter na ta način lepa popotnica za ukvarjanje z rekreacijo skozi vsa starostna obdobja.

THE INFLUENCE OF SPORTS ON MENTAL DEVELOPMENT AND THE FORMATION OF A POSITIVE SELF – IMAGE OF YOUNG PEOPLE

ABSTRACT

The modern, fast pace of life, does not spare even children and young people. Inadequate nutrition, lack of exercise, everyday stress contribute to the poor psychological, physical and mental condition of young people. As physical education teachers, we have levers with which we can influence students educationally, in order to stimulate their desire, will, interest in movement and self – care.

We all know that sports and recreation, along with proper nutrition, help us build and maintain psychophysical health, which certainly has a positive effect on building our self-image. A person who feels good in his body has most likely less chance to develop negative mood states, works well and is included in society.

Gradual, appropriate selection and training methods are what can convince even those less willing and able to exercise. By realizing the goals of physical education, we will get to know the delivery of content in a slightly different way. These forms of exercise can also become a later companion of an individual's sports participation in adulthood. After many years of work and the reactions of students, we can conclude that different approaches, different evaluation of results, are more acceptable, more permanent and can thus be a nice journey for engaging in recreation throughout all age periods.

SOBA 3

Maja Milačić

POWER OF GROUP

ABSTRACT

Belonging, being in contact with others and with yourself - we all have same needs but not necessarily skills and opportunities to meet them. This challenge is very common among youth, especially those from marginalized groups. Challenges in fulfilling meaningful contacts became even worse after COVID19. Working with various groups of youth we noticed that these challenges have serious impact on developing mental health and on further degrading their chance of making positive change. Individual approach is helpful, but group work has way more benefits for supporting well-being of youth.

SOBOTA, 10. 6. 2023 – 16:55 – 17:20

SOBA 1

Metka Bahlen Okoli, uni. dipl. ped

GLEDALIŠČE ZATIRANIH KOT PRISTOP ZA DELO Z RANLJIVIMI MLADIMI

POVZETEK

SLO: Med in predvsem po končanem izobraževanju se številni mlade_i in mlade_i odrasle_i v Ljubljani znajdejo na robu družbe ter v negotovem položaju (prekarne zaposlitve, stanovanjska problematika itn.). To se odraža tudi na izključenosti iz umetniških dejavnosti, primanjkuje jim kulturnega kapitala in socialnih vezi, ki so pogosto dostopne tistim z višjim socialno-ekonomskim statusom.

Na Zavodu Bob že leta izvajamo aktivnosti s področja urbanih in nekonvencionalnih kulturnih dejavnosti, preko katerih se mlade_i izražajo, krepijo svoje socialne vezi in gradijo skupnosti, celostno osebno in socialno rastejo, kot tudi postavljajo zrcalo sodobni družbi.

S prispevkom bomo predstavile_i proces uporabe gledališče zatiranih z mladimi iz ranljivih ciljnih skupin s priseljskim ozadjem v projektu Vse ali nič - ACTivate Your Story.

THEATRE OF THE OPPRESSED – AN APPROACH FOR WORKING WITH VULNERABLE YOUNG PEOPLE

ABSTRACT

Many young adults in Ljubljana, especially after completing their education, find themselves on the margins of society and in an uncertain position (precarious employment, housing problems, etc.). This is also reflected in their exclusion from artistic activities, as they lack cultural capital and social connections that are often accessible to those with higher socio-economic status.

For years, the Bob Institute has been implementing activities in the field of urban and unconventional cultural activities, through which young people express themselves, strengthen their social connections, build communities, grow holistically, and reflect modern society.

With this article, we will present the process of using Theatre of the Oppressed with young people from vulnerable target groups with migrant backgrounds in the project All or Nothing at All - ACTivate Your Story.

SOBA 2

Alja Zajec, mag. prof. soc. ped.

POT OB ŽICI – POT SPOMINOV IN TOVARIŠTVA

POVZETEK

V prispevku je predstavljen 32,5 km dolg pohod okrog Ljubljane – Pot ob žici. V letu 2022 sem to pot prvič prehodila skupaj z eno od mladostnic Vzgojno-izobraževalnega zavoda Višnja Gora in prispevek oriše najino popotovanje. Ob samorefleksiji pohoda in vtisih mladostnice je predstavljena izkušnja, ki predstavlja večji psihofizični napor, kar ugotavljam, sproži različne odzive v telesu in pusti vtis na samopodobi posameznika. Na tako dolgi poti se poleg sprostitve pojavijo tudi napor, za katere potrebuje posameznik mehanizme, da se z njimi sooči. Pri mladostnikih s čustveno vedenjskimi težavami so prepogosto mehanizmi za soočanje s težavami, preprekami in stiskami precej zakrneli oziroma nerazviti. Načrtno izpostavljanje tovrstnim situacijam v varnem okolju in s potrebno podporo je vse, kar Pot ob žici predstavlja. Spoznavanje lastnih psiho-fizičnih omejitev, delovanje pod pritiskom in v težkih okoliščinah, iskanju motivacije in nenazadnje krepitvi samopodobe po uspešno prestanem izzivu, so pomembne komponente tovrstnega izziva.

THE PATH ALONG THE WIRE – THE PATH OF MEMORIES AND COMRADESHIP

ABSTRACT

The paper presents a 32.5 km long hike around Ljubljana – The path along the wire. In 2022, I walked this path for the first time together with one of the youngsters from the Višnja Gora Educational Institution, and the article outlines our journey. Along with the self-reflection of the hike and the impressions of the youngster, an experience is presented that represents a greater psychophysical effort, which I find triggers various responses in the body and leaves an impression on the individual's self-image. On such a long journey, in addition to relaxation, efforts also appear, for which the individual needs mechanisms to face them. In the case of adolescents with emotional and behavioral problems, the mechanisms for dealing with problems, obstacles and hardships are too often stunted or underdeveloped. Planned exposure to such situations in a safe environment and with the necessary support is all that The path along the wire represents. Getting to know one's own psycho-physical limitations, working under pressure and in difficult circumstances, finding motivation and, last but not least, strengthening one's self-esteem after successfully completing a challenge are important components of this type of challenge.

SOBA 3

Matthew Pulis, Catholic Priest at Archdiocese of Malta

PSYCHOLOGY, GAMING, AND RELIGION AMONG MALTESE YOUTH: INSIGHTS FROM A QUANTITATIVE STUDY

ABSTRACT

According to the literature, the long hours spent by youths on gaming tends to influence their psychological and spiritual wellbeing. A study conducted amongst 610 Maltese 14-year-olds attending 10 Catholic secondary schools scattered around the island examined the relationship between gaming, their psychology, and the religious practices. The typical adolescent is psychologically "moderately lonely," has above-average self-esteem, below-average shyness, and enjoys being by themselves. Secondly, on average, young people play video games for more than 69 hours per week during school

days. According to the social tendencies of their generation, they are categorised as "Socialisers". Thirdly, correlational analysis indicate that hours spent gaming are positively correlated with loneliness and solitude and negatively correlated with self-esteem and 'catholocity'. This paper contributes to the corpus of literature advocating the exploration of gaming as an innovative approach in exploring youths' mental health.

SOBOTA, 10. 6. 2023 – 17:20 – 17:45

SOBA 1

Marjeta Jazbec, profesorica pedagogike in sociologije, Simona Lesar, profesorica socialne pedagogike

UVAJANJE INOVATIVNIH PRISTOPOV S PODROČJA UMETNOSTI / RASTEMO Z UMETNOSTJO

POVZETEK

V prispevku bova predstavili uvajanje inovativnih pristopov na področju umetnosti v Domu CIRIUS Kamnik. Izhajava iz dejstva, da je umetnost pomembna za razvoj mladostnikove osebnosti, pomemben človeški kapital za vse nadaljnje življenje, in da je nenadomestljiva pri vsakdanjem vzgojnem delu.

Podnaslov Rastemo z umetnostjo razumeva kot nenehno osebno napredovanje mladostnikov. Umetniško ustvarjanje spodbuja osnovno ljubezen do življenja in razvija bogatejši notranji svet, nasproti vse večji digitalizaciji. Hkrati ima vpliv tudi na razvoj pomembnih čustvenih in osebnostnih kompetenc.

V uvodnem delu bova predstavili organizacijo dela po posameznih področjih umetnosti, ki jih povezujemo v celoto. V osrednjem delu se osredotočava na kulturno-umetniško področje, kjer podrobno predstaviva dejavnosti in dogodke, ki smo jih od leta 2018 izpeljali. Posebno pozornost bova namenili didaktičnemu pripomočku z naslovom »Sova, ki te opomni vedno znova«, kot nadgradnja našega ustvarjalnega dela.

IMPLEMENTATION OF INNOVATIVE APPROACHES IN THE FIELD OF ART / GROWING WITH ART

ABSTRACT

In this article we will be discussing the implementation of innovative approaches in the field of art at CIRIUS Kamnik Dormitories. We believe that art is crucial for the development young people's personalities as well as an important human capital that they can carry with them throughout their lives. It is also an essential part of everyday education.

We see the subtitle *Growing with Art* in the light of continual progress in young people's personal development. Through artistic creation, they can cultivate a love of life and develop a richer inner world, which is particularly important in today's increasingly digital world. Art also helps develop important emotional and personal competencies.

3. MEDNARODNA KONFERENCA - SODOBNI IZZIVI DELA Z MLADIMI IZ RANLJIVIH SKUPIN

3rd INTERNATIONAL CONFERENCE - CONTEMPORARY CHALLENGES OF WORKING WITH AT-RISK YOUTH

In the introduction, we'll outline how we organize our work across different areas of art, which we combine into a cohesive whole. In the main section, we'll focus on the cultural and artistic aspects, providing a detailed overview of the activities and events we've organized since 2018. We will pay special attention to the didactic tool titled "The Owl that Reminds You Again and Again," which builds upon our creative work.

SOBA 2

Alan Hazdovac, dipl. psihosoc. pom., Sandra Hazdovac, uni. dipl. ped.

PROJEKT POHODNIŠTVA V STANOVANJSKI SKUPINI BREŽICE

POVZETEK

Telesna aktivnost igra pomembno vlogo na različnih področjih človekovega razvoja in delovanja, česar se zavedamo tudi v Stanovanjski skupini Brežice. Zaradi omenjenih razlogov smo želeli mladostnikom približati pohodništvo ter ga vpeljati kot rutino, ki bo aktivirala mladostnike ter jim potencialno omogočila nov pogled na svet. Pri postavljanju ciljev smo izhajali iz njihovih potreb in aktualnih dogodkov povezanih z njihovim telesnim in duševnim zdravjem. V šolskem letu 2022/2023 sva izvedla osem pohodov. Pohodi so bili obvezni za vse mladostnike, v primeru izostanka je bilo treba pohod nadomeščati. Rezultati projekta so pokazali večjo kondicijsko pripravljenost ter večjo kompetentnost pri spoprijemanju z vsakodnevnimi izzivi vezanimi na vztrajnosti.

HIKING PROJECT IN THE RESIDENTIAL GROUP BREŽICE

ABSTRACT

Physical activity plays an important role in various areas of human development and functioning, which we are also aware of in the Brežice Residential Group. For the aforementioned reasons, we wanted to introduce hiking to adolescents as a routine that will activate them and potentially give them a new perspective on the world. When setting goals, we started with their needs and current events related to their physical and mental health. In the 2022/2023 school year, we held eight hikes. The hikes were mandatory for all adolescents, in case of absence the hike had to be replaced. The results of the project showed greater fitness readiness and greater competence in dealing with everyday challenges related to perseverance.

SOBA 3

Yekta Özkan - Environmental engineer / Youth worker

RURAL YOUTH BRIDGES WITH FOLK DANCES

ABSTRACT

While rural life has both advantages and disadvantages, many young people has migrated to cities for years. Youth who still live in rural areas needs including socialising, jobs can be match by providing them some instrument such as folk dances.

SOBOTA, 10. 6. 2023 – 18:00 – 18:25

SOBA 1

Nina Ilič, vzgojiteljica predšolskih otrok

VPLIV ČEBELARJENJA IN APITERAPIJE NA RAZVOJ OTROK IN MLADOSTNIKOV

POVZETEK

Pričujoči prispevek obravnava pedagoško-apiterapevtski pristop čebelarjenja iz vidika stika s čebelami kot terapevtskimi živalmi. V prvem sklopu je identifikacija terapevtske živali in njenih specifik. Temu sledi predstavitev čebelarstva iz tradicionalnega, tj. kmetijskega zornega kota ter predstavitev apiterapije v splošnem, s poudarkom na holističnem pristopu, ki je značilen tudi za kvalitetno pedagoško delo. Pedagoško-apiterapevtski pristop čebelarjenja je oblika izkustvenega učenja, ki stremi k podpori razvoja na treh: fizični, psihični in socialni. Opravljena je bila raziskava, ki je zajemala 3 otroke starosti 9 in 13 let, pri čemer sta dva otroka iz Slovenije in eden iz Indije. Prepoznati je bilo rezultat, ki je podal odgovor na raziskovalno vprašanje in sicer: pedagoško-apiterapevtski pristop v čebelarjenju pri otrocih razvija empatijo, socialne kompetence, pozitivno samopodobo, samozavest ter občutek intenzivnejše povezanosti z okoljem in naravo. Opažena pomanjkljivost raziskave za namene te konference je v tem, da spremljani otroci niso imeli težav v razvoju.

THE IMPACT OF BEEKEEPING AND APITHERAPY ON THE DEVELOPMENT OF CHILDREN AND ADOLESCENTS

ABSTRACT

This paper discusses the pedagogical-apitherapeutic approach of beekeeping from the point of view of contact with bees as therapeutic animals. The first part includes the identification of the therapeutic animal and its specifics. This is followed by a presentation of traditional beekeeping, i.e. from an agricultural point of view and a presentation of apitherapy in general, with an emphasis on a holistic approach, which is also characteristic of quality pedagogical work. The pedagogical-apitherapeutic approach of beekeeping is a form of experiential learning that aims to support development on three levels: physical, psychological and social. A survey was conducted covering 3 children aged 9 and 13, with two children from Slovenia and one from India. A result was recognized that answered the research question, namely: the pedagogical-apitherapeutic approach in beekeeping develops empathy, social competence, positive self-image, self-confidence and a feeling of a more intense connection with the environment and nature in children. A noted shortcoming of the research for the purpose of this conference is that the children monitored had no developmental problems.

SOBA 2

Vesna Videčnik, profesorica defektologije

LIKOVNO USTVARJANJE NA PROSTEM IN ŠPORTNA AKTIVNOST

POVZETEK

Otroci s posebnimi potrebami predstavljajo posebej ranljivo skupino oseb. Poleg tega, da imajo primanjkljaje na različnih področjih razvoja in učenja, s seboj nosijo tudi težko breme, ki izhaja iz okolja, iz katerega prihajajo. Vsak s svojo zgodbo, se vedno znova soočajo z novimi izzivi, ki jih zanje prinaša življenje. V ustanovah namenjenim otrokom s posebnimi potrebami, zaposleni neprestano iščemo nove načine, kako otrokom pomagati pri premagovanju njihovih težav. Likovno ustvarjanje in športna aktivnost sta dejavnosti, ki omogočata otrokom s posebnimi potrebami sprostitev, razvoj potencialov ter pozitivno potrditev. Seveda, vse to z določenimi cilji in prilagoditvami v okviru učenja. V okviru pouka likovne umetnosti smo na Osnovni šoli Glazija Celje, šoli s prilagojenim programom, združili dejavnosti ustvarjanja in športa. Učencem smo zastavili problemsko likovno situacijo ter jih spodbudili k ustvarjalnemu izražanju idej in rešitev. S poslikavo okolice šole in šolskega igrišča smo učencem omogočili drugačen, nam lasten način ustvarjanja in izvajanja aktivnosti, v sklopu pouka športa ter aktivnega preživljanja časa po pouku.

OUTDOOR VISUAL ART CREATION AND SPORTS ACTIVITY

ABSTRACT

Special needs children represent a very vulnerable group of people. Besides having difficulties in various areas of development and learning, they often carry a heavy burden, arising from their home environment. Each child with their own story continues to be faced with various life challenges. In institutions, intended for special needs children, employees are constantly looking for new ways of helping them overcome their problems. Visual art creation and sports are two activities that enable children with special needs to relax, develop their potentials, and offer positive confirmation. Of course, that is all attainable by using and following specific goals and adaptations within the process of learning. In Art Class at Elementary School Glazija Celje, a special school, we combined the activities of creation and sports. We posed a problem regarding art and encouraged children to express their creative ideas and solutions for this problem. By painting the school's surroundings and the school playground, we offered the students a different and unique way of creating and carrying out activities, within the framework of sports lessons and active after school activities.

SOBA 3

Sophie Alvarez Vieitez

UNLOCKING THE POTENTIAL OF ALL CHILDREN: STRATEGIES FOR MAXIMUM DEVELOPMENT OF AT-RISK YOUTH

ABSTRACT

This article explores strategies for maximizing the development of at-risk youth. It focuses on how professionals and practitioners can help vulnerable children and young people reach their full potential. The main strategies discussed include early intervention, personalized support, and community involvement. These approaches can address a range of issues that contribute to risk, such as poverty, family instability, and trauma. By implementing evidence-based practices and providing a safe and supportive environment, professionals can help at-risk youth succeed academically, socially, and emotionally.

SOBOTA, 10. 6. 2023 – 18:25 – 18:50

SOBA 1

Anita Pertoci, dipl. psihosocialna svetovalka

VPLIV TERAPEVTSKEGA PSA V PROCESU SVETOVANJA PRI MLADIH

POVZETEK

V šestdesetih letih 20. stoletja je otroški psihoterapevt Boris Levinson prvi uporabil žival, kot asistenta pri svetovanju. Javnosti je razkril dokaze, da živali pripomorejo prebiti led pri tistih osebah, ki se težko odprejo. Posebej psi so se pokazali kot dobri asistenti pri svetovanju tudi na drugih področjih.

Vsem, še posebej pri otrocih in mladostnikih se ob živalih prebudi naravni instinkt. Isti, kot se je v pračloveku, ki se je zavedal, da edino, ko posnema žival, lahko v divjini preživi. Eno izmed učnih procesov poteka skozi posnemanje. To in še veliko več dognanj se da v svetovalnem procesu s pomočjo terapevtskega psa s pridom izkoristiti. V prispevku bomo predstavili načine, kako se človek in pes povezujeta v procesu svetovanja in za kaj nam ta znanje lahko koristi.

THE INFLUENCE OF A THERAPY DOG IN THE COUNSELING PROCESS FOR ADOLESCENTS

ABSTRACT

In the sixties of the 20th century, child psychotherapist Boris Levinson was the first to use an animal as an assistant in counseling. He revealed to the public the evidence that animals help to break the ice

with those people who find it difficult to open up. Dogs in particular have proven to be good assistants in counseling in many other areas as well.

Everyone, especially children and young people, awakens a natural instinct around animals. The same as in primitive man, who realized that he could only survive in the wild by imitating an animal. One of the learning processes takes place through imitation. This and many more findings can be used to advantage in the counseling process with the help of a therapy dog. We will present the ways in which humans and dogs connect in the counseling process and what this knowledge can be useful for.

SOBA 2

Mateja Žerjavič, prof. mat. in proiz. teh. vzg., mag. prof. inkl. ped.

PRI TEHNIKI ZMOREM TUDI JAZ

POVZETEK

Otroci nas takrat, ko najmanj pričakujemo, znajo presenetiti. To sem velikokrat doživela kot učiteljica tehnike in tehnologije otrok s posebnimi potrebami. Tehnika in tehnologija je predmet, pri katerem so lahko z dobro načrtovanim praktičnim delom vsi učenci uspešni, saj lahko kljub primanjkljajem razvijajo svoje zmožnosti, so kreativni, inovativni in ustvarjalni. To vpliva na njihovo motivacijo za delo in samozavest, samostojnost ter večjo socialno spretnost. Učitelju so na voljo različne oblike in metode poučevanja, ki jih izbira in prilagaja glede na svoje učence. Tehnika obsega tudi veliko teoretičnih vsebin. Te učencem, s katerimi delam, predstavljajo veliko težavo, saj je vsem skupna jezikovna šibkost. Prav zaradi tega sem se odločila, da učne ure načrtujem drugače in teorijo predstavim ob praktičnem delu, kjer lahko vključim njihovo otroško ustvarjalnost in jo obogatim z znanjem. Pomembno je, da poznamo vsakega otroka, njegova šibka in močna področja ter zahteve njegovih posebnih potreb. Zato je pomembno, da pri načrtovanju pouka izhajamo iz sposobnosti posameznika. Na tak način so učenci vse bolj samostojni, močnejši so v komunikaciji, z lastno domišljijo in kreativnostjo so sposobni celo nadgraditi izdelke. Njihova samopodoba se tako s pomočjo pouka, ki je prilagojen in izhaja iz ustvarjalnosti posameznika, postopoma okrepi.

I CAN SUCCEED IN DESIGN AND TECHNOLOGY

ABSTRACT

Children surprise us when least expected. I have had this experience numerous times while teaching Design and technology to students with special needs. Design and technology is a subject where all students can be successful if we adjust practical learning activities to students' individual needs. Despite learning difficulties they develop their skills, are creative and innovative. This raises their work motivation, confidence, independence and social skills. There are many different teaching methods a teacher can use to adjust the subject matter to students. The subject Technology and design has many theoretical contents, which represent a big obstacle to students with language difficulties. Therefore I have decided to plan lessons differently. By putting the theoretical contents into practice I encourage student's creativity enriching it with knowledge and skills. It is important to know each individual student, his strong and weak sides and his special needs. This is why we need to adjust lessons to

students' individual abilities and skills. In this way students become more independent, they improve their communication skills and are even able to upgrade their products by using creativity and imagination. Through lessons that are adjusted to their needs and creativity students' self-esteem gradually rises.

SOBA 3

Mariia Nedzelska

SPORT AS A SOCIAL PHENOMENON AND A FORM OF SOCIALIZATION

ABSTRACT

The article examines the issues of the impact of sports on the processes of youth socialization, shows the effectiveness of using new social practices to involve young people at risk in sports. Particular attention is paid to the analysis of new forms of organizing the youth sports life, new types of youth sports, and the essence of the "new physical education" is revealed.

SOBOTA, 10. 6. 2023 – 18:50 – 19:15

SOBA 1

David Žnidaršič, uni. dipl. ing. matematike

ČEBELARJENJE KOT VZGOJNA METODA ZA UČENCE S ČUSTVENO VEDENJSKIMI MOTNJAMI

POVZETEK

Prispevek predstavi možnost dela z mladimi s čustveno vedenjskimi motnjami skozi čebelarjenje. S tem ne samo da učencem približamo naravo. Skozi neformalne oblike učenja jih poučimo o odnosih, ekologiji. Izboljšamo jim tudi samopodobo, jih naučimo različne spretnosti.

BEEKEEPING AS EDUCATIONAL METHOD FOR PUPILS WITH EMOTIONAL AND BEHAVIORAL DISORDERS

ABSTRACT

Article presents beekeeping as educational method for pupils with emotional and behavioral disorders. With that we not only bring nature closer to students. Through informal forms of learning, we teach them about relationships, ecology. We also improve their self-esteem and teach them various skills

3. MEDNARODNA KONFERENCA - SODOBNI IZZIVI DELA Z MLADIMI IZ RANLJIVIH SKUPIN

3rd INTERNATIONAL CONFERENCE - CONTEMPORARY CHALLENGES OF WORKING WITH AT-RISK YOUTH

SOBA 2

Sabina Mattersdorfer, profesor likovne pedagogike

DO POZORNOSTI MLADOSTNIKA Z LIKOVNIM USTVARJANJEM

POVZETEK

Otroci in mladostniki iz ranljivih skupin imajo pogosto težave z motivacijo in pozornostjo. Učitelji in vzgojitelji pa se vse pogosteje pritožujejo, da je težko delati z njimi, ker niso motivirani. Eden od načinov za dvig motivacije ter pridobitev pozornosti in zaupanja mladostnika je likovno ustvarjanje. Posvetila sem se oblikovanju gline in oblikovanju animiranega filma z otroki in mladostniki.

GETTING ADOLESCENTS' ATTENTION THROUGH ART CREATION

ABSTRACT

Children and adolescents from vulnerable groups often have problems with motivation and attention. Teachers and educators increasingly complain, that it is difficult to work with them because of the lack of motivation. One way to increase motivation and gain the attention and confidence of young people is through art creation. I have decided to write on clay moulding and animation film design with children and adolescents.

SOBA 3

Anita Kararaj, Pranvera Dhima

MENTAL HEALTH AND OTHER SOCIAL PROBLEMS AMONG YOUTH AT RISK

ABSTRACT

Adolescence is a period of rapid physical and emotional changes, growing responsibilities and building relationships with family and peers and with the growth of pandemics this challenges have grown among young peoples in the society.

Apart the pandemics influence there are several factors that effects mental health of young people and specially youth at risk like mental health stigma, human trafficking, social, physical environment, technology, sexual, verbal and physical violence.

SOBOTA, 10. 6. 2023 – 19:15 – 19:40

SOBA 1

Ana Bogdan Zupančič, Mateja Marovič

»ČAS ZAME« – POMEN DOBROBITI STROKOVNIH DELAVCEV ZA DOBROBIT OTROK/MLADOSTNIKOV

POVZETEK

Namen delavnice je preusmeriti razmišljanje o otrocih/mladostnikih in njihovi dobrobiti, na psihofizično dobrobit strokovnih delavcev, saj so ti. »postcovidni«, krizni časi, izziv tudi za slednje. S pomočjo 6 vidikov dobrobiti in konceptov (samo)empatije, (samo)spoštovanja in osebne/kolektivne odgovornosti bomo skupaj razmišljali o tem ali drži, da če kot družba želimo, da bodo naši otroci/mladostniki dobro, da bodo celostno zdravi, moramo najprej poskrbeti za vse tiste, ki z njimi živijo in delajo.

Delavnica bo priložnost za vprašanja o tem, kolikokrat in kdaj se ustavim, da razmislim o sebi, o lastnem počutju, zdravju; kaj me pri tem ovira in kaj bi mi pomagalo, da bi poskrbel za lastno dobrobit. Menimo namreč, da sta skrb zase v obliki refleksije lastne situacije in posledično uvajanje sprememb, ključna za empatijo, spoštovanje in odgovornost v odnosih z otroci/mladostniki in sodelavci, ki so temelj izpolnjujoče, kreativne in osmišljene profesionalne prakse.

"TIME FOR ME" - THE IMPORTANCE OF THE WELFARE OF PROFESSIONAL WORKERS FOR THE WELFARE OF CHILDREN/ADOLESCENTS

ABSTRACT

The purpose of the workshop is to shift thinking about children/adolescents and their well-being to the psychophysical well-being of professionals, as they are. "post-covid", crisis times, a challenge even for the latter. With the help of 6 aspects of well-being and the concepts of (self) empathy, (self) respect and personal/collective responsibility, we will think together about whether it is true that if we as a society want our children/adolescents to be well, to be holistically healthy, we must first take care of all those who live and work with them.

SOBA 2

Močilar Mitja, mag. prof. pouč. bi. ke.

DELO Z NADARJENIMI UČENCI, KOT OGROŽENO SKUPINO, NA MEDNARODNEM PROJEKTU S TURČIJO

POVZETEK

Zaradi pojavljanja vse pogostejših motenj pri mladih in osredotočanja pomoči pretežno skupinam učencev, ki imajo na posamičnih področjih primanjkljaje, smo začeli zanemarjati nadarjene učence. V tem prispevku sem opisal mednarodno sodelovanje nadarjenih učencev z osnovno šolo iz Turčije. Naš projekt je del Eko-šole, kjer se otroci pol leta, enkrat na teden slišijo preko aplikacije zoom in delajo na skupnem projektu. Komunicirajo tudi preko aplikacije What's up ter skupnega Word dokumenta, kjer nastaja izdelek. Naš projekt je temeljil na uporabi zavržene hrane, kjer smo preračunavali količino le te

ter na naši šoli merili tudi pretvorbo zavržene hrane v kompost in uporabno vrednost slednjega pri vzgajanju nove zelenjave v visokih gredah. Pri vzreji rastlin so nam pomagali tudi otroci s primanjkljaji. Tak način dela je omogočil nadarjenim učencem delovanje na višjem nivoju, komuniciranje v angleščini, hkrati pa tudi aktivno sodelovanje učencev s primanjkljaji.

WORKING WITH GIFTED PUPILS AS AN NEGLECTED GROUP, ON INTERNATIONAL PROJECT WITH TURKEY

ABSTRACT

Because more and more pupils have special disabilities and we are focusing extra help to pupils with deficits in specific areas, teachers have started to neglect gifted students. In this article I have described international collaboration of our gifted pupils with primary school from Turkey. Our project was part of Eco-school, where pupils meet once a week on Zoom and discuss ideas and plans for our project. They were also communicating via application What's-up and joined Word document, where our product was formed. Our project was based on excess food from our school lunch, where we calculated how much compost can be produced and how much vegetables can we grow with created compost. We also incorporated pupils with disabilities to our project. They helped with growing new plants and managing our school garden. This type of work enabled gifted pupils working on a higher level and actively incorporated students with disabilities.

SOBA 3

Winde Verhulst

1+1= 3 LETS' TRY OUT?

ABSTRACT

Try-Out is a 5-6 weeks school supportive project for 12-18 years old in a NEET situation. The setting? 2 group leaders and 6 youngsters explore together the city of Brussels undertaking all kinds of activities from indoor climbing, cooking, to creative art, planting trees,.... Keyfactor? Looking at youngsters personal Needs and providing them a place where they can just breath their authentic selves. A free-haven where they can actively rest for a while and have a maximal 'say' Motto: Let's try-out !!!

SOBOTA, 10. 6. 2023 – 19:40 – 20:00

SOBA 1

WORKSHOP

SOBA 2

Nika Valentinčič, mag. prof. soc. ped

MED ŠOLO IN DOMOM – PODPORA MLADOSTNIKU V NJEGOVEM ŽIVLJENJSKEM OKOLJU

POVZETEK

Biotehniški izobraževalni center Ljubljana, Živilsko šolo obiskuje veliko mladostnikov, ki čez teden bivajo v Domu Janeza Levca. V prispevku želimo predstaviti delo socialnega pedagoga, ki spremlja in nudi podporo dijakom tako v šoli kot v domu. Delo je usmerjeno na učno-storilnostno in socialno-čustveno področje. Pri tem sodeluje z učitelji, vzgojitelji, svetovalnima službama, vodstvom ter drugimi mladostniku pomembnimi osebami. Deluje torej kot vezni člen med različnimi življenjskimi okolji in je mladostniku v podporo tukaj in zdaj. Praksa kaže, da je tak način dela zelo učinkovit pristop pri izobraževanju in sprotnemu reševanju težav in stisk dijaka. Mladostnik lahko ob taki podpori in sodelovanju razvija svoje potenciale v najboljši možni meri.

BETWEEN SCHOOL AND HOME – ADOLESCENT SUPPORT IN THEIR LIVING ENVIRONMENT

ABSTRACT

Biotechnical educational centre Ljubljana, the Food Processing School is attended by many young people who stay at the Janez Levec Home during the week. We would like to present the work of a social pedagogue who monitors and provides support to students both at school and at dormitory. The work is focused on the learning-behavioral and social-emotional areas. In doing so, they cooperate with teachers, educators, counseling services, management and other important persons to the youth. They therefore act as a link between different living environments and support young people here and now. Practice shows that this way of working is a very effective approach in education and in solving student's problems and hardships on the spot. With such support and cooperation, a young person can develop their potential to the best possible extent.

SOBA 3

WORKSHOP

NEDELJA, 11. 6. 2023 – 9:10 – 9:55

SOBA 1

Tea Tomažič

KO IZKUSIŠ in SE IZRAZIŠ, RAZUMEŠ

POVZETEK

Ustvariti varen prostor za izkušnjo, doživetje in pogovor, kjer mladostnik postavlja pravila, tempo in način dela, je temelj za opolnomočenje posameznika. Takšen prostor lahko ustvarimo s pomočjo različnih metod in orodij, vendar je ta proces, kadar uporabljamo metode izrazne umetnosti, bolj naraven, spontan in izredno močan.

Umetnost lahko ustvari pot, kjer je morda na prvi pogled ni in na tej poti lahko najdemo odgovore, ki jih poprej nikakor nismo našli. Velikokrat ne najdemo besed, da opišemo, kaj čutimo. Niti morda ne vemo, kaj točno doživljamo. Takšne »težave« so še pogostejše pri posameznikih, ki so žrtve čustvenih, fizičnih in spolnih zlorab. Umetniški izdelek (risba, pesem, dramska igra, gib, ples, zvok, glasba) se izrazi namesto nas, nam omogoča neposreden skok v nezavedno in nam pokaže, kaj je »težava« oziroma izziv ter ponudi rešitev oziroma priložnost za rast.

Predavanje bo izkustvene narave, saj boste na lastni koži preizkusili metode Ekspresivne umetnostne terapije. Saj veste, ko izkusite, tudi razumete.

WHEN YOU EXPERIENCE AND EXPRESS YOURSELF, YOU UNDERSTAND

ABSTRACT

Establishing a safe and inclusive environment for experience, exploration and dialogue, where the young person is in control of the rules, pace, and approach, is crucial for empowering them. This can be achieved through various methods and tools, but the use of expressive arts methods makes the process more organic, spontaneous, and impactful.

Art can provide a pathway to answers not easily found, and can surface emotions that are difficult to articulate. Often, we struggle to express our emotions and may not have clarity on what we're feeling. This is particularly true for individuals who have endured emotional, physical, or sexual abuse. Artistic forms such as drawing, poetry, drama, movement, dance, sound, or music, can act as a medium of self-expression, allowing us to delve into the unconscious and shed light on our challenges, offering potential solutions and opportunities for growth.

The lecture will be interactive and immersive, as participants will have the opportunity to try out Expressive Art Therapy methods themselves. You know, when you experience, you understand.

NEDELJA, 10. 6. 2023 – 10:15 – 11:00

SOBA 1

Prof. dr. Nicole Rosenbauer

KAKOVOST ŽIVLJENJA V OTROŠTVU IN MLADOSTI – POGLED NA SOCIALNI IN PROFESIONALNI VPLIV SOCIALNEGA DELA

POVZETEK

Predavateljica bo predstavila glavne rezultate projekta KIDSCREEN, evropske raziskave o promociji z zdravjem povezane kakovosti življenja v otroštvu in mladostništvu. Raziskava je na nacionalno reprezentativnih vzorcih preučila čustveno dobro počutje in vedenje, razlike med državami ter ključne vidike in dejavnike tveganja.

Ogledali si bomo tudi izsledke raziskave COPSY o duševnem zdravju in psihološkem stresu otrok in mladostnikov v prvem valu pandemije covid-19. Izsledki kažejo, da ima socialno delo številne možnosti za podporo mladim. Po eni strani moramo graditi in pridobivati znanje za vso potrebno podporo mladim, obenem pa se moramo zavedati, da sam sistem podpore vsebuje dejavnike tveganja, ki škodljivo vplivajo na psihično dobro počutje otrok in mladostnikov. To so npr. prevlada normativnih pogledov strokovnjakov, udejstvovanje v dinamiki odnosov z uporabnikom brez refleksije, stigmatizacija, poniževanje in odklanjanje participacije mladih.

QUALITY OF LIFE IN CHILDHOOD AND ADOLESCENCE – PERSPECTIVES ON THE SOCIAL AND PROFESSIONAL IMPACT OF SOCIAL WORK

ABSTRACT

The lecture will present the main results of the KIDSCREEN, the European screening for promotion of health-related quality of life in childhood and adolescents as a health perspective. The study examined emotional well-being and behaviour in national representative samples and the variation across countries and crucial aspects and risk factors.

We will also have a look insight the results of the COPSY study about mental health and psychological stress of children and adolescents in the first wave of the COVID-19 pandemic. It will become clear that social work has many potentials to support the young people. On the one hand, we have to build up and acquire professional knowledge to really support the young people. But on the other hand, we also have to reflect, that the care system itself includes risk factors that have a damaging effect on the psychological well-being of children and adolescents. These are, for example, dominance of normative ideals of professionals, unreflective involvement in case dynamics, stigmatization, humiliation and disregard for participation.

NEDELJA, 11. 6. 2023 - 11:25 – 11:50

SOBA 1

doc. dr. Milko Poštrak, Fakulteta za socialno delo Univerze v Ljubljani

SOCIALNI DELAVCI IN ŽIVLJENJSKI SLOGI RANLJIVIH MLADIH

POVZETEK

Predstavil, opredelil in razložil bom vlogo socialnih delavcev v življenjskem svetu mladih, ki ga opredeljujejo tudi življenjski slogi, imenovani subkulture. Osredotočil se bom na ranljive mlade, mlade z veliko izzivi, izpostavljene veliko tveganjem.

Mladost je prehodno obdobje med otroštvom in odraslostjo, v katerem mladi oblikujejo bolj ali manj celovite in bolj ali manj vseobsegajoče življenjske sloge ali oblike prehoda skozi mladost, imenovane tudi subkulture. To so bolj ali manj ne/obstojni, bolj ali manj ne/realistični odzivi na vsakdanje izzive v njihovih življenjskih svetovih, kontekstih. Ranljivi mladi imajo pri oblikah svojih odzivov, svojih poskusov razrešitev protislovij, izzivov, še posebej veliko težav in so izpostavljeni mnogim tveganjem. Socialni delavci in drugi strokovni delavci na tem področju moramo poznati njihove okoliščine in nasloviti vse težave, ki se manifestirajo v njihovih okoljih. Kakšne koncepte, pristope, metode in tehnike smo pri tem in za pomoč in podporo ranljivim mladim razvili?

SOCIAL WORKERS AND LIFE STYLES OF VULNERABLE YOUNGSTERS

ABSTRACT

I will present, define and explain the role of social workers in the life world of young people, which is also defined by lifestyles called subcultures. I will focus on vulnerable young people, young people with a lot of challenges, exposed to a lot of risks.

Adolescence is a transitional period between childhood and adulthood, in which young people form more or less comprehensive and more or less comprehensive lifestyles or forms of transition through youth, also called subcultures. These are more or less non/persistent, more or less non/realistic responses to everyday challenges in their life worlds, contexts. Vulnerable young people have a lot of problems in the forms of their responses, their attempts to resolve contradictions, challenges, and are exposed to many risks. Social workers and other professionals in this field need to know the social circumstances of vulnerable youth and address all the problems that manifest in their environments. What concepts, approaches, methods and techniques have we developed to help and support vulnerable young people?

SOBA 2

Karmen Mihelčič

OBRAVNAVA PSIHOTIČNE MOTNJE V STROKOVNEM CENTRU VIŠNJA GORA

POVZETEK

Število vključenih mladostnikov z duševno motnjo se v Strokovnem centru Višnja Gora (v nadaljevanju SC) povečuje. Trenutno smo v fazi sledenja, kako uspešno se mladostniki s tovrstno diagnozo vključujejo v skupine, kjer so nameščeni tudi mladostniki z drugimi motnjami, predvsem z motnjami vedenja in čustvovanja. Preko primera osebne zgodbe mladostnice s psihozo in preko spoznavanja narave bolezni same, bomo lahko videli kako duševne motnje pri mladostnikih v našem SC odzvanjajo, katere so dobre plati in slabe plati namestitve. V SC se pojavlja potreba po ustanavljanju posebne skupine za mladostnike z duševnimi motnjami, pri čemer pa je potrebna posebna previdnost. Dilema je koliko podobni in koliko različni naj si bodo mladostniki glede na motnje. Ker strokovna literatura napoveduje povečanje psihotičnih motenj zaradi uporabe marihuane (tudi sintetične), se bomo v prispevku dotaknili tudi tovrstne problematike.

TREATMENT OF PSYCHOTIC DISORDERS IN THE PROFESSIONAL CENTRE VIŠNJA GORA

ABSTRACT

The number of adolescents with a mental disorder is increasing at Višnja Gora Professional Centre (hereafter SC). We are currently in the process of tracking how successfully adolescents with this type of diagnosis are included in groups where adolescents with other disorders are also placed, especially with behavioral and emotional disorders. Through a case of a personal story of an adolescent with psychosis, and through learning about the nature of the disease itself, we can see how the mental disorders in adolescents in our SC are changing, which are the good sides and the bad sides of the accommodation. In SC the need to set up a special group for adolescents with mental disorders is appearing, but first special consideration should be taken. The dilemma is how similar and how different adolescents should be relative to the disorder. As the professional literature predicts an increase in psychotic disorders due to the use of marijuana (including synthetic), we will also address this kind of problem.

SOBA 3

Dilan Doğruyol

VULNERABILITY OF YOUTH IN SOCIAL MEDIA

ABSTRACT

I am going focus on how digital world affects the youth.

NEDELJA, 11. 6. 2023 – 11:50 – 12:15

SOBA 1

Maruša Kraševc, mag. prof. pedagogike (UN)

PRIPADNOST SUBKULTURAM MED GOJENCI VZGOJNO-IZOBRAŽEVALNEGA ZAVODA VIŠNJA GORA

POVZETEK

Prispevek preučuje subkulture, ki se pojavljajo med mladostniki Vzgojno-izobraževalnega zavoda Višnja Gora. V začetnem delu se osredotoča na sam pojem in značilnosti subkultur, nato usmeri pozornost na subkulture, ki se pojavljajo v našem zavodu. Preučuje, ali imajo subkulture znotraj zavoda vpliv na vsakodnevno delovanje in povezovanje mladostnikov. Na koncu prispevek predstavi spremembe, za katere avtorica prispevka menim, da jih je prineslo 21. stoletje, in ugotavlja, ali obstaja možnost vzpostavitve posebne zavodske subkulture. V raziskavi ugotavljam, da subkulture še vedno zavzemajo pomembno mesto med mladostniki znotraj vzgojno-izobraževalnega zavoda. S pripadniki iste subkulture jih povečini povezuje isti okus za glasbo in podobni interesi, večinoma tudi menijo, da pripadnost subkulturi pomembno vpliva na njihovo vsakdanje delovanje in odločitve. Kljub temu mladostniki trdijo, da jim pripadnost ne onemogoča ali otežuje druženja z vrstniki, ki pripadajo drugi subkulturi ali nobeni, večinoma pa tudi menijo, da pripadnost subkulturi ne traja celo življenje. Nadalje ugotavljam, da se v zavodu oblikuje tudi svojevrstna »zavodska« subkultura in da je 21. stoletje v svet subkultur vneslo marsikatero spremembo.

SUBCULTURE AFFILIATION AMONG STUDENTS OF VIŠNJA GORA EDUCATIONAL INSTITUTION

ABSTRACT

The article focuses on the subcultures present within the Višnja Gora Educational and Boarding Institution. Initially, it highlights the concept and characteristics of subcultures and then focuses on the subcultures that appear within the above-mentioned institution. The author also studies whether the subcultures within the institution have an impact on the day-to-day functioning and association of young people. At the end, she presents certain changes that she believes have been brought about by the 21st century to subcultures and studies the possibility of identifying a specific "institutional" subculture within the Institution. Through research, she determines that subcultures still occupy an important place among young people, including in the Višnja Gora Institution. Among members of the same subculture the students of the Institutions are mostly connected through the same taste for music or similar interests, and most of the pupils believe that subculture affiliation has a significant influence on their daily activities and decisions. Nevertheless, most of them are of the opinion that their affiliation does not prevent them from or make it difficult for them to socialize with peers who belong to another subculture or do not affiliate with subcultures. They also mostly believe that belonging to a subculture is not life-long. The article concludes that a kind of "institutional" subculture is also forming within the Institution and that the 21st century has introduced many changes in the world of subcultures.

SOBA 2

Mihaela Krapež, univ. dipl. psih.

AVTIST V RAZREDU-TEŽAVA ALI DOPRINOS?

POVZETEK

Septembra smo v prvi letnik vpisali učenca z motnjo avtističnega spektra. Glede na to, da smo otroka spoznali že spomladi, ko je družina šele zbirala informacije o najustreznejši srednji šoli zanj, smo vedeli, da bo njegovo delovanje v skupini oteženo. Glede na njegovo vedenje in komunikacijo si je bilo težko predstavljati, kako bi sploh lahko deloval v razredu tridesetih, petnajstletnih fantov. Situacijo sem doživljala kot izziv, kako poskrbeti zanj, kako mu oblikovati čim bolj spodbudno okolje, kako ga zaščititi in podobno. S pomočjo kvalitetnega sodelovanja z njegovimi starši, rednega spremljanja in usmerjanja, tako dijaka kot razredne skupnosti, opazamo velik doprinos na ravni delovanja socialne skupine, v katero je vključen. V razredu so se mnogo bolj kot v katerem koli drugem razvile socialne veščine ekipnega duha, nudenja pomoči vrstniku, uvidevnosti, sprejemanja, spoštovanja. Dijak se počuti sprejetega in povsem enakovredno svojim vrstnikom, dosega uspeh in zadovoljstvo.

AN AUTIST IN A CLASS - A PROBLEM OR A CONTRIBUTION?

ABSTRACT

In September, we enrolled a student with an autism spectrum disorder in the first year. Given that we met the child already in the spring, when the family was just gathering information about the most suitable secondary school for him, we knew that his functioning in the group would be difficult. Given his behavior and communication, it was hard to imagine how he could possibly function in a class of thirty, fifteen-year-old boys. I experienced the situation as a challenge, how to take care of him, how to create the most stimulating environment for him, how to protect him and the like. With the help of quality cooperation with his parents, regular monitoring and guidance, both the student and the class community, we see a great contribution to the level of functioning of the social group in which he is included. The social skills of team spirit, offering help to a peer, perceptiveness, acceptance, respect were developed in the class much more than in any other. The student feels accepted and completely equal to his peers, achieves success and satisfaction.

SOBA 3

Muhittin KANMAZ

VIRTUAL CHILDREN

ABSTRACT

We left the children, whom we don't allow to live in bad world neighbourhoods in the real world, to a world where there is no limit to evil in the virtual world. Children who were made slaves of a sedentary life became individuals who are obese, unsympathetic and unwilling to share. We thought that the way to protect from the dangers on the street was to be confined to the houses. Our socializations

became individualized virtually, not in families. Parents and children continued their lives in the same house but in separate social groups. The socializations that should have taken place in reality have increased in the virtual. Unforeseen problems arose when entering business environment in real life. Because we didn't learn to live together in real life.

NEDELJA, 11. 6. 2023 – 12:15:12:40

SOBA 1

Darja Vesel Barborič

KO EPIKTET PREMAGA BREZNO BOLEČINE - STOICIZEM V OŠ

POVZETEK

Mladostništvo je v veliki meri čas stisk. V zadnjih letih le teh beležimo še posebno veliko. Razlogi so različni in kompleksni. Šola ni niti glavni generator ali razlog mladostniških stisk niti glavni reševalec le teh. Realno pa mladostniki preživijo v šoli mnogo časa, šola je v zadnjih letih postala tudi izjemno močan socializacijski dejavnik v življenju mladostnikov. Mnogi mladostniki v stiski so tudi obravnavani s strani zdravstvenega sistema, ki le te razume na specifičen način.

Kot svetovalna delavka sem močno vpeta v prepoznavanje stisk mladostnikov ter njihovo obravnavo in reševanje. Ker intervencije v smislu prilagajanja (zmanjševanja) obveznosti ne prinašajo več kot kratkotrajnega olajšanja, ki pa le še poglobi osnovno stisko, sem skupaj z mladostniki iskala način dela, obravnave, ki bi lahko ponudil trajnejše in bolj zadovoljujoče rešitve. Našli smo ga v filozofski smeri stoicizma, ki mladim lahko preda možnost uvida smisla, delovanja vzornikov ter izjemno operativen sistem prepoznavanja smiselnih reakcij v vsakvrstnih in vsakokratnih življenjskih dilemah.

WHEN EPICTETES OVERCOMES ENDLESS PAIN - STOICISM IN SCHOOL

ABSTRACT

Adolescence is largely a time of hardship. In recent years, we have recorded a particularly large number of these. The reasons are varied and complex. School is neither the main generator or cause of adolescent hardships, nor the main savior of them. In reality, adolescents spend a lot of time at school, and in recent years, school has also become an extremely strong (too strong) socialization factor in the lives of adolescents. Many adolescents in need are also treated by the health system, which only understands them in a specific way.

As a counselor, I am deeply involved in identifying the hardships of young people and their treatment and resolution. Since interventions in the sense of adjusting (reducing) obligations do not bring more than short-term relief, which only deepens the basic distress, together with the young people, I looked for a way of working, of treatment, which could offer more permanent and more satisfying solutions. We found it in the philosophical direction of stoicism, which can give young people the possibility of

3. MEDNARODNA KONFERENCA - SODOBNI IZZIVI DELA Z MLADIMI IZ RANLIVIH SKUPIN

3rd INTERNATIONAL CONFERENCE - CONTEMPORARY CHALLENGES OF WORKING WITH AT-RISK YOUTH

insight into meaning, role models, and an extremely operational system of recognizing meaningful reactions in all kinds of life dilemmas.

SOBA 2

Barbra Pia Križe, univ. dipl. soc. ped.

POODPUSTNO SPREMLJANJE MLADOSTNIKOV – PREHOD IZ INSTITUCIONALNE VZGOJE V SAMOSTOJNOST – TERENSKE IN KONKRETNE IZKUŠNJE IZ POODPUSTNE SKUPINE NOVO MESTO

POVZETEK

Predstavljam primer nove oblike dela – poodpustno spremljanje mladostnikov, ki so zaključili z bivanjem v enem izmed vzgojno-izobraževalnih programov. Gre za delo, v katerega je vpleten strokovnjak, ki je v različnih vlogah naenkrat. Predvsem je v vlogi podpornika, spremljevalca, vzgojitelja, učitelja, predstavlja pa tudi podporni lik starša, ki ga večina mladostnikov ni imela. Aktivnosti, ki se izvajajo v skupini (in izven nje), služijo kot pomoč mladostnikom na poti osamosvajanja. So ključne pri pridobivanju konkretnih izkušenj za življenje, služijo kot pomoč pri osnovnih opravilih, ki jih za življenje nujno potrebujejo, ter jim pomagajo tudi pri iskanju aktivnosti, ki delujejo vključujoče in sprejemajoče. Pomembno je izpostaviti, da mladostniki prihajajo iz zelo različnih okolij, z različnimi predispozicijami, motnjami ter predznanji. Aktivnosti so skoraj vedno izvedene s strani vzgojiteljice in so prilagojene ter usmerjene tja, kjer jih mladostniki najbolj potrebujejo.

POST-DISCHARGE MONITORING OF YOUNG PEOPLE – TRANSITION FROM INSTITUTIONAL EDUCATION TO INDEPENDENCE – FIELD AND CONCRETE EXPERIENCES

ABSTRACT

I am presenting a new form of work which is post-discharge care of youngsters after completing one of educational programmes. The work involves an expert who has several different roles. Mainly they act as supporter, companion, educator, teacher and also a parent figure most youngsters never had. Activities in (and outside) the group help the youngster take the path towards independence and are key to acquiring practical life experience, as help with basic tasks necessary for life. Youngsters are also assisted with finding activities that are integrative and excepting for youngsters with emotional and behaviour disorders. We must stress that youngsters come from various environments, with different predispositions, disorders and skills. All activities are almost always performed by the educator and are focused and adapted to satisfy youngster's needs.

SOBA 3

Stefania Mazza, Livia Grasselli

YOUNG PEOPLE'S SPACES: A QUESTION OF POINTS OF VIEW – COLLABORATIVE LEARNING METHODOLOGY

ABSTRACT

The events characterising the past years (the Covid pandemics, the war in Ukraine, the climate change, the everlasting economic crisis) worsen the uncertainty youth typically feel and generate disenchantment and lack of hope, sharpening also the social gaps and contrapositions. The youth look for spaces and opportunities to grow up protagonist of their life. No more passive learning, but active engagement, the adults' organisations (companies, schools and families) struggle to provide. Casco Learning Centre wants to attract excellence in all fields to offer this.

NEDELJA, 11. 6. 2023 – 14:00 – 14:25

SOBA1

Nina Novak, mag. prof. ped.

ALTERNATIVNI VZGOJNI UKREPI V OSNOVNI ŠOLI (PRIMERI DOBRE PRAKSE)

POVZETEK

Vzgojni ukrepi se izvedejo, kadar učenec krši svoje dolžnosti, določene z zakonom ali drugimi predpisi in akti šole. Alternativni vzgojni ukrep se praviloma določa kot alternativa izreka vzgojnega opomina, ki bi sicer bil izrečen zaradi kršitev šolskih pravil. V primeru, ko učitelj, ki izreka vzgojni ukrep, ugotovi, da je glede na naravo kršitve (običajno pri lažjih kršitvah šolskih pravil) alternativni vzgojni ukrep primernejši od vzgojnega opomina in bi takšna oblika imela večjo vzgojno noto, se lahko odloči za enega od možnih alternativnih ukrepov. Za alternativne vzgojne ukrepe šole uporabljajo različne strategije, ki vključujejo samorefleksijo, dobra dela, ustvarjalnost, restitucijo, kot tudi gibalne aktivnosti. Ker pa imajo učitelji pogosto umanjkanje idej, kakšen ukrep izdati učencu, bom v prispevku predstavila konkretne primere alternativnega vzgojnega ukrepanja na Osnovni šoli Nove Fužine, ki so se izkazali, kot primer dobre paske. Učiteljem bo prispevek lahko služil kot nabor idej in predlogov.

ALTERNATIVE EDUCATIONAL MEASURES IN PRIMARY SCHOOL (EXAMPLES OF GOOD PRACTICE)

SUMMARY

If the pupil violates his duties, enacted with law or other regulations or school acts, disciplinary measurements must be taken. Alternative disciplinary measurement is often taken as an alternative to written Disciplinary measurement, witch pupil can get if he violates school rules. As an example, if

the teacher that is giving written disciplinary measurement, discovered that because of the nature of offense (normally when pupil commits minor offense), alternative disciplinary measurement is more suitable and would have better effect on pupils behaviour in the future, he can decide to use one of possible alternative disciplinary measurements. For alternative disciplinary measurements, schools often use different strategies that include self-reflection, good deeds, creativity, restitution and different physical activities. In addition, because teachers have often no ideas what kind of alternative disciplinary measurement they should give, I have decided to describe a specific alternative disciplinary measurement that was used in OŠ Nove Fužine as an example of good practice. Teachers could use this example as an idea or suggestion for using alternative disciplinary measurements.

SOBA 2

IGOR BOŠNJAK, prof. špo. vzg.

PRIMER DOBRE PRAKSE V INTENZIVNI SKUPINI SMLEDNIK – KRANJ

POVZETEK

V intenzivni skupini Smlednik (ki biva v stanovanju v Kranju) ustvarjamo drugačno okolje kot v matičnih skupinah zavoda, saj je v obravnavo vključenih precej manj mladostnikov in strokovnih delavcev. Posledica tega je lažja vzpostavitev novega »družinskega okolja«, v katerem se mladostnik počuti bolj slišane, videne in sprejete. Prav tako je tudi delo s starši veliko bolj intenzivno in uspešno, saj se podobno kot mladostniki tudi starši v odnosu vzgojitelj-starš bolj sprostijo in odprejo. Na ta način je veliko lažje reševati in vzpostavljati nove, bolj zdrave odnose med mladostnikom in matično družino. Skozi različne primere bom predstavil način dela v navedenem okolju ter ga v posameznih točkah primerjal z delom v matični skupini. Razen predstavitve takšnega načina dela je cilj naloge spodbuditi stroko k razmišljanju po čim večjem številu podobnih projektov, kakršen je intenzivna skupina v Kranju.

AN EXAMPLE OF GOOD PRACTICE IN A GROUP FOR INTENSIVE YOUTH CARE SMLEDNIK – KRANJ

ABSTRACT

In the intensive group Smlednik (residing in an apartment in Kranj), we create a different environment than in the main groups of the institution, as considerably fewer adolescents and youth care professionals are involved in the process. Subsequently, it is easier to establish a new »family environment« where an adolescent feels more heard, seen, and accepted. Moreover, work with the parents is much more intensive and successful because parents, similarly to the adolescents, become more relaxed and open up more in the youth worker-parent relationship. In this way, it is much easier to resolve and establish new, healthier relationships between adolescent and their family of origin. I will present the working methods in the described environment through various examples, comparing them on specific points to the work in the main group. This paper not only aims to present this way of work but also strives to encourage youth care professionals to engage in as many projects similar to the intensive group in Kranj as possible.

SOBA 3

Benedetto Campione, Lorenzo Menozzi

YOUNG PEOPLE'S SPACES: A QUESTION OF POINTS OF VIEW – YOUTH IN THE CENTRE OF THE COMMUNITY

ABSTRACT

From social studies and modern sociology to youth work practice in youth aggregation spaces, we tackle the challenge to change the role of adults from designers into co-developers of projects with the youth' participation: to support and motivate their positive and active participation and to legitimate their spaces without blocking them into adults' paradigms, leaving them free to invent their own forms of aggregation to build their future & leaderships.

NEDELJA, 11. 6. 2023 – 14:25-14:50

SOBA 1

Tina Kralj, univ. dipl. socialna pedagoginja

PSIHOSOCIALNE DELAVNICE KOT MEDIJ ZA POMOČ MLADOSTNIKOM S ČUSTVENIMI IN VEDENJSKIMI TEŽAVAMI

POVZETEK

V pričujočem prispevku je kratko opisano izvajanje psihosocialnih delavnic v Vzgojnem zavodu Kranj, kjer potekajo že več kot osem let. Opisana je struktura delavnice, pravila, katerih se udeleženci držijo na delavnicah, obravnavane teme, populacija, ki je vključena ter način izbora vključenih mladostnic in mladostnikov. Kratko so opisane prednosti ter omejitve delavnic, predvsem pa njihov doprinos tako k samospoznavanju vključenih mladostnic in mladostnikov kot tudi za strokovne delavce, ki zanje načrtujejo pomoč in obravnavo.

PSYCHOSOCIAL WORKSHOPS AS A TOOL FOR HELPING ADOLESCENTS WITH EMOTIONAL AND BEHAVIOURAL PROBLEMS

SUMMARY

This paper briefly describes the implementation of psychosocial workshops in the Kranj Educational Institute, where they have been held for more than eight years. It describes the structure of the workshop, the rules that participants adhere to in workshops, the topics discussed, the population involved and the way in which the adolescents involved are selected. The advantages and limitations of workshops are briefly described, and in particular their contribution to the self-recognition of the adolescents involved as well as to professionals planning the assistance and treatment.

SOBA 2

Tina Rezar, mag. prof. ped. in nem. ter mag. zak. in druž. štud.

MULTIDISCIPLINARNI TIM IN DUŠEVNO ZDRAVJE MLADOSTNIKOV V DIJAŠKEM DOMU

POVZETEK

Dandanes je število duševnih stisk pri otrocih in mladostnikih v velikem porastu, kar se kaže na raznovrstne načine, od motenj v razpoloženju, motenj hranjenja, psihoz, nasilja do samopoškodbenega vedenja in suicidalnih nagnjenj. V zadnjem obdobju so med mladostniki vse pogostejše tudi anksiozno-depresivne motnje s pridruženimi paničnimi napadi in prekomerna raba raznovrstnih digitalnih naprav. Kot učinkovit pristop na področju svetovanja in usmerjanja dijakov, ki jih bremenijo težave v duševnem zdravju, se je izkazal multidisciplinarni tim. To je formalna delovna skupina, sestavljena iz strokovnjakov različnih strok, ki obravnava isto težavo z različnih vidikov in ima postavljene skupne cilje glede na težavo, ki jo rešuje. Osnovni namen multidisciplinarnega tima je zagotovitev vsestranske podporne obravnave, ki deluje pri odpravi nekonstruktivnih vedenj. Pri multidisciplinarni obravnavi je v prvi vrsti potrebno upoštevati posameznikove potrebe in s sprotim spremljanjem zagotavljati, da se sklepi, sprejeti na timskih sestankih, uresničujejo. Namen prispevka je predstaviti primer dobre prakse v dijaškem domu s pomočjo multidisciplinarnega tima.

A MULTIDISCIPLINARY TEAM AND MENTAL HEALTH OF YOUTH IN THE DORMITORY

ABSTRACT

Nowadays are mental health problems among children and adolescents on the increase, which manifests itself in a variety of ways, from mood disorders, eating disorders, psychosis, violence, self-harm and suicidal tendencies. Anxiety-depressive disorders with panic attacks and the excessive use of various digital devices are also on the rise among adolescents. A multidisciplinary team has proven to be an effective approach in counselling and guidance for students suffering from mental health problems. This is a formal working group, made up of experts from different disciplines, which addresses the same problem from different perspectives and has common objectives depending on the problem. The primary purpose of a multidisciplinary team is to provide a comprehensive supportive treatment that works to address unconstructive behaviours. Multidisciplinary treatment must first and foremost take into account the needs of the individual and ensure that the decisions made in team meetings are implemented through ongoing monitoring. The goal of the article is to present an example of good practice in the dormitory with the help of a multidisciplinary team.

SOBA 3

Abdelrahman Mohamed

THE ROLE OF SDG'S IN SOCIETY AND ITS IMPACT ON YOUTH

ABSTRACT

3. MEDNARODNA KONFERENCA - SODOBNI IZZIVI DELA Z MLADIMI IZ RANLJIVIH SKUPIN

3rd INTERNATIONAL CONFERENCE - CONTEMPORARY CHALLENGES OF WORKING WITH AT-RISK YOUTH

Youth are a major force for sustainable development and major agents of social change, economic growth and technological innovation. From calling for urgent climate action to addressing gender inequality and biases, young people are driving the Decade of Action for the Sustainable Development Goals (SDGs) forward.

NEDELJA, 11. 6. 2023 – 14:50 – 15: 15

SOBA 1

Lucija Dolenc Čuk, profesorica razrednega pouka

KORAKI NAPREJ NA OŠ TABOR – ISKANJE SAMEGA SEBE

POVZETEK

Duševno zdravje otrok in mladostnikov je področje, ki je zaradi svoje obsežnosti, pomembnosti in skokovitega porasta težav v zadnjih letih izredno aktualna, a hkrati premalo obravnavana tema v šolskem vsakdanu.

V letošnjem šolskem letu se kot mentorica skupnosti učencev šole ukvarjam tudi s stiskami in težavami otrok in mladostnikov na naši šoli. V zadnjih letih se soočamo s številnimi izzivi, saj smo po obdobju izolacije, pretirane uporabe elektronike ter prihodu otrok iz Ukrajine, Kosova in Afrike priče stiskam v šoli in družinah. Skozi celotno šolsko leto smo se na naših srečanjih pogovarjali o omenjeni problematiki. V prispevku bom predstavila celoletni projekt dela z mladimi od 1. do 9. razreda, s poudarkom na duševnem zdravju. Pojasnila bom, kako različno stari otroci in mladostniki doživljajo duševno zdravje. Najprej bom navedla razloge, ki so me vodili v projekt, v drugem delu prispevka pa bom predstavila postopke in načine dela. Mlade sem preko spodbud razrednikom, smernic za delo pri urah oddelčnih skupnosti in pogovorov na srečanjih šolske skupnosti vodila skozi vprašanja, kaj pričakujejo od nas odraslih, kaj jih vznemirja, kdaj so popolnoma srečni. Ustvarjali smo motivacijske plakate, brali in predstavljali primerne knjige ter anonimno izvedli anketo o vprašanjih, na katere ne vedo odgovorov in potrebujejo pomoč strokovnjaka. S soočenjem predstavnikov z učenci drugih šol smo zaznali, da se v naši občini veliko učencev srečuje z inkluzijo otrok iz različnih jezikovnih in kulturnih svetov.

STEPS FORWARD IN PRIMARY SCHOOL TABOR - SEARCHING FOR ONESELF

ABSTRACT

The mental health of children and adolescents is an area that is, due to its vastness and importance in recent years in rapid growth but at the same time insufficiently addressed in everyday school life.

This school year I am dealing also with the distress and problems of children and adolescents at our school as a mentor of the school's pupils community. In recent years, our school has faced many challenges. After a period of isolation, excessive use of electronics, the arrival of children from Ukraine, Kosovo and Africa, we witness numerous hardships in classes, school and also in families. Throughout

the entire school year, we discussed the aforementioned issues at our meetings. In the paper, I will present a year-long project of working with young people from 1st to 9th grade, with an emphasis on mental health, how differently old children and adolescents experience mental oppression. First of all, I will state the reasons that led me to the project, and in the second part of the paper, I present the procedures and ways of working, how I guided the young people through the questions of what they expect from us, , what excites them, when they are completely happy, through incentives to the class teachers, work guidelines in departmental communities, conversations at school community meetings We created motivational posters, read and presented suitable books, and conducted an anonymous survey on questions to which they do not know the answers and need the help of an expert. Through the confrontation of representatives with pupils from other schools, we realized that many pupils in our municipality encounter the inclusion of children from different linguistic and cultural worlds.

SOBA 2

Natalija Augustinovič, prof.def.

UČIMO JIH SREČE

POVZETEK

V članku navedem skrb vzbujajoče podatke o porastu težav na področju duševnega zdravja mladih v Sloveniji. Opredelim pojem tesnobe in anksioznosti, navedem, kako se kažeta v šolskem prostoru. Razmišljam o šoli kot prostoru priložnosti za opolnomočenje učencev za soočanje z izzivi. Navedem dejavnosti, ki jih sama izvajam pri delu z učenci. Omejim se na dejavnosti s področja teorije izbire ter nevrolingvističnega programiranja. Hkrati razmišljam tudi o učitelju v šoli prihodnosti. Zaključujem s spoznanjem, da šola prihodnosti potrebuje učitelja, vzgojitelja, sopotnika in usmerjevalca mladih, ki vidi svojo vlogo veliko širše kot usposobiti učence, da bodo znali iskati znanje, razmišljati, sodelovati, temveč tudi, da bodo znali poskrbeti za svoje duševno zdravje. Mladega človeka želimo usposobiti za soočanje z izzivi, ki jih prinaša življenje. Seveda pa je tukaj nezanemarljiva vloga države, ki nas bo morala na tej poti podpreti.

TEACH THEM HAPPINESS

ABSTRACT

In my article I'm stating the concerning facts about the increase of problems on the matter of mental health. I'm defining the term anxiety, stating how they are visible in the school environment. I'm thinking about school as a place of opportunity to empowerment our students that are dealing with different challenges. I present activities that I use while working with my students. I focused on the activities in the area of the reality therapy and neuro linguistic programing. At the same time, I also think about the role of teachers, educators, companions and role models of young people in the future. I'm closing with the realization that school of future need a teacher, that expand the horizon further than teaching students to look for knowledge, think, work as a team, but to also teach pupils how to take care of their mental health. We desires to empower young people for facing challenges that life throws in their way. We can not ignore the role of government, which should show more support to us on our path.

SOBA 3

Nada Fayed

THE YOUTH OF EGYPT: OVERCOMING CHALLENGES AND EMBRACING OPPORTUNITIES FOR A BETTER FUTURE

ABSTRACT

Egypt has one of the largest populations of youth in the world, with over 60% of the population below the age of 30. Despite this demographic advantage, young people in Egypt face numerous challenges that limit their potential and opportunities for growth. This paper examines the challenges facing youth in Egypt, including limited access to education and employment, poor economic conditions, gender-based discrimination, and poor representation in decision-making processes. The paper also explores potential solutions and recommendations for addressing these challenges, highlighting the importance of investing in youth development and empowering young people to become active agents of change in their communities.

NEDELJA, 11. 6. 2023 – 15:40 – 16:05

SOBA 1

Anja Pečaver, prof. šp. vzg.

PROJEKT JADRANJE ZA JUTRI KOT PRIMER DOBRE PRAKSE RAZVOJA NA RAZLIČNIH PODROČJIH PRI OSEBAH Z OKVARO VIDA

POVZETEK

V prispevku bo predstavljeno s kakšnimi ovirami in izzivi se srečujejo slepi in slabovidni pri samem vključevanju v družbo in kako tekom šolanja na centru IRIS naše učence in mladostnike poskušamo opolnomočiti in pripraviti na odraslo samostojno življenje. Podrobneje bo predstavljen izobraževalno – terapevtski projekt Jadranje za jutri, ki pripomore k pridobivanju vsakodnevnih izkušenj na prijeten in zabaven način. Prispevek je napisan z vidika učiteljice v Centru IRIS, ki zadnjih deset let sodeluje s slepimi in slabovidnimi otroki in mladostniki.

THE SAILING FOR TOMORROW PROJECT AS AN EXAMPLE OF GOOD DEVELOPEMENT PRACTICE IN VARIOUS AREAS FOR PEOPLE WITH VISUAL IMPAIRMENT

ABSTRACT

The article presents what obstacles and challenges the visually impaired face in their integration into society and how during schooling at the IRIS center we try to empower our students and young people

and prepare them for an independent adult life. The educational and therapeutic project Sailing for Tomorrow will be presented in more detail, which helps to gain everyday experience in a pleasant and funny way. The article is written from the point of a teacher at the IRIS center, who has been working with visually impaired children and adolescents for the past ten years.

SOBA 2

Martina Lavrin Povše

NIHČE NI OTOK ZASE – POZITIVNI UČINKI OBŠOLSКИH DEJAVNOSTI NA POSAMEZNEGA UČENCA IN NA ODDELEK

POVZETEK

Aktivnosti sošolcev po pouku, v šoli in izven nje, pomembno vplivajo na boljše počutje učencev ter zelo prispevajo k bolj povezani oddelčni skupnosti. Predstavljene dejavnosti, kot so vzpon na bližnji hrib, tek in hitra hoja, košarka in lokostrelstvo, skupna peka palačink, prenočitev v šoli ter ustvarjanje časovne kapsule, so imele pozitivne takojšnje, pa tudi dolgoročne učinke na učence, tako na čustvenem, socialnem in kognitivnem kot tudi na gibalnem področju. Opažene spremembe zajemajo izboljšano samopodobo, večjo odpornost na stresorje, boljše sodelovanje v skupini, večjo socialno vključenost, strpnjše vedenje do sošolcev, povečano osredotočenost in hitrejše dojetje nove snovi. Opisane dejavnosti torej pomembno spodbujajo osebno rast in občutek dosežkov, kar izboljša dobro počutje in duševno zdravje posameznika. Prav tako spodbujajo sodelovanje in spoštovanje med člani skupine, kar izboljša dinamiko in učinkovitost skupine, okrepi socialne vezi in ustvari občutek skupnosti. Vse naštetostvarja podporno ter spodbudno učno in življenjsko okolje.

NO MAN IS AN ISLAND – POSITIVE EFFECTS OF EXTRACURRICULAR ACTIVITIES ON INDIVIDUAL PUPILS AND CLASSES

ABSTRACT

After-class activities of classmates, both in school and outside of it, have a significant impact on pupils' well-being and contribute greatly to a more connected class community. The presented activities, such as hiking nearby hills, running and fast walking, basketball and archery, making pancakes together, overnight stays at school and creating a time capsule, have had positive immediate as well as long-term effects on students, both emotionally, socially, cognitively, and in terms of physical activity. The observed changes include improved self-esteem, greater resilience to stressors, better group collaboration, greater social inclusion, more tolerant behavior towards classmates, increased focus and faster comprehension of new material. These activities therefore significantly promote personal growth and a sense of accomplishment, which improves individual well-being and mental health. They also promote collaboration and respect among group members, which improves group dynamics and effectiveness, strengthens social bonds, and creates a sense of community. All of this creates a supportive and encouraging learning and living environment.

SOBA 3

Nurana Mammadova, Elmurad Mammadov

THE POTENTIAL OF ART THERAPY IN WORKING WITH AT-RISK YOUTH AUTHORS

ABSTRACT

This paper explores the potential of art therapy for working with at-risk youth. Art therapy is a form of therapy that involves using art as a means of communication and self-expression. The purpose of this paper is to present successful cases of art therapy in working with at-risk youth and to highlight the benefits of this innovative approach. The success cases include reduced aggressive behaviours, improved social skills, improved academic performance, and reduced symptoms of anxiety and depression. The paper concludes by emphasising the importance of providing at-risk youth with access to art therapy as a means of improving their mental health, building resilience, and achieving their goals.

NEDELJA, 11. 6. 2023 – 16:05 – 16:30

SOBA 1

Nataša Škorjanc, profesorica razrednega pouka

NAMEN, POTEK IN AKTIVNOSTI PROJEKTA DOŽIVLJajsKE PEDAGOGIKE - MIRNO MORE

POVZETEK

V prispevku bom predstavila doživljajski projekt jadrnanja za otroke in mladostnike z vedenjskimi, čustvenimi ali učnimi težavami, za socialno ogrožene osebe, osebe s posebnimi potrebami ter otroke in mladostnike iz mladinskih domov in vzgojnih zavodov.

Projekt se izvaja s pomočjo avstrijske nevladne organizacije Mirno more. Sodelujejo udeleženci iz Nemčije, Avstrije, Slovenije, Hrvaške, Srbije, Bosne in Hercegovine ter Kosova. Kljub temu da jadrnanje velja za elitno dejavnost, je zelo primerno za projekt doživljajske pedagogike, predvsem zaradi omejenega prostora bivanja in gibanja. Bivanje na jadrnici daje udeležencem možnosti za intenzivno socialno učenje, pridobivanje novih in drugačnih znanj in izkušenj, ki jih otroci in mladostniki potrebujejo v dobi odraščanja.

Na jadrnici je potrebno timsko sodelovati, spoštovati in upoštevati pravila, si med seboj pomagati, reševati konflikte na ustrezen način, obvladovati strah ali skrb, se učiti socialnih veščin in prevzemati odgovornost zase.

THE PURPOSE, PROCESS AND ACTIVITIES OF EXPERIENTIAL PEDAGOGY PROJECT – MIRNO MORE

ABSTRACT

In this article I would like to present the experiential sailing project organized for children and teenagers with variety of behaviour, emotional or learning difficulties, those living in socially compromised circumstances, persons with special needs and for children and teenagers that are living in youth homes and educational institutions.

This project is organized with a help of Austrian non-governmental organization Mirno more. Partners that are collaborating in this project are participants from Germany, Austria, Slovenia, Croatia, Bosnia and Herzegovina, Serbia and Kosovo. Despite the fact that sailing is known as elite and prestige activity, it is also a perfect example where experiential pedagogy can be practiced – mostly due to limited living space. Living on a sailboat offers participants lots of options for intense social skill learning, not only that, it offers exchange of different knowledges, skills and experiences which are much needed in children while growing up and developing.

Sailing and living on a sailboat requires team work, mutual respect and following rules. Children have to help each other, they are individually and in teams solving conflicts, facing fears and different concerns, but most of all, they are learning different social skills and taking their responsibilities.

SOBA 2

Andreja Kovačič Kolbl, prof. RP

SPRETNOSTI SVETOVALCA Z ANALIZO SVETOVALNEGA POGOVORA

POVZETEK

Socialni pedagogi, inkluzivni pedagogi, pedagogi, psihologi, socialni delavci, zaposleni v šolski svetovalni službi kot tudi učitelji, se vsakodnevno srečujemo z izvajanjem svetovalnih razgovorov. V osnovni šoli izvajam ure dodatne strokovne pomoči z učenci, ki imajo čustvene in vedenjske težave. Pomembne so svetovalčeve spretnosti, saj lahko z ustreznimi razgovori svetovalec pomaga otroku ali mladostniku pri premagovanju in soočanju s težavami. Pomembno je, da težave in stiske pravočasno zaznamo in čimprej ukrepamo, saj zanje obstaja učinkovita strokovna pomoč. S tem posledično skrbimo za boljše duševno zdravje otrok in mladostnikov. Za učinkovito izvedbo svetovalnega pogovora moramo razviti določene spretnosti vodenja pogovora, znati usmerjati pozornost, se naučiti pravilno poslušati, vedeti, kdaj in kako vključevati v pogovor otroka ali mladostnika ter kot uspešni svetovalci tudi evalvirati. Predstavila bom temeljne spretnosti svetovalca različnih avtorjev, definicije in konkretne mikrospretnosti, ki so v pomoč za izvedbo uspešnega svetovalnega pogovora. V nadaljevanju bom analizirala svetovalni razgovor z mladostnikom. Z dobrimi komunikacijskimi spretnostmi v svetovalnem pogovoru, bomo pedagoški delavci znali ustrezno ukrepati in pomagati otrokom, mladostnikom in njihovim staršem v stiski.

CONSULTANT SKILLS WITH AN ANALYSIS OF AN ADVISORY CONVERSATION

ABSTRACT

3. MEDNARODNA KONFERENCA - SODOBNI IZZIVI DELA Z MLADIMI IZ RANLJIVIH SKUPIN

3rd INTERNATIONAL CONFERENCE - CONTEMPORARY CHALLENGES OF WORKING WITH AT-RISK YOUTH

Social educators, inclusive educators, educators, psychologists, social workers, people that work at school counselling service as well as teachers face counselling interviews on a daily basis. In primary school, I perform hours of additional professional assistance with students who have emotional and behavioural problems. The counsellor's skills are important, as with appropriate interviews, the counsellor can help the child or adolescent overcome and cope with problems. It is important that problems and distress are sensed and acted on time as there is an effective professional assistance. By doing that we take care of better mental health for children and adolescents. In order to conduct an advisory conversation effectively, we need to develop certain conversation management skills, be able to draw attention, learn to listen properly, know when and how to involve a child or adolescent in conversation, and be able to evaluate as successful counsellors. I will present the basic skills of a consultant by various authors, definitions and concrete micro-skills, which are helpful in conducting a successful advisory conversation. I will also analyse the counselling interview with an adolescent. With good communication skills in the counselling conversation, pedagogical workers will be able to take appropriate action in order to help children, adolescents and their parents in need.

SOBA 3

Árpád Bárnai

THE TRAUMA-INFORMED AND SOLUTION-FOCUSED APPROACH IN PSYCHOLOGICAL FIRST AID

ABSTRACT

This paper / presentation connects the field practice of youth work supporting disadvantaged youth, the solution-focused approach, and the trauma-informed approach. We explore using the approaches mentioned above within the context of psychological first aid. The importance of a helpful first response by non-psychological professionals has been highlighted recently by the increasing mental health issues among youth. This applies even more to disadvantaged youth with more adverse childhood experiences. PFA and the two approaches mentioned have been proven to be useful in these regards. Keywords: psychological first aid, solution-focused approach, trauma-informed approach, the window of tolerance.

NEDELJA, 11. 6. 2023 – 16:30 – 16:55

SOBA 1

Urška Ude, univ. dipl. socialna pedagoginja

ANKSIOZNE MOTNJE OTROK V OSNOVNI ŠOLI IN KAKO JIM LAHKO POMAGAMO

POVZETEK

Dobro duševno zdravje, njegovo varovanje in krepitev ter preprečevanje nastanka duševnih težav so pomembni v vseh starostnih obdobjih, še posebej pa v obdobju otroštva in mladostništva. V zadnjem

obdobju opažamo povečan nastanek duševnih težav in motenj, med njimi je tudi anksiozna motnja otrok in mladostnikov, ki v povezavi z drugimi težavami in motnjami ter dejavniki tveganja otrok in mladostnikov pomembno vpliva na njihovo delovanje. Prispevek govori o oblikah anksioznih motenj pri otrocih in mladostnikih, kdaj postane resna težava ter kako lahko pomagamo v šoli pri spoprijemanju z njimi.

ANXIETY DISORDERS CHILDREN IN PRIMARY SCHOOL AND HOW WE CAN HELP THEM

ABSTRACT

Good mental health, its protection and strengthening, and the prevention of mental problems are important at all ages, but especially during childhood and adolescence. In the recent period, we have noticed an increased occurrence of mental problems and disorders, among them is also anxiety disorder in children and adolescents, which, in connection with other problems and disorders and risk factors of children and adolescents, has a significant impact on their functioning. The article talks about the forms of anxiety disorders in children and adolescents, when it becomes a serious problem and how we can help in dealing with them at school.

SOBA 3

Marijana Djukanovic

THROUGH ART TO SOCIAL CHANGE

ABSTRACT

Back in 2014, on my personal initiative but also on the initiative of other enthusiasts in Bratunac, was founded Youth Theater. So far we have had more than 30 plays, several festivals and premieres. My plan is to talk about the development of art in the municipality. I use art and creativity as a tool for social change, engaged action with young people at risk. These are young people who have been recognized by the social welfare system. This is a story about a big house, a center, a Cultural Center (Dom kulture). This is the story of how the theater became a home for many young people at risk in my municipality.