**EUROMET 2016 SYMPOSIUM**

**OSNOVNA ŠOLA VERŽEJ**

**TERME BANOVCI**

**21. - 23. 09 2016**

**TIMELY TREATMENT OF EMOTIONAL AND BEHAVIOURAL DIFFICULTIES**

**early detection - appropriate course - suitable institution**

Dear participants of the Euromet Symposium!

We are delighted to host you in this interesting part of Europe. Pleasant and friendly environment will allow us to use the time effectively for upgrading our knowledge, getting to know certain parts of the educational system in Slovenia especially the part of working with the children with emotional and behavioural difficulties or even disorders.

We are happy that we have a positive answer to our invitation from corresponding institutions on a national level that lead the politics and guide the whole field of education in Slovenia.

We are certain that the attendance at the symposium will stay a beautiful memory for its professional part as well as other experiences you will gain during the visit. We will be glad if you can include newly gained knowledge and experience into you everyday practice.

Headmaster of Osnovna Šola Veržej, Borut Casar



**PROGRAMME:**

Wednesday, 21. September 2016

* 1300 - 1900: **SYMPOSIUM**
  + 1330 - 1415: ***OPENING***
    - President of EUROMETA – Mr. Kent Ehliasson
    - Director-General of Preschool and Basic Education Directorate at the Ministry of Education, Science and Sport – Mr. Gregor Mohorčič
    - director of National Education Institute Slovenia: Mr. Vinko Logaj, PhD
    - Major of municipality of Veržej – Mr. Slavko Petovar
    - Headmaster of Osnovna šola Veržej – Mr. Borut Casar
  + 1415 – 1500: ***SEMINAR 1***
    - Mrs. Natalija Vovk Ornik (National Education Institute Slovenia): *Children with emotional and behavioural difficulties in the process of directing*
  + 1500 – 1530: break
  + 1530 – 1615: ***SEMINAR 2***
    - Mrs. Alenka Kobolt, PhD (Faculty of Education Ljubljana): *Some aspects of the recent stage in Slovenian residential care practice*
  + 1615 – 1700: ***SEMINAR 3***
    - Mr. Ivan Šelih (deputy Ombudsman): *Presentation of the Human Rights Ombudsman institution*
    - Mrs. Lili Jazbec (advisor to the Ombudsman)*- Findings and recommendations about the work of educational institutions and youth homes in Slovenia based on the National Preventive Mechanism*
  + 1700 – 1715: break
  + 1715 – 1800: ***SEMINAR 4***
    - Mrs. Katja Vlasak (Social work centre Maribor): *Social work centre Maribor and its role in early detection of emotional and behavioural difficulties of children and youngsters*
  + 1800 – 1900: ***SEMINAR 5***
    - Mrs. Klavdija Paldauf (Osnovna šola Veržej – educator): *Active integration of parents*
    - Mrs. Monika Košec (Osnovna šola Veržej – educator): *Working with parents and families*
    - Mr. Vlado Bratkovič (Osnovna šola Veržej – teacher): *Planning and assessing of work of children with emotional and behavioural difficulties at school*
    - Mrs. Andreja Gjerek Kreslin (Osnovna šola Veržej – educator): *Formative assessment in Residential home Veržej*

Thursday, 22. September 2016

* 900 – 1215: **V OSNOVNI ŠOLI VERŽEJ**
  + Technical articles of Osnovna Šola Veržej employees (teachers and educators)
    - Introductory word from the Head of educational home Veržej - Mrs. Kamila Kramarič
    - Mrs. Maja Seliškar (psychologist):  *Self-harming*
    - Mrs. Lidija Balažic (educator): *Self-harming behaviour and alleviation distress in girls*
    - Mrs. Branka Šemen (educator): *Autistic child in an institution*
    - Mr. Primož Kralj Ritonja (educator): *The importance of sport activities for children with emotional and behavioural difficulties*
    - Mrs. Kamila Kramarič (the head of unit): *Social-pedagogical work with children and teenagers with the help of animals*
    - Mrs. Stela Kovači (educator): *Dog as an assistant in educational group and individual work*
    - Mr. Leon Vreča (educator): *Horse Riding – an extracurricular activity*
    - Zora Perdigal Vučko in Darinka Gerič (educators): *Expressing through drama plays*
    - Short play with the children of Educational Home Veržej
  + 1100 - 1115
    - Leaving for Osnovna Šola Veržej (0,3 km)
  + 1115  - 1145
    - Walk through educational home and school
  + 1145 – 1215:
    - Workshops with children and educators and guests
* 1345:
  + drive to Maribor (60 min)
  + 1500 – 1800: **VISITING THREE INSTITUTIONS IN MARIBOR**
    - (1) YOUTH HOME Maribor – residential group
    - (2) Educational institution Slivnica
    - (3) Social work centre Maribor – crisis centre

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| --- | --- | --- | --- |
|  | 3 | 1 | 2 |
| 15.00-16.15 | eng1 | eng2 | fre1 |
| 16.15-16.45 | transfer | | |
| 16.45-18.00 | fre1 | eng1 | eng2 |

* + 1800: Return to Banovci

Friday, 23. September 2016

* 900 – 1230: **SYMPOSIUM**
  + 845 – 915: **SEMINAR 6**
    - EHJÄ: Ressu-project (Operation Snoopy) *– Trained volunteers with dogs supporting children and young people*
  + 915 – 1000: **SEMINAR 7**
    - Mrs. Karmen Mihelčič (Educational Institution Višnja gora): *Callous/Unemotional Traits: Early Detection – Appropriate Course – Suitable Institution*
    - Mr. Janez Perpar (Educational Institution Višnja gora): *Teaching of the language of responsibility at sensing emotional and behavioural difficulties*
  + 1000 – 1015\*: break
  + 1015 - 1045: **SEMINAR 8**
    - Mr. Jouni Määttä (Nuorten Ystävät RY): Friend of the young *– Facing a challenging Client – Perspectives from Finland*
  + 1045 – 1115: **SEMINAR 9**
    - Mrs. Joanne Cescotto and Mrs. Virginie Hardy (ServiceARPEGE): *Family Group Conference: from an offence to a very rich process*
* 1115 - 1130: **CLOSING OF THE SYMPOSIUM**
  + - Mr. Borut Casar - headmaster of Osnovna šola Veržej
    - Mr. Kent Ehliasson – president of EUROMET

# Collection of lectures

**Sreda, 21. september 2016**

**SEMINAR 1**

Natalija Vovk Ornik (National Education Institute of the Republic of Slovenia)

Children with emotional and behavioural difficulties in the orientation process

ABSTRACT

Some research related to children’s mental health shows a frequent incidence of emotional and behavioural difficulties, and the associated “pathologization” (Mikuš Kos, 2015). This shows that the societal context and the influence of social factors are of importance. In an empirical research (Peček, Lesar, 2006) conducted in Slovenia an analysis was carried out to identify teachers’ opinions and viewpoints on the diversity of students. The results showed that their acceptance and opinion on the students’ learning success depend on the student’s disorder. Similar conclusions were made by many foreign and Slovenian studies (Clough and Lindsay, 1991, in Avramidis and Norwich, 2002; Schmidt and Čagran, 2011; Vrhovnik, 2013; Evans and Lunt, in NESSE, 2013) which also confirmed the influence of a teacher’s viewpoint on the integration of children with special needs – especially children with emotional and behavioural difficulties (hereinafter EBD). Therefore, it is important for the environment to accept the differences between children and that an interdisciplinary exchange of knowledge and experience between professionals working in education, such as teachers and other expert workers, takes place.

The paper will also clarify fundamental aspects in identifying and treatment of EBD children in the orientation process. Data on the number of children with EBD which were identified in the orientation process of children with special needs on different educational levels – pre-school, primary school, secondary school – will be presented because they show a trend suggesting that the number of oriented children will increase over a ten year period. In accordance with the *Criteria for Identifying the Type and Level of Deficits, Hindrances or Disorders of Children with Special Needs* (Vovk-Ornik, ed., 2014) a group of EBD children will be identified and described, which will serve as a basis in the orientation process for the members of the Orientation of Children with Special Educational Needs Commission to group children and adolescents in one of the groups for children with special educational needs according to the type and level of deficits, hindrances or disorders.

Furthermore, using basic normative models which define nine groups of children with special educational needs we will briefly demonstrate the orientation process of children with special needs with focus on EBD children. Moreover, challenges in identifying EBD children will be highlighted and documents (“Concept of work: Learning difficulties in Primary Schools” – educational programme) presented which describe the characteristics of EBD children and can be used as guidelines in teaching.

**SEMINAR 2**

Alenka Kobolt (Pedagoška fakulteta Ljubljana):

Some aspects of the recent stage in slovenian residential care practice

ABSTRACT

Presentation will highlight the recent stage and visions one of the important field in Slovenian social pedagogy – residential care for children and youngsters with special needs – emotional and behavioural or better to say – problems in social integration. Residential care in Slovenia has experienced important conception changes about 25 to 30 years ago: settings became smaller (only up to 30-40 children/youngsters), a bunch of dislocated home groups were established, so youngsters can now experience more normalised living situation. Paper outlines some key steps in the past development of the youth care practice and secondly focus on the strengths but also challenges and visions for the further development as they are seen and experienced by the front line workers in all residential setting in Slovenia.

KEYWORDS: Social pedagogy, residential care, qualitative research, organisational and practical experiences

**SEMINAR 3**

Ivan Šelih (Deputy Ombudsman):

Presentation of the institution of the Human Rights Ombudsman

ABSTRACT

The duty of the Slovenia Human Rights Ombudsman (Ombudsman) is to protect human rights and basic freedoms in relation to national authorities. The Ombudsman represents an authority for the extra-judicial and informal protection of individuals’ rights which does not interfere with the existing control system but complements it. In 1991, the new Constitution of RS was adopted which introduced the institution of the Ombudsman in the Slovenian constitutional system.

In his or her work the Ombudsman is guided by the provisions of the Constitution and international legal instruments on human right and basic freedoms. The Ombudsman can rely on the principle of equity and sound administration in his interventions. He or she works independently and autonomously. It is his or her task to present proposals, opinions, criticism and recommendations to authorities which they must address and respond to within a deadline set by the Ombudsman.

The procedure at the Ombudsman is informal and free of charge for the clients. The initiative to start a procedure at the Ombudsman can be given by anybody who is of the opinion that his or her human rights or fundamental freedoms have been violated due to an act of a public body or that other irregularities took place. The Ombudsman can start a procedure on his or her own initiative and address wider issues that are important for the protection of human rights and fundamental freedoms and for the legal certainty of citizens of the Republic of Slovenia.

The Ombudsman is responsible for different fields, one of them being the restriction of personal liberty. This field addresses initiatives linked to the restriction of personal liberty. This is the case when individuals are deprived of their liberty or their freedom of movement has been limited due to different reasons. These are detainees, persons convicted to house arrest or time in prison, individuals at the forensic psychiatry unit, juveniles at the juvenile prison, as well as juveniles in reform schools and residential treatment institutions or training institutions, some mentally disabled persons or persons with mental disorders in social and health-care institutions as well as aliens in the Aliens Centre and asylum centres.

Lili Jazbec (Ombudsman’s Adviser):

Findings and recommendations on the work of residential treatment institutions and youth care centres in the Republic of Slovenia based on the visit of the “National Preventive Mechanism”

ABSTRACT

There are only a few initiatives of minors living in residential treatment institutions issued to the Ombudsman and we publish our findings in the annual report which is discussed in the parliament of the Republic of Slovenia.

Based on the duties and powers of the “National Preventive Mechanism” (NPM) in accordance with the Optional Protocol to the Convention against Torture and Other Cruel, Inhuman or Degrading Treatment or Punishment the Ombudsman has been visiting not only psychiatric institutions, retirement homes, prisons and police stations but also residential treatment institutions and youth care centres for children and juveniles since 2006. These are mostly visits without prior notice. The visits take place in a regular order, generally every two years.

During visits we review the compliance with NPM’s recommendations given at the last visit and the living conditions and circumstances of children and juveniles in the visited institutions. The monitoring group is comprised of an Ombudsman’s representative and representatives of NGOs. After every visit the group prepares a report with findings and recommendations, which is sent to the residential treatment institution or the youth care centre and the Ministry of Education, Science and Sport.

Reports on the visits are compiled based on direct inspections and reviews of the institute’s documents, randomly selected personal files on the children and juveniles as well as **talks with the managements, employees and individual children or juveniles. The management of residential treatment** **institutions and youth care centres** regularly responds to our recommendations and mostly agrees with our findings or recommendations. Until now, the **Ministry of Education, Science and Sport (MESS)** has responded positively to our visits, gave recommendations and accepted most of our recommendations.

Our presentation will include our findings of the visits, the most common recommendations given to institutions, centres and the MESS in the last two years as well as best practice examples.

Furthermore, the presentation will focus on the growing number of children and youngsters with striking **dissocial disorders** like **dysfunctional peer relationships, dysfunctional relationships with adults, disorders at work, theft, loitering and straying, violence, swaggering and sexual maladjustment**. The institutions’ management also stress an increased prevalence of **functional disorders** which significantly hinder the child in his or her personal development and demand additional professional treatment – either psychotherapeutic or psychiatric help – often with medication. Institutions have identified a problem especially in this field and have been highlighting it for many years – now even more.

For many years Slovenia has been dealing with the issue of **insufficient or missing pedo-psychiatric treatment of particularly vulnerable children and adolescents, and problems with their placement in (non-)appropriate institutions**. All these children and adolescents come to these institutions mostly without proper diagnosis. The institutions stress that some adolescents completely reject the institution, its program work and services, the performance of expert activities and all institution’s endeavours or what the experts are trained to do.

They conclude that for these children there is neither an appropriate group in which they could be placed in nor appropriate programmes or institutions. All these children are sent to the same institution regardless of the type of the problem, its causes and individual treatment needs. Children are sent to the institution with extremely aggressive behaviour and already formed manipulative personal problem solving strategies and functioning in a social environment, and with serious pedo-psychiatric problems as well as drug and alcohol abusers, and regular smokers whose parents agree with it and even support the behaviour by bringing cigarettes to the institution without permission. All these cases need individual treatment in a peaceful environment without additional triggering impulses.

The existing pedo-psychiatric units in Slovenia refuse to treat children and adolescents with severe mental health problems and associated violent and hetero-aggressive behaviour; therefore, until now, the only solution was an urgent hospitalisation at a psychiatric hospital’s intensive secure unit together with adult patients – thus the rights of children and adolescents have been severely violated. For many years, the Ombudsman has been informing numerous persons responsible on the fact that the treatment of children and adolescents with mental health problems and associated hetero-aggressive behaviour is not only a pedagogical issue. These children are often kept out of institutions or are being expelled from institutions and schools or placed in secure psychiatric units together with adult patients.

**SEMINAR 4**

Katja Vlasak (Maribor Centre for Social Services):

Maribor Centre for Social Services and its role in early treatment of emotional and behavioural problems of children and adolescents

ABSTRACT

The Maribor Centre for Social Services is one of 62 centres for social services in the Republic of Slovenia and is the largest of these institutions. It is active in the Administrative Unit Maribor with around 153,000 inhabitants.

The Centre for Social Services scope of work includes all people who are faced with a life crisis and are in need of help. The expert workers are active in the framework of public powers granted to them by law and perform services and programmes in which families and individuals participate voluntarily.

In the framework of the protection of children and adolescents with problems of growing up we mostly encounter them because other institutions refer them to us. These are especially schools, the police, the public prosecutor or courts in cases of a misdemeanour or criminal offence committed by minors; in some cases the parents of such children and juveniles seek help at our centre. This means that they don’t come to us voluntarily and are especially in the beginning not motivated to be treated.

Depending on individual situations, we treat the child or juvenile within public powers and/or services; we can also refer the child to the programs of the Centre of Social Services or to external institutions. An important role in early treatment of emotional and behavioural difficulties of children and juveniles is played by a timely integration into an appropriate form of help and preventive work which can, according to our experience, prevent the need for major interventions into the life of a child or juvenile and his family.

If we determine during the treatment of the child or adolescent in cooperation with parents and based on the performed diagnostic determination process and with our expert team that in order to safeguard the child’s rights and needs an accommodation outside of its family of origin would be most appropriate we start the process of placing the child in an educational institution, a residential treatment institution, a youth home or a foster family. Thereby we consider specific developmental needs of the child or juvenile with the aim of giving him or her a chance to build a foundation for a successful transition from youth into adult life. In close cooperation with parents, institutions, youth homes or the foster family we accompany the adolescent until he or she can live an independent and responsible life by his or her own.

*Written by:*

*Katja Vlasak, univ. dipl. soc. del.*

**SEMINAR 5**

Klavdija Paldauf (teacher in an educational group):

Active integration from parents in the educational work at the Educational institution Veržej

ABSTRACT

In the educational work involving the parents and their cooperation is really necessary and important. This is something that we at the Educational institution Veržej try to do. Considering the experiences of educators that work with children with emotional and behavioural problems, we see the cooperation with parents as the key to a successful education which results in behaviour changes.

To achieve a more effective educational work we use formal and informal forms of cooperation. Consequent to that children's behaviour improves, despite all the obstacles that might occasionally appear. We also seek for new approaches to improve the effectiveness of the cooperation with parents. For that, the cooperation is planed together with the parents, because they are, together with their children, responsible for improving the behaviour patterns of the family.

KEAWORDS**:** formal/informal forms of cooperation with parents, children/youth, emotional and behavioral problems, educational institution.

*Klavdija Paldauf,*

*Veržej Primary School, Dom Unit (Veržej Residential Treatment Institution)*

Monika Košec (teacher in an educational group):

the importance of understanding the family and importance of establishing a good relationship with parents

ABSTRACT

For a long time, there was a prevailing practice, that when a child was placed in our institution, the work was focused on the problem/disorder that brought the child/youngster to our institution. New knowledge and our work in the practice amplify the importance of the inclusion of the family or other to child significant people in social pedagogical process. The family as a system integrity with its entire dynamics has a significant impact on the creation of an individual's own image. In the original family a thread of all subsequent relations interweave, which has an important impact on the child's further development. No matter to what kind of family one belongs, this presents the place where a person wants and can be realised, where a person is unconditionally accepted. Families systems we encounter at our work are weak, have difficulties to maintain balance within their system, their problem-solving strategies are not adequate, the intensity of troubles is larger. We wish that as well as a child/youngster, the parents should take responsibility for their behaviour, feeling, thinking too. We can build a good work on the effective interaction and communication. It is important that in their eyes we become a trustworthy, competent and honest partner.

KEY WORDS: Family as a system integrity, belonging to the family, family in social pedagogical process, Cooperation with parents, establishing a relationship with parents

*Monika Košec,*

*Veržej Primary School, Dom Unit (Veržej Residential Treatment Institution)*

Vlado Bratkovič (učitelj matematike):

Educational monitoring of youngsters In Educational Institution Veržej

ABSTACT

In this article author introduces basic elements of successful assessment of a pupil at educational work in Educational Institution Veržej. The author of the article defines Individualized Currculum fort he single student, defines the criterion for grading at Maths in each class, present a web page:

<http://www.os-verzej.si/vpis/vpis.php> and shows the concept of formation of education report for individual pupil

KEYWORDS: individualized curriculum, grading criterion, formation concept of educational report, educational report, curicculum,the rule book for knowledge testinh and assessing and pupils class advencement in elementary school.

Andreja Gjerek Kreslin (teacher in an educational group):

Formative assessment in Residential home Veržej

ABSTRACT

The article problematises the introduction of deploying elements of formative assessment in educational work in Residential home Veržej. It presents the theoretical framework and analysis of formative assessment and explains the intertwinement of its five core elements. Within this framework, it demonstrates advantages and effects of deploying formative assessment in the educational process. It focuses on work in an education group, which educational, social-protective and preventive objectives are in the forefront. It explains how can we effect inadequate and dysfunctional behaviour, with the support of elements of formative assessment. The aforementioned process and its work methods are demonstrated on a concrete example.

KEY WORDS: formative assessment, educational work/child care, feedback, self-assessment, peer assessment

*Andreja G. Kreslin*

*Veržej Primary School, Dom Unit (Veržej Residential Treatment Institution)*

**Četrtek, 22. september 2016**

**Professional articles of Osnovna Šola Veržej employees**

Maja Seliškar (psychologist – yout counselloor in educational home Veržej):

Self-harming: self damage or self-aid

ABSTRACT

A lot of definitions of self - harming behaviour are more and more in the search of finding

the healthy part of this acting - eventhough it is hard to imagine that something so harmful can also be seen in the light of healing. As well as other harmful behaviours that teenagers with emotional and behavioural difficulties are involving themselves in, this also is their way of coping, sometimes the only "way out" for them as they experience it at the present moment. Throughout some years now we have observed a lot of different ways of self - injuring as well as a lot of different reasons and phases of this acting of our youngsters. The most disturbing and with least favourable prognosis are self-harming behaviours that are persistent, constant and are turning into addiction pattern. But those are in the minority and also need a special attention of a child - psychiatrist and assistance of medication support.

In most of the cases the hardest part for the educators or counsellors when dealing with this kind od behaviour is trying not to orient on the self - harming act so much but to sustain with the teenager and his or her inner pain (and inner wounds) and discomfort. Simply to acknowledge, to validate their current reality and only then after that we can search together for a better way.

KEY WORDS: self-harming behaviour, children and teenagers with emotional and behavioural difficulties

*Maja Seliškar*

*Veržej Primary School, Dom Unit (Veržej Residential Treatment Institution)*

Lidija Balažic (teacher in an educational group):

Self-harming behaviour and alleviation distress in girls

ABSTRACT

Self-harming behaviour is a consequence of different types of distress, mental strain and tensions, which are experienced by the adolescent. Self-harming behaviour has a double meaning: firstly, it is a signal that the adolescent is feeling some kind of discomfort. Secondly, it is also a coping mechanism that alleviates intrapsychic tensions. We observe two types of self-harming behaviour, which prevail in our residential home. The first type being compulsive (hair-pulling, scratching of the skin, peeling of the skin, etc.) and the second being impulsive self-harm (self-inflicted cuts with sharp objects, self-beating, etc.). In this article the manifestation of those disorders will be presented (the manner of self-harm, which body parts are injured, and the objects that are used). The role of the teacher is to make adolescents and parents aware of the potential help that is available to them, to mediate between different professional services, active participation in professional teams, and direct work with adolescents. The teacher in a group of adolescent girls informs them of possible coping mechanism and how to trigger them, when they are feeling tensions and the urge to self-harm (“coping kit”). The teacher is most helpless, when the girls indulge in group self-harm. In such case the girls encourage one other in to self-harming behaviour, learn from one another and also compete, whom is able to self-inflict the most serious injury.

KEY WORDS: self-harm, classification of behaviour, manifestation of disorders, role of the teacher, coping mechanisms

*Lidija Balažic*

*Veržej Primary School, Dom Unit (Veržej Residential Treatment Institution)*

Branka Šemen (teacher in an educational group):

Socio-pedagogical treatment of children and juveniles with autism spectrum disorder in the residential treatment institution (case study)

ABSTRACT

Autism is a lifelong neuro- and bio-developmental disorder. We also use the term autism spectrum disorder, which means that autistic persons have many common characteristics but at the same time there are great differences in terms of incidence and intensity. If the child shows signs of autism, mostly his or her communication, behaviour and socialisation are affected.

The article describes the institutional treatment of a juvenile with a suspected autism spectrum disorder and his or her growing up in the institution. Based on the teachers’ experience the article focuses on efficient strategies and interventions for preventing and tackling difficult behaviour prevalent in autism. The author establishes that forms of help in institutions like the residential treatment institution can in certain cases be successful and appropriate for children and juveniles with such disorders. She stresses that there is no universal method and that the starting point for working with autistic children are adaptability and an individual approach. We have to understand the child’s behaviour because only its understanding can help us change it.

KEY WORDS: autism spectrum disorder, residential treatment institution, social-pedagogical help, behavioural disorders, peers

*Branka Šemen,*

*Veržej Primary School, Dom Unit (Veržej Residential Treatment Institution)*

Primož Kralj Ritonja (teacher in an educational group):

i***The importance of sport activities for children with emotional and behavioural difficulties***

ABSTRACT:

Throughout the entire school year I run sporting activities twice a week for one hour. Emphasis is on football game.

Children and adolescents, that are included in a football game are chosen based on their knowledge of playing football. With a careful selection we achieve group homogeneity and thus reach high quality performance. I am also the organiser of the 2 football tournaments at the level of the whole Institute. We also take part in a now traditional football tournament "GOOD ACES", which is carried out once a year in different institution throughout Slovenia. The participants at this tournament are institutions for children and young people with similar issues.

Occasionally I organise a 2 to 3 hour hikes through the surrounding area. I run it with children and adolescents who have an interest in this kind of activity.

The aim of these activities is primarily a psychophysical relief, mutual cooperation, effective spending of free time, meeting children's needs for movement and the neutralisation of the negative energy of children and adolescents, the development of liability by regularly interests, developing a sense of group cooperation, "fair play", to bear defeat, development of their own potential and progress in the knowledge of playing football.

KEYWORDS: Sports-Football and hiking, psychophysical relief, the development of personality

*Primož Kralj Ritonja,*

*Veržej Primary School, Dom Unit (Veržej Residential Treatment Institution)*

Kamila Kramarič (strokovni vodja vzgojnega doma):

**Social-pedagogical work with children and teenagers with the help of animals (dogs)**

ABSTRACT

Working with children and teenagers nowadays is different than what we were used to decades ago. This demands new ways of thinking, new and different approaches and new working forms from educators. In the educational home in Veržej we have changed our view of the social-pedagogical work concerning children with emotional and behavioural difficulties and disorders and we have introduced new various forms of work as with children as with their parents. One of the activities that is bringing a lot of positive effects is social-pedagogical work with the help of dogs. Very useful interactions, discoveries, learning, mutual influences, emotion processing and more are developed through the presence of dogs. The activity is recognised as the innovation project at National Education Institute of Slovenia.

We have observed positive effects of the inclusion of the dog in learning and educational system within individual and group situations, which has been reflected through our experiences for more than two decades now (we have  started with the help of dogs and horses as well). But on the state level, the network of positive influences from dogs as assistances has only yet started forming itself.

KEYWORDS:children and teenagers, emotional and behavioural difficulties or disorders, dog, social pedagogue, activity with the help of a dog

*Kamila Kramarič,*

*Veržej Primary School, Dom Unit (Veržej Residential Treatment Institution)*

Stela Kovačič (teacher in an educational group):

**Dog as an assistant within educational work with children and teeneagers with emotional and behavioural difficulties**

ABSTRACT

Inclusion of the dog in our educational home has been a continuum in treatment of our children for years now, and now as well an innovation project running together with the National Education Institute of Slovenia. We are including this treatment through free time activities for children which is organised in the afternoons after school time.

This particular activity is led by two educators, me and Vekoslav Potočnik, who has an important role of upbringing and handling dogs and is generally involved with dog assistant activities within education of people with special needs. Our youngsters - as well boys as girls are included in this activity due to their interest and desire to participate. Some of them come individually and some in small groups, depending on their needs, interests and their psycho-social situation. During the last year we have included a lot of girls who are self-harming themselves. Thanks to this project we have been successful in including a boy who was persistently rejecting - in an aggressive manner all of the other means of help that were offered to him. We organised an individually led program for him that included permanent presence of a dog in the accommodation unit. But this was possible for a short period of time and only for this boy and even this by lucky chance. We are still in the process of acquiring a license for this form of work to be constantly present, and possibly in near time future even has a work place within the educational home. That way many more children could benefit from this kind of help.

KEYWORDS: free time activities, dog as assistant, emotional and behavioural difficulties of children and teenagers, individual and group activities with the help of the dog

*Stela Kovačič,*

*Veržej Primary School, Dom Unit (Veržej Residential Treatment Institution)*

Leon Vreča (teacher in an educational group):

**Horse Riding – an extra-curricular activity at OŠ Veržej**

ABSTRACT

Successful social-pedagogical work with children with emotional and behavioural difficulties requires a wide range of activities. One of the most effective way to increase self-esteem, communication skills, self-awareness, relaxation, empowerment, interpersonal relationships, self-control, focus and concentration and happiness, which are the most common deficits of children with emotional and behavioural difficulties, is to offer the »problematic« child the opportunity to work with animals. In this article/report I am going to present the Horse Riding activity, which is an extra-curricular activity, that we started last year at OŠ Veržej. What are the benefits, obstacles and future challenges of this activity, who is included and what are the goals, that we try to achieve.

*While scientists understand how the rhythmic movement of horses can assist with motor and sensory problems, how horses help with mental or behavioural issues hasn't been completely worked out. (*[*Alexa Smith-Osborne*](http://www.uta.edu/profiles/alexa-smith-osborne)*)*

KEYWORDS:Horse Riding activity -  benefits, obstacles and future challenges; social-pedagogical work with children with emotional and behavioural difficulties; work with animals

*Leon Vreča,*

*Veržej Primary School, Dom Unit (Veržej Residential Treatment Institution)*

Zora Perdigal Vučko in Darinka Gerič (teachers in an educational group):

**Social – pedagogical help for children and youth with drama and poetry club**

ABSTRACT

The therapeutic effect of artistic expression is very wide and complex and there for we give these activities very large space in different fields. Harmed and hurt young people feel and understand the art even deeper. Art can represent a channel for repressed, unconscious trauma and pain, which is often present in the children we work with.

Drama and poetry club is one of the activities that gives these children and youngsters a very wide field for learning and finding their own hidden potentials. They can become aware of themselves and they can learn about the possibility of self-expression with help of words, movement, body language, looks.

With different experiences, they learn many social skills – how to overcome the fear, stage fright and insecurity. They learn to be patience and understanding to other performers and how to accept moments of disappointment.

Many children and youngsters found themselves just with help of performance and acting. In many cases, this was the key to their healing, personal growth and achieving positive self-image.

KEYWORDS: Drama and poetry club, self-expression, acting, personal growth, role playing, self-image, fear overcoming.

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**Short play with the children of Educational Home Veržej**

**Petek, 23. september 2016**

**SEMINAR 6**

EHJÄ:

Ressu-project (Operation Snoopy) – Trained volunteers with dogs supporting children an young peaple -

ABSTRACT

Support persons for children and young people are professionally supervised volunteers. A trained support person and his own dog offer a child his time, support and care.

The dog contributes to the development of a relationship and the formation of trust between the support person and the child. With the assistance of the dog that is social and accepting it is easier for the child to talk about difficult subjects. Also, the expressive behaviour of the dog can facilitate reflecting one’s own feelings. The child learns to understand the needs of the animal and to develop empathy. Taking part in the care of the dog teaches responsibility and strengthens self-confidence. Furthermore, taking the dog out for a walk motivates the child to exercise.

The target group of the operation are the children between the ages of 7 and 17 who are entitled to the support of open care of child welfare services as well as the ones in need of preventive support.

A voluntary support person is a reliable and trustworthy adult who has the opportunity and the motivation to commit to the task. He is also trained and introduced to the dog-assisted activities in child welfare. The dog used in the voluntary work is the support person’s own.

Ressu-project is funded by the Slot Machine Association and supervised by The Federation of the Special Welfare Organisations EHJÄ. The main objective of the operation is to develop a model for child welfare work making use of support persons and the assistance of their dogs.

**SEMINAR 7**

Karmen Mihelčič (Vzgojni zavod Višnja gora):

**Callous/Unemotional Traits: Early Detection – Appropriate Course – Suitable Institution**

ABSTRACT

The meaning of early detection can be understood according to the literature as embracing into primary prevention all population. Secondary prevention should cover 15% of population at risk and only 5%of population should encounter the tertiary prevention. Do we have enough knowledge to diagnose and predict specific needs in the early stage? Are we equipped enough to carry out suitable course in community or in institutionalized situation?

When we as professionals are confronted with rare or severe range of emotional and behavioural difficulties, we often react according to myths about conduct behaviour. Some of them are: “Parents are the one to blame for emerging of problem behaviour.” “He is practising impossible behaviour because it brings him an advantage.” In contrast we should learn more about symptoms, ethology and possibilities for therapeutic work.

The literature distinguishes between two types of conduct behaviour: impulsive type and type with high callous/unemotional traits. To identify a high risk of delinquent youth the callous/unemotional traits (also called “with limited prosocial emotions”) were included in the fifth revision of the Diagnostic and Statistical Manual (DSM-5), a descriptive features specifier to the diagnosis of conduct behaviour. Thus it helps to distinguish children and adolescent with conduct disorder (CD) which in the same time has limited prosocial emotions.

Callous/unemotional (CU) traits are connected with limited prosocial behaviour and often emerge together with CD. There are three identifying factors in describing CU traits: Callousness (lack of guilt and empathy), Uncaring (lack of care about ones’ performance and the well-being of others), and Unemotional (restricted emotional expression). Adolescent with CU traits tend to lack empathy, by others are often perceived as cold-hearted and uncaring about others’ feelings and their own performance. Hurting others or breaking rules to achieve their goals as well results in little experience of guilt and remorse. Furthermore studies have resulted that CU traits are developmental precursor to psychopathy in adulthood.

Etiological studies have found that CU traits are genetically subjected. They occur early in childhood. Children and youth don’t respond to punishment, but there are positive responses to praise. In the same time educational technique don’t have any influence on their development. There is recorded significantly less eye contact with their parents in childhood. They have deficit on emotional component of empathy, meaning they can know what someone is feeling on a cognitive level but not on emotional level.

Therefore are reasons for wide spread pessimism regarding efficient possibilities of educational, counselling or therapeutic work with this small group of youth. There are some promising interventions that are practiced and recommended among professionals. We should take into account that children and youth with CU traits are significant less responsive to educational techniques in order to avoid above mentioned pessimism.

*Karmen Mihelčič, univ. dipl. soc. ped*

*VIZ Višnja Gora*

**Janez Perpar (Vzgojni zavod Višnja gora):**

***Teaching of the language of responsibility at sensing emotional and behavioural difficulties***

ABSTRACT

The main focus of my lecture is the importance of communication with children and young people with emotional and/or behaviour problems. The first indicator of possible development of the fore mentioned problems (mainly behaviour) is disturbing behaviour. The reaction of adults (teachers, parents) is frequently unfavourable, unsupportive and alsounprofessional. Such reactions can be a hazardous factor for the individual to develop a stabile disruptive (aggressive, antisocial, etc.) behaviour.

In case of responsible communication with children and young people with behaviour problems it is of great importance to use the language of acceptance instead of the language of non-acceptance. Using active listening, I messages and Gestaltdirections for responsible communication we establish an equal communication position with the child or young person, weaccept them as they are. Expressing respect in such a way aids in the positive mutual relationship.

**SEMINAR 8**

Jouni Määttä (Nuorten Ystävät RY):

Friend of the young – Facing a challengig Client – Perspectives from Finland

ABSTRACT

This lecture discusses how can we improve dialogue and interaction by encountering our clients. How it is possible to create a high quality relationship of mutual trust between the client and the person working with the client. Our clients often are disempowered and we try to make them feel that they also can make a difference in their own lives. Encountering our clients is the requirement for us to be able to help, guide and support them.

Encountering clients is not a new subject, efforts to improve interaction have been going on for a long time. This lecture discusses the definition of encounters and also gives practical hands-on examples from our daily work.

**SEMINAR 9**

Joanne Cescotto in Virginie Hardy (Service ARPEGE):

Family Group Conference: from an offence to a very rich proces

ABSTRACT

Conferencing for juvenile delinquents has been introduced in the belgian law in 2006. This practice includes the victim, the juvenile offender and the broader community. It is mainly a deliberation between the offender and his network, the victim and her network and a person representing the community at large (generally a police representative). Two neutral facilitators (mediators) structure the deliberation.

Based on our ten years' experience, we will give an introduction on how the people concerned by a criminal offence can benefit from the conferencing process.

*Joanne CESCOTTO and Virginie HARDY*

*Service ARPEGE*

