

,

,

:

:

I

,

26.11.2013.

,

52.

7.

,

,

. 4/186

,

,

.

:

-

,

,

,

.

2011.

(

).

-

,

,

,

.

2009.

.

-

,

,

,

.

2012.

.

- , , , 2001. .

II

, , : ()
 , , : 6.2.1982. , , .
 : 2009.
 .
 10,00.

1. , ., , ., & _____, _____. (2010). o a o o a o e e a
e . , 16 (1), 209-216.

2. _____, _____, & _____, _____ (2010).

_____, 9 (1), 163-184.

3. _____, _____, & _____, _____ (2011).

_____, 10 (2), 271-284.

4. _____, M., Bankovi, S., & Duji, B. (2011). Samopoštovanje i slika o sebi odraslih osoba sa intelektualnom ometenošću. U M. Vantić-Tanji (Ur.), *Zbornik radova II međunarodne naučno-stručne konferencije "Unapređenje kvalitete života djece i mladih"* (str. 433-440). 11-12. jun 2011. Tuzla,

Bosna i Hercegovina. Tuzla: Udruženje za podršku i kreativni razvoj djece i mladih.

5. , „ _____ . (2012).

„ (.), II
(. 179-186). 28.
2012., , : —

- .
- :
- Glumbi , N., Broj in, B. (2012). Factor structure of the Serbian version of the Children's communication checklist – 2. *Research in Developmental Disabilities*. 33 (5), 1352-1359.
 - Golubovi , Š., Maksimovi , J., Golubovi , B., Glumbi , N. (2012). Effects of exercise on physical fitness in children with intellectual disability. *Research in Developmental Disabilities*, 33 (2), 608-614.
 - Brki , M., Jugovi , A., & Glumbi , N. (2012). Residential care for children with intellectual disabilities in the social protection system in Serbia. *European Journal of Social Work*, (ahead-of-print), 1-15.
 - Žuni -Pavlovi , V., Pavlovi , M., & Glumbi , N. (2013). Drug use in adolescents with mild intellectual disability in different living arrangements. *Drugs: Education, Prevention and Policy*, 20 (5), 399-407.
 - Pavlovi , M., Žuni -Pavlovi , V., & Glumbi , N. (2013). Students' and teachers' perceptions of aggressive behaviour in adolescents with intellectual disability and typically developing adolescents. *Research in Developmental Disabilities*, 34 (11), 3789-3797.
- .

230 (*ISI*),

1. $\frac{1}{2} \cdot \frac{1}{2} = \frac{1}{4}$
2. $\frac{1}{2} \cdot \frac{1}{2} = \frac{1}{4}$
3. $\frac{1}{2} \cdot \frac{1}{2} = \frac{1}{4}$
4. $\frac{1}{2} \cdot \frac{1}{2} = \frac{1}{4}$
5. $\frac{1}{2} \cdot \frac{1}{2} = \frac{1}{4}$
6. $\frac{1}{2} \cdot \frac{1}{2} = \frac{1}{4}$
7. $\frac{1}{2} \cdot \frac{1}{2} = \frac{1}{4}$
8. $\frac{1}{2} \cdot \frac{1}{2} = \frac{1}{4}$
9. $\frac{1}{2} \cdot \frac{1}{2} = \frac{1}{4}$
10. $\frac{1}{2} \cdot \frac{1}{2} = \frac{1}{4}$
11. $\frac{1}{2} \cdot \frac{1}{2} = \frac{1}{4}$

;

12.

;

13.

,

.

.

:

1.

.

2.

.

3.

.

4.

.

.

50

,

.

.

40

.

40

,

.

40

.

:

,

,

.

.

.

.

1.

,

(

,

)

.

2.

,

,

(Raven, 2000)

.

„ “ (),

.

.

DSM-V

.

3.

(*Peabody Picture Vocabulary Test, PPVT-4*, Dunn & Dunn, 2007). (2, 6),

19 12

228.

0,92 0,98.

1.

„ - “ „ “ (Hansen & Markman, 2005).

(Harris & Duke, 2006, Sprung, 2010).

(). ,

, ,

.

, ,

, .

2.

— (Sparrow, Cicchetti, & Balla, 2006).

23 .

18

19

.

2

1, 0

3.

(*Pervasive Developmental Disorder Mental Retardation Scale, PDD-MRS*, Kraijer & de Bildt, 2005).

70 (PDD-MRS 12
PDD-MRS). PDD-MRS
:
„-“
„+“
PDD-MRS PDD-MRS 0-19.
1230
(92,3%) (92,4%) (De Bildt, Sytema, Kraijer, & Minderaa, 2005).

1. (*The Assessment Battery for Communication, ABaCo*, Sacco et al., 2008) (

90 172, 100
72

20 25

,

1,

0.

: 1)

(, ,

,); 2)

3)

().

56.

56

(,
).

32

(,).

:

(, , ,),

(, ,),

(

).

(

)

().

,

,

.

20.

,

,

.

,

5-6

(Sacco et al., 2008).

=0,63

=0,91,

=0,52.

“.

2. - (*Communication Checklist – Adult, CC-A*, Whitehouse & Bishop, 2009)

70

0-3,

0,

1, 2

3. 50

20

(

(Whitehouse, Line, Watt, & Bishop, 2009)

=0,9.

:

■

■

- t- ,
-
- 2 ,
-

,

,

VI

,

,

:

•

.

•

-

,

.

•

60

.

,

.

.

•

,

.

•

.

•

,

,

.

,

,

.

,

:

17. 11. 2013.

,

,

,

,

,