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, II — , 25. 2014. ,  
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( ) 22.2.1966. .  
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( 9,80 10 ) 1988. .

1992. ,

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) 1997.

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1993.  
1998.  
2003.

## II.

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### *Research in Developmental Disabilities,*

## 1.

### 1.1.

(M34=0,5x5=2,5):

1. Gligorovi -Jovanovi , M. (1997). Treatment of developmental disharmonies of psychotic type. *World Congress on Rehabilitation in Psychiatry, Abstract book*. Belgrade, p. 164.
2. Gligorovi -Jovanovi , M., Bojanin, S. (1997). Psychomotor reeducation in treatment of autistic children. *World Congress on Rehabilitation in Psychiatry, Abstract book*. Belgrade, p. 166.
3. \_\_\_\_\_, \_\_\_\_\_. (1999).  
III", \_\_\_\_\_, \_\_\_\_\_. 60.
4. Gligorovi , M., Golubovi , S. (2002). Neuropsychological analysis of spatial abilities in autistic children with epilepsy. *Epilepsia*, 43, Supplement 8, p. 575.
5. Golubovi , S., Gligorovi , M. (2002). Performance on expressive speech tasks in autistic children with epilepsy. *Epilepsia*, 43, Supplement 8, p. 576.

### 1.2.

( 51=3x2=6):

1. \_\_\_\_\_, \_\_\_\_\_. (1989).  
, 21 (2-3), 243-252.
2. \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_. (1996).  
, 27 (3-4), 241-258.



**1.3. ( 52=2x7=14):**

1. \_\_\_\_\_, \_\_\_\_\_. (1998).  
\_\_\_\_\_, 4 (1), 75-82.
2. \_\_\_\_\_, \_\_\_\_\_. (1998).  
\_\_\_\_\_, 4 (2), 55-63.
3. \_\_\_\_\_, \_\_\_\_\_. (1999).  
\_\_\_\_\_,  
5 (2-3), 95-106.
4. \_\_\_\_\_, \_\_\_\_\_. (2000).  
\_\_\_\_\_, 6 (1), 101-110.
5. \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_. (2002).  
\_\_\_\_\_, 6 (3), 119-127.
6. \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_. (2002).  
\_\_\_\_\_, 6 (3), 140-153.
7. \_\_\_\_\_, \_\_\_\_\_. (2002).  
\_\_\_\_\_, 1 (1), 81-93.

**1.4. ( 53=1x2=2):**

1. \_\_\_\_\_, \_\_\_\_\_. (1990).  
\_\_\_\_\_, 4, 97-104.
2. \_\_\_\_\_, \_\_\_\_\_. (1998).  
\_\_\_\_\_, 1 (1), 7-13.

**1.5. (M64=0,5x11=5,5):**

1. \_\_\_\_\_, \_\_\_\_\_. (1990).  
\_\_\_\_\_, XI  
\_\_\_\_\_, \_\_\_\_\_. 7.  
\_\_\_\_\_, K
2. \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_. (1990).  
\_\_\_\_\_, XI  
\_\_\_\_\_, K \_\_\_\_\_, \_\_\_\_\_. 13.
3. \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_. (1991).  
\_\_\_\_\_, IV  
\_\_\_\_\_, 9-10. 9. 1991., \_\_\_\_\_. 116.
4. \_\_\_\_\_, \_\_\_\_\_. (1991).  
\_\_\_\_\_, IV  
\_\_\_\_\_, 9-10. 9.  
1991., \_\_\_\_\_. 116.



5. \_\_\_\_\_, I \_\_\_\_\_, 10-11. 11. 1998., \_\_\_\_\_. 13.
6. \_\_\_\_\_, \_\_\_\_\_. (1999).  
\_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_. 4.
7. \_\_\_\_\_, \_\_\_\_\_. (2000).  
\_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_. 12.
8. \_\_\_\_\_, \_\_\_\_\_. (2002).  
\_\_\_\_\_, 10-14. j \_\_\_\_\_, \_\_\_\_\_. 38.
9. \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_. (2003).  
\_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_. 3-6. \_\_\_\_\_, \_\_\_\_\_. 92.
10. \_\_\_\_\_, \_\_\_\_\_. (2003).  
\_\_\_\_\_, 3-6. \_\_\_\_\_, \_\_\_\_\_. 92.
11. \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_. (2003).  
\_\_\_\_\_, \_\_\_\_\_, 3-6. \_\_\_\_\_, \_\_\_\_\_. 24.

**2.**

## 2.1.

**( 14=4x1=4)<sup>1</sup>:**

1. \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_ (2009).  
(\_\_\_\_\_. 145-160). \_\_\_\_\_:
2. \_\_\_\_\_, \_\_\_\_\_ (2009).  
(\_\_\_\_\_. 221-242), \_\_\_\_\_:

**2.2.**

**(M34=0,5x1=0,5):**

1. Gligorovi , M. (2006). Mental operation in children with visual impairments. *III Balkan Conference Transition of ducation and Rehabilitation, New Possibilities, bstract book.* Belgrade, September 30 - October 2, p. 98.



### 2.3.

(  $45=1,5 \times 5=7,5$ ):

1. \_\_\_\_\_, \_\_\_\_\_. (2003). \_\_\_\_\_ ( \_\_\_\_\_ ), \_\_\_\_\_ ( \_\_\_\_\_ . 47-70). \_\_\_\_\_ :
2. \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_ - \_\_\_\_\_, \_\_\_\_\_. (2005). \_\_\_\_\_ ( \_\_\_\_\_ ), \_\_\_\_\_ ( \_\_\_\_\_ . 415-523). \_\_\_\_\_ :
3. \_\_\_\_\_, \_\_\_\_\_. (2005). \_\_\_\_\_ ( \_\_\_\_\_ ), \_\_\_\_\_ ( \_\_\_\_\_ . 111-126). \_\_\_\_\_ :
4. \_\_\_\_\_, \_\_\_\_\_. (2007). \_\_\_\_\_ ( \_\_\_\_\_ ). \_\_\_\_\_ ( \_\_\_\_\_ . 227-236). \_\_\_\_\_ :
5. \_\_\_\_\_, \_\_\_\_\_. (2009). \_\_\_\_\_ ( \_\_\_\_\_ ), \_\_\_\_\_ ( \_\_\_\_\_ . 107-123). \_\_\_\_\_ :

### 2.4.

(  $52=2 \times 1=2$ ):

1. \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_. (2003). \_\_\_\_\_, 2 (3), 121-133.

### 3.

#### 3.1.

(  $14=4 \times 3=12$ )<sup>2</sup>:

1. \_\_\_\_\_, \_\_\_\_\_. (2010). \_\_\_\_\_ ( \_\_\_\_\_ ), \_\_\_\_\_ : \_\_\_\_\_, \_\_\_\_\_, II ( \_\_\_\_\_ . 241-254). \_\_\_\_\_ :
2. \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_. (2010). \_\_\_\_\_ ( \_\_\_\_\_ ), \_\_\_\_\_ : \_\_\_\_\_, II ( \_\_\_\_\_ . 155-171). \_\_\_\_\_ :
3. Gligorovi , M., Radi -Šesti , M. (2010). The cognitive information processing in children with mild intellectual disabilities. In G. Nedovi , D. Rapai & D. Marinkovi (Eds.), *Special*



*Education and Rehabilitation – Science and/or Practice* (pp. 351-372). Novi Sad: Society of Special Educators and Rehabilitators of Vojvodina.

4. Radi -Šesti , M., Gligorovi , M., Milanovi -Dobrota, B. (2010). Attitudes of high school students toward inclusion of students with mild intellectual disabilities. In G. Nedovi , D. Rapai & D. Marinkovi (Eds.), *Special Education and Rehabilitation – Science and/or Practice* (pp. 703-724). Novi Sad: Society of Special Educators and Rehabilitators of Vojvodina.
5. Radi -Šesti , M., Gligorovi , M., Milanovi -Dobrota, B. (2012). Problems of employment and job accommodation of persons with cerebral palsy. In M. Stošljevi , D. Marinkovi & F. Eminovi (Eds.), *International Thematic Collection of Papers Cerebral Palsy – A Multidisciplinary and Multidimensional Approach* (pp. 255-275). Belgrade: Association of Special Educators and Rehabilitators of Serbia.

**3.2. (M21=8x2=16):**

1. Gligorovi , M., Vu ini , V. Jablan, B., Eškirovi , B. (2011). The influence of manifest strabismus and stereoscopic vision on non-verbal abilities of visually impaired children. *Research in Developmental Disabilities*, 32 (5), 1852-1859.
2. Gligorovi , M., Buha- urovi , N. (2012). Inhibitory control and adaptive behaviour in children with mild intellectual disability. *Journal of Intellectual Disability Research*, 58 (3), 233-242.

**3.3. (M22=5x2=10):**

1. Gligorovi , M., Buha, N. (2013). Conceptual abilities of children with mild intellectual disability: Analysis of Wisconsin Card Sorting Test performance. *Journal of Intellectual and Developmental Disability*, 38 (2), 134-140.
2. okovi , S., Gligorovi , M., Ostoji , S., Dimi , N., Radi -Šesti M., Slavni , S. (2014). Can minimal sensorineural bilateral hearing loss affect developmental abilities in younger school-age children? *Journal of Deaf Studies and Deaf Education*, 19 (4), 484-495.

**3.4. (M23=4x4=16):**

1. ., . (2011). , 57 (5), 24-33.
2. Mila i -Vidojevi , I., Gligorovi , M., Dragojevi , N. (2014). Tendency toward stigmatization of families with a person with autistic spectrum disorder. *International Journal of Social Psychiatry*, 60 (1), 63-70.
3. Gligorovi , M., Buha, N. (2013). The influence of family and institutionalized environment on adaptive behaviour of children with mild intellectual disability. *Croatian Journal of Education*, 15 (4), 899-926.
4. Buha, N., Gligorovi , M., Maksi , J. (2014). Challenging behavior: behavioral phenotypes of some genetic syndromes (review). *Srpski arhiv za celokupno lekarstvo*, 142 (9-10), 621-627.



**(M24=4x4=16):**

- 3.6.** ( 33=1x14=14):

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7. \_\_\_\_\_, \_\_\_\_\_. (2012). \_\_\_\_\_ (\_\_\_\_\_.), \_\_\_\_\_ VI \_\_\_\_\_ " \_\_\_\_\_ (\_\_\_\_\_.), \_\_\_\_\_ (\_\_\_\_\_. 174-178). \_\_\_\_\_ : \_\_\_\_\_ – \_\_\_\_\_.
8. Gligorovi , M., Buha, N. (2012). Kvalitet rukopisa kod dece mla eg školskog uzrasta. U M. Vanti Tanji i M. Nikoli (Ur.), *Zbornik radova III me unarodne nau no-stru ne konferencije "Unapre enje kvalitete života djece i mladih"* (str. 111-118). Tuzla, BiH: Udruženje za podršku i kreativni razvoj djece i mladih, Univerzitet u Tuzli, Edukacijsko-rehabilitacijski fakultet.
9. Buha, N., Gligorovi , M. (2012). Inteligencija kao inilac razvoja verbalne fluentnosti kod dece sa lakom intelektualnom ometenoš u. *Zbornik radova III me unarodne nau no-stru ne konferencije "Unapre enje kvalitete života djece i mladih"* (str. 501-508). Tuzla, BiH: Udruženje za podršku i kreativni razvoj djece i mladih, Univerzitet u Tuzli, Edukacijsko-rehabilitacijski fakultet.
10. Buha, N., Gligorovi , M. (2012). Adaptivno ponašanje osoba sa intelektualnom ometenoš u kao indikator profesionalne kompetencije. U E. Šari (Ur.), *Zbornik radova II me unarodne nau no-stru ne konferencije "Interdisciplinarni pristup razvoja modela profesionalne rehabilitacije"* (str. 247-258). Br ko, BiH: Centar za edukaciju i profesionalnu rehabilitaciju, Edukacijsko-rehabilitacijski fakultet Univerziteta u Tuzli, Savez invalida Bosne i Hercegovine i Univerzitetski Institut za rehabilitaciju „So a“, Ljubljana.
11. Gligorovi , M., Buha, N. (2012). Sociodemografski inioi preprofesionalnih adaptivnih veština kod dece sa lakom intelektualnom ometenoš u. U E. Šari (Ur.), *Zbornik radova II me unarodne nau no-stru ne konferencije "Interdisciplinarni pristup razvoja modela profesionalne rehabilitacije"* (str. 71-82). Br ko, BiH: Centar za edukaciju i profesionalnu rehabilitaciju, Edukacijsko-rehabilitacijski fakultet Univerziteta u Tuzli, Savez invalida Bosne i Hercegovine i Univerzitetski Institut za rehabilitaciju „So a“, Ljubljana.
12. \_\_\_\_\_, \_\_\_\_\_. (2013). \_\_\_\_\_ (\_\_\_\_\_.), \_\_\_\_\_ VII \_\_\_\_\_ " \_\_\_\_\_ (\_\_\_\_\_. 71-83). \_\_\_\_\_ : \_\_\_\_\_ – \_\_\_\_\_.
13. \_\_\_\_\_, \_\_\_\_\_. (2014). \_\_\_\_\_ (\_\_\_\_\_.) \_\_\_\_\_ VIII \_\_\_\_\_ " \_\_\_\_\_ (\_\_\_\_\_. 93-98). \_\_\_\_\_ : \_\_\_\_\_ – \_\_\_\_\_.
14. \_\_\_\_\_, \_\_\_\_\_. (2014). \_\_\_\_\_ (\_\_\_\_\_.) \_\_\_\_\_ VIII \_\_\_\_\_ " \_\_\_\_\_ (\_\_\_\_\_. 99-106). \_\_\_\_\_ : \_\_\_\_\_ – \_\_\_\_\_.



### 3.7.

(M34=0,5x10=5):

1. Dragojevi , N., Mila i -Vidojevi , I., Gligorovi , M. (2011). Difference in stigmatization of various family roles of families with member suffering of schizophrenia. *8<sup>th</sup> Congress of ISAAP/ Adolescence a second chance. Abstract book.* Berlin, 14-18 September, International Society for Adolescent Psychiatry and Psychology, p. 11.
2. Dragojevi , N., Mila i -Vidojevi , I., Gligorovi , M. (2011). Stigma about families with a person suffering of schizophrenia: relationships between attitudinal, emotional and behavioral aspects. *8<sup>th</sup> Congress of ISAAP/ Adolescence a second chance, Abstract book.* Berlin, 14-18 September, International Society for Adolescent Psychiatry and Psychology, p. 13.
3. Mila i -Vidojevi , I., Gligorovi , M., Dragojevi , N. (2011). Tendency toward stigmatization of parents of a person with autistic spectrum disorders. *8<sup>th</sup> Congress of ISAAP/ Adolescence a second chance, Abstract book.* Berlin, 14-18 September, International Society for Adolescent Psychiatry and Psychology, p. 14.
4. Mila i -Vidojevi , I., Gligorovi , M. Dragojevi , N. (2011). Odnos izme u tendencije ka stigmatizaciji lanova porodice osoba s autizmom i nivoa kontakta sa osobama sa mentalnim oboljenjima. *II me unarodn nau no-stru n konferencij "Unapre enje kvalitete života djece i mladih", Zbornik apstrakata.* Tuzla, BiH, 11-12. jun, Udruženje za podršku i kreativni razvoj i Edukacijsko-rehabilitacijski fakultet Univerziteta u Tuzli, str. 697-698.
5. \_\_\_\_\_, \_\_\_\_\_. (2012). \_\_\_\_\_ . VI \_\_\_\_\_ " \_\_\_\_\_ , 14-16. \_\_\_\_\_ , 48-49.
6. \_\_\_\_\_, \_\_\_\_\_. (2012). \_\_\_\_\_ " \_\_\_\_\_ : \_\_\_\_\_ , \_\_\_\_\_ , 22-23. \_\_\_\_\_ , 33-34.
7. Buha, N. Gligorovi , M., (2013). Grafi ka reprezentacija prostora kod dece sa lakom intelektualnom ometenoš u. *IV me unarodna nau no-stru na konferencija "Unapre enje kvalitete života djece i mladih", Tematski zbornik apstrakata.* Split, 22-23. jun, Udruženje za podršku i kreativni razvoj djece i mladih, Univerzitet u Tuzli, Edukacijsko-rehabilitacijski fakultet, str. 777-778.
8. Gligorovi , M., Buha, N. (2013). Pažnja kao inilac akademskih postignu a kod dece sa lakom intelektualnom ometenoš u. *IV me unarodna nau no-stru na konferencija "Unapre enje kvalitete života djece i mladih", Tematski zbornik apstrakata.* Split, 22-23. jun, Udruženje za podršku i kreativni razvoj djece i mladih, Univerzitet u Tuzli, Edukacijsko-rehabilitacijski fakultet, str. 775-776.
9. \_\_\_\_\_, \_\_\_\_\_. (2013). \_\_\_\_\_ . VII \_\_\_\_\_ " \_\_\_\_\_ , 27-29. \_\_\_\_\_ – \_\_\_\_\_ . 102-103.



10. \_\_\_\_\_, \_\_\_\_\_. (2013).

\_\_\_\_\_ " \_\_\_\_\_", \_\_\_\_\_, 28-29. \_\_\_\_\_, \_\_\_\_\_ 34.

**3.8.** \_\_\_\_\_ (  $42=5 \times 2=10$ ):

1. \_\_\_\_\_, \_\_\_\_\_. (2013).

\_\_\_\_\_ (366 \_\_\_\_\_).

2. \_\_\_\_\_, \_\_\_\_\_. (2015).

\_\_\_\_\_ (160 \_\_\_\_\_).

**3.9.** \_\_\_\_\_ (  $45=1,5 \times 2=3$ )<sup>3</sup>:

1. \_\_\_\_\_, \_\_\_\_\_. (2012).

\_\_\_\_\_ ( \_\_\_\_\_), \_\_\_\_\_ ( \_\_\_\_\_ 67-91). \_\_\_\_\_

2. \_\_\_\_\_, \_\_\_\_, \_\_\_\_\_, \_\_\_\_\_. (2012).

\_\_\_\_\_ ( \_\_\_\_\_), \_\_\_\_\_ ( \_\_\_\_\_ 28-48). \_\_\_\_\_

3. \_\_\_\_\_, \_\_\_\_\_. (2013).

\_\_\_\_\_ ( \_\_\_\_\_ 99-138). \_\_\_\_\_ ( \_\_\_\_\_), \_\_\_\_\_

4. \_\_\_\_\_, \_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_. (2013).

\_\_\_\_\_ ( \_\_\_\_\_), \_\_\_\_\_ ( \_\_\_\_\_ 157-178). \_\_\_\_\_

**3.10.**  
( $M49=1 \times 3=3$ ):

1. \_\_\_\_\_, \_\_\_\_\_. (2010).

\_\_\_\_\_

2. \_\_\_\_\_, \_\_\_\_, \_\_\_\_\_, \_\_\_\_\_. ( \_\_\_\_\_) (2012).

\_\_\_\_\_



3. *Journal of the American Statistical Association*, 108(503), 1161-1173.

**3.11. (M51=3x17=51):**

1. \_\_\_\_\_, \_\_\_\_\_. (2011). \_\_\_\_\_, *10* (1), 3-14.
2. Gligorovi , M., Radi -Šesti , M., Nikoli , S., Ili -Stošovi , D. (2011). Perceptual-motor abilities and prerequisites of academic skills. *Specijalna edukacija i rehabilitacija*, *10* (3), 405-434.
3. Radi -Šesti , M., Gligorovi , M., Vu ini , V., Milanovi Dobrota, M. (2011). Youth unemployment: Secondary school students attitudes toward seeking employment. *Specijalna edukacija i rehabilitacija*, *10* (3), 445-465.
4. \_\_\_\_\_, \_\_\_\_\_. (2011). \_\_\_\_\_, *10* (2), 251-269.
5. \_\_\_\_\_, \_\_\_\_\_. (2011). \_\_\_\_\_, *10* (2), 193-205.
6. \_\_\_\_\_, \_\_\_\_\_. (2011). \_\_\_\_\_, *10* (4), 595-612.
7. \_\_\_\_\_, \_\_\_\_\_. (2012). \_\_\_\_\_, *11* (1), 21-38.
8. \_\_\_\_\_, \_\_\_\_\_. (2012). \_\_\_\_\_, *11* (2), 187-202.
9. \_\_\_\_\_, \_\_\_\_\_. (2012). \_\_\_\_\_, *11* (3), 365-382.
10. Gligorovi , M., Buha, N. (2012). Inhibitory control as a factor of adaptive functioning of children with mild intellectual disability. *Specijalna edukacija i rehabilitacija*, *11* (3), 403-417.
11. \_\_\_\_\_, \_\_\_\_\_. (2012). \_\_\_\_\_, *11* (4), 623-636.
12. \_\_\_\_\_, \_\_\_\_\_. (2012). \_\_\_\_\_, *11* (4), 585-602.
13. \_\_\_\_\_, \_\_\_\_\_. (2013). \_\_\_\_\_, *12* (1), 11-23.



14. \_\_\_\_\_, \_\_\_\_\_. (2013).  
\_\_\_\_\_, 12 (2), 149-162.
15. \_\_\_\_\_, \_\_\_\_\_. (2013).  
\_\_\_\_\_, 12 (2), 203-219.
16. \_\_\_\_\_ (2014).  
\_\_\_\_\_, 13 (1), 89-106.
17. Gligorovi, M., Buha, N. (2014). Verbal fluency in children with intellectual disability: influence of basic executive components. *Specijalna edukacija i rehabilitacija*, 13 (3), 275-292.

**3.12. ( 52=2x10=20):**

1. \_\_\_\_\_, \_\_\_\_\_. (2010).  
\_\_\_\_\_, 9 (1), 15-36.
2. \_\_\_\_\_ (2010).  
\_\_\_\_\_, 9 (1), 85-109.
3. Gligorovi, M., Buha- urovi, N. (2010). Executive functions and achievements in art education in children with mild intellectual disability. *Specijalna edukacija i rehabilitacija*, 9 (2), 225-244.
4. \_\_\_\_\_, \_\_\_\_\_. (2010).  
\_\_\_\_\_, 9 (2), 253-269.
5. \_\_\_\_\_, \_\_\_\_\_. (2011).  
\_\_\_\_\_, 17 (3), 525-536.
6. \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_. (2011).  
\_\_\_\_\_, 17 (3), 549-570.
7. \_\_\_\_\_, \_\_\_\_\_. (2011).  
\_\_\_\_\_, 17 (3), 477-498.
8. \_\_\_\_\_, \_\_\_\_\_. (2012).  
\_\_\_\_\_, 18 (2), 265-274.
9. \_\_\_\_\_, \_\_\_\_\_. (2013).  
\_\_\_\_\_, 19 (1), 137-148.
10. \_\_\_\_\_, \_\_\_\_\_. (2013).  
\_\_\_\_\_, 19 (3), 457-468.



### 3.13.

(M63=1x2=2):

1. \_\_\_\_\_, \_\_\_\_\_. (2012).  
" \_\_\_\_\_ ( \_\_\_\_\_),  
" ( \_\_\_\_\_ . 79-88).  
: \_\_\_\_\_
2. \_\_\_\_\_, \_\_\_\_\_. (2012).  
" \_\_\_\_\_ ( \_\_\_\_\_),  
" ( \_\_\_\_\_ . 115-124).  
\_\_\_\_\_

### 3.14.

(M64=0,5x13=6,5):

1. \_\_\_\_\_, \_\_\_\_\_. - \_\_\_\_\_, \_\_\_\_\_. (2011).  
\_\_\_\_\_, \_\_\_\_\_, 12-14. \_\_\_\_\_,  
13. \_\_\_\_\_, \_\_\_\_\_
2. \_\_\_\_\_ - \_\_\_\_\_, \_\_\_\_\_. (2011).  
\_\_\_\_\_, \_\_\_\_\_, 12-  
14. \_\_\_\_\_, \_\_\_\_\_ . 12. \_\_\_\_\_, \_\_\_\_\_
3. \_\_\_\_\_ - \_\_\_\_\_, \_\_\_\_\_. (2011).  
\_\_\_\_\_ II  
\_\_\_\_\_: \_\_\_\_\_  
\_\_\_\_\_, \_\_\_\_\_, 24. \_\_\_\_\_,  
\_\_\_\_\_, \_\_\_\_\_ . 83-84.
4. \_\_\_\_\_, \_\_\_\_\_. \_\_\_\_\_, \_\_\_\_\_. (2011).  
\_\_\_\_\_ I  
\_\_\_\_\_, \_\_\_\_\_, 28. \_\_\_\_\_,  
\_\_\_\_\_, \_\_\_\_\_ . 29-30.
5. \_\_\_\_\_, \_\_\_\_\_. (2011).  
" \_\_\_\_\_, \_\_\_\_\_ . I  
\_\_\_\_\_, 28. \_\_\_\_\_,  
\_\_\_\_\_, \_\_\_\_\_ . 24-26.
6. \_\_\_\_\_ - \_\_\_\_\_, \_\_\_\_\_. (2011).  
\_\_\_\_\_ I  
\_\_\_\_\_, \_\_\_\_\_, 28. \_\_\_\_\_,  
\_\_\_\_\_, \_\_\_\_\_ . 54-55.
7. \_\_\_\_\_, \_\_\_\_\_. \_\_\_\_\_, \_\_\_\_\_. (2012).  
\_\_\_\_\_, 11-14 \_\_\_\_\_, \_\_\_\_\_ . 12-13. \_\_\_\_\_



8. , . \_\_\_\_\_, \_\_\_\_\_. (2012).  
, 11-14. . , . 10-11. , .
9. - , ., \_\_\_\_\_, \_\_\_\_\_. (2012).  
VIII " , , . ;  
28-29. , , . 46.
10. , ., \_\_\_\_\_, \_\_\_\_\_. (2013).  
. II -  
" , 25-27. .  
, . 26.
11. \_\_\_\_\_, \_\_\_\_\_. (2013).  
. II -  
" , 25-27. ,  
, . 20.
12. \_\_\_\_\_, \_\_\_\_\_. (2014).  
. III -  
" , . 22. ,  
28-30. ,
13. , ., \_\_\_\_\_, \_\_\_\_\_. (2014).  
. III  
" , 28-30. .  
, . 19.

### 3.15.

(M66=1x1=1):

1. , . ( ) (2012).  
" II " :  
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1990. 1995. . ( . 1611)  
( ) , 2002. 2005 .  
( . ).

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- (1989-1990), ,
- . (1990-1991),
- , , .
- 8-15 ,
- , . , 1997-1999,
- , , 2002,
- , 2002-2003,

2008-2009. o- , ( . 557),  
, 2011. ,  
( . ) ,

(*International Study Baby*  
*and Infant Screen for Children with Autism Traits – BISCUIT*; Johnny L.  
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