

POSITIVE PSYCHOLOGY PROGRAM FOR EQUAL ACCESS FOR CHILDREN AND ADOLESCENT WITH DISABILITIES

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Abstract

- This material was grounded in Positive psychology programs and social ecology theory.
- Our main aim was to raise awareness against discrimination toward disabled children and adolescents.
- In the frame of the project Equal Access through Service Learning for Persons with Disabilities, we conduct our Service Learning Project
- It consists of two parts. The main aim of the first part of the study was to identify attitudes of students for discrimination towards disabled people.
- We agree that psycho-educative workshops that we conducted could be effective way to raise awareness against discrimination toward people with disabilities. Through psycho-educative workshops we emphasized importance of service learning and involvement of community in creation of equal access for children and adolescent with disabilities.

1. INTRODUCTION

- We discuss the need for pre-service teachers, service teachers and students to raise awareness against discrimination toward disabled children and adolescents.
- Positive Behaviour Support project is a systems approach for establishing the social culture and individualized behavioral supports needed for schools to be effective learning environments for all students, including disabled children and adolescents We believe that building positive psychology environment and “flourishing schools” will be one of the prospective ways in order to create inclusive education environment.

- It is important to understand how the social environment affects child well-being in order to improve health outcomes for children. The following concepts are key to recognizing how children's physical and mental health is influenced by social factors, how the people and conditions in children's environments support their development, and how children's vulnerabilities to poor mental health outcomes can be reduced by promoting positive emotional and behavioral health:
 - • The social ecological model of human development and the many factors influencing development;
 - • Resilience and its importance to children's emotional and behavioral health;
 - • How strengthening protective factors and reducing risk factors can influence children's emotional and behavioral health

2. METHODOLOGY

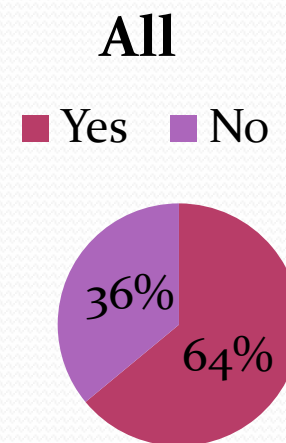
- Service-learning provides thoughtfully organized experiences that integrate students' academic learning with service that meets actual community needs. Service and learning are joined in many ways that complement and enhance each other.

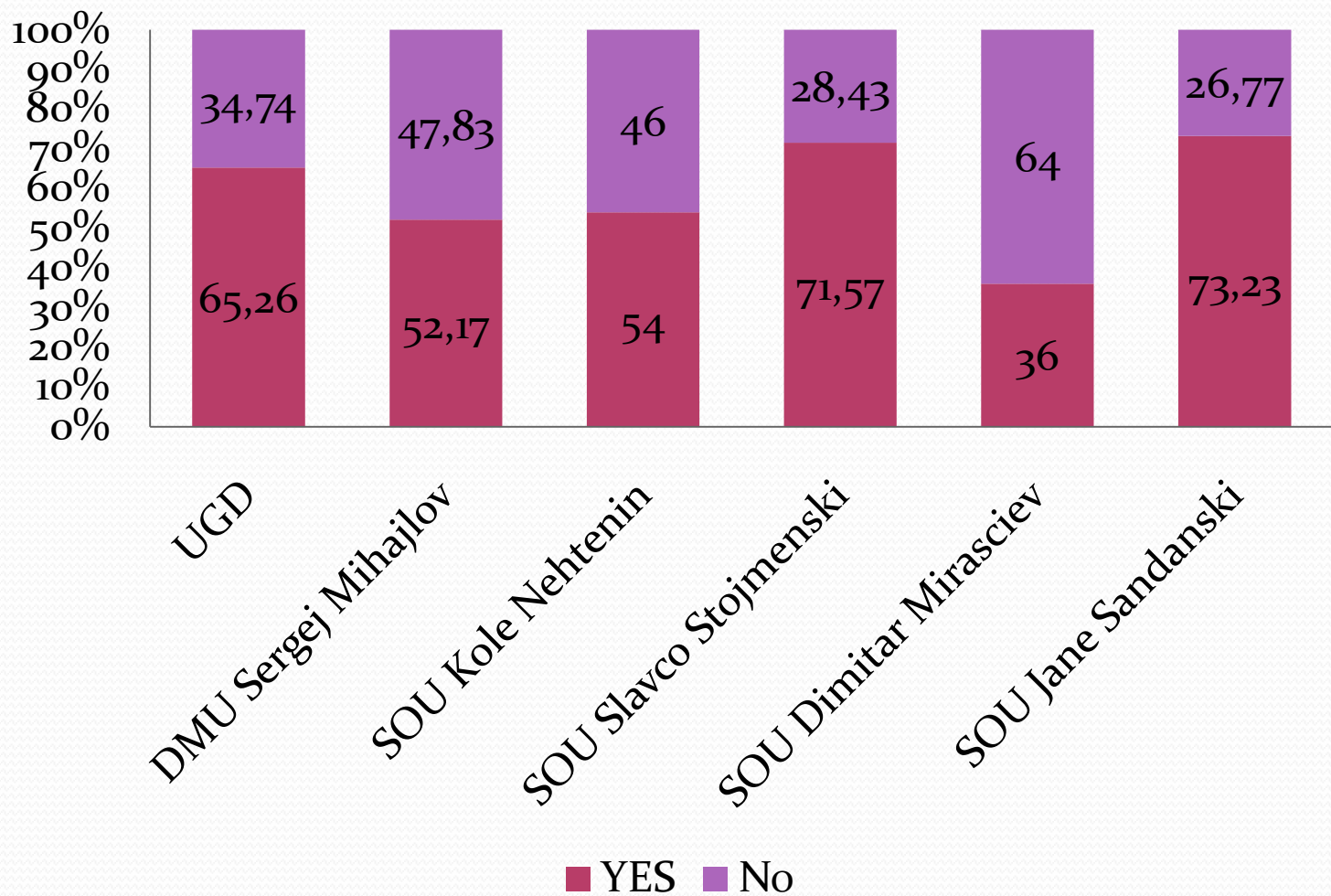
3.RESULTS AND DISCUSSIONS

- In order to identify attitudes of students for discrimination towards disabled people we used service learning methodology. In collaboration and support with local community Stip, we conduct research in five secondary schools and at the Goce Delcev University, Stip.
- Positive Behaviour Support project, is a systems approach for establishing the social culture and individualized behavioral supports needed for schools to be effective learning environments for all students, including those with disabilities.

3.1 Does any kind of separation exist within the society you study and live in?

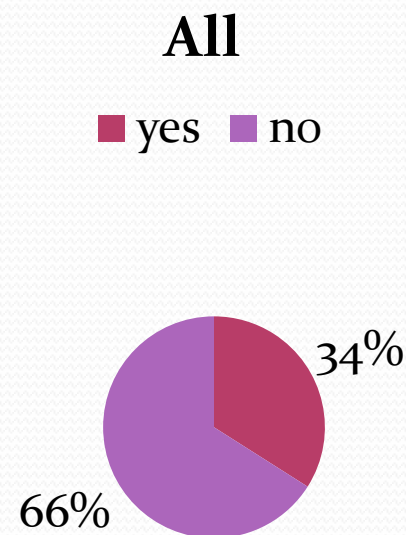
School	Yes	No	Questioned
SOU “Jane Sandanski”	145	53	198
SOU “Dimitar Mirasciev”	18	32	50
SOU “Slavco Stojmenski”	141	56	197
SOU “Kole Nehtenin”	108	92	200
DMU “Sergej Mihajlov”	24	22	46
UGD “Goce Delcev”	139	74	213
All	575	329	904

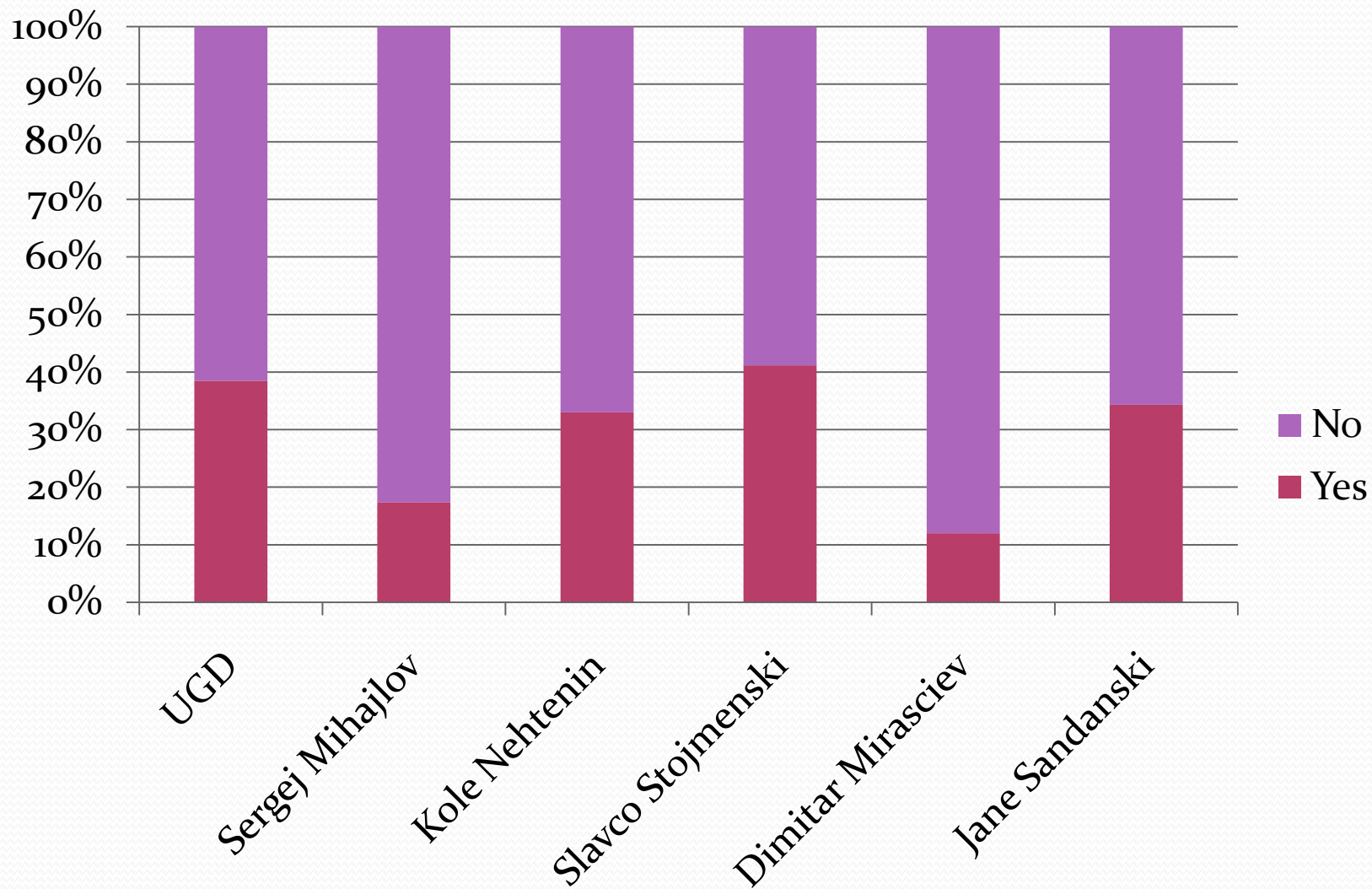




3.2. Have you ever felt different than the others or that you haven't belong to that group? (any kind of group; describe if you ever found yourself in that kind of situation)

School	Yes	No	Questioned
SOU "Jane Sandanski"	68	130	198
SOU "Dimitar Mirasciev"	6	44	50
SOU "Slavco Stojmenski"	79	113	192
DMU "Sergej Mihajlov"	8	38	46
UGD "Goce Delcev"	82	131	213
All	309	590	899



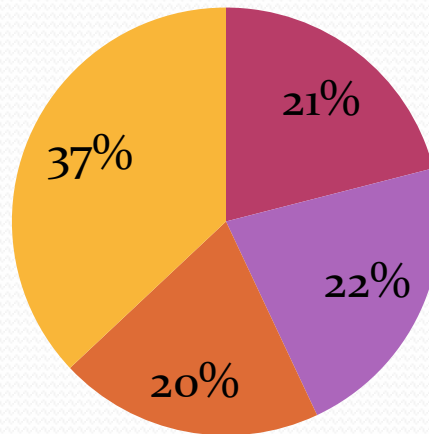


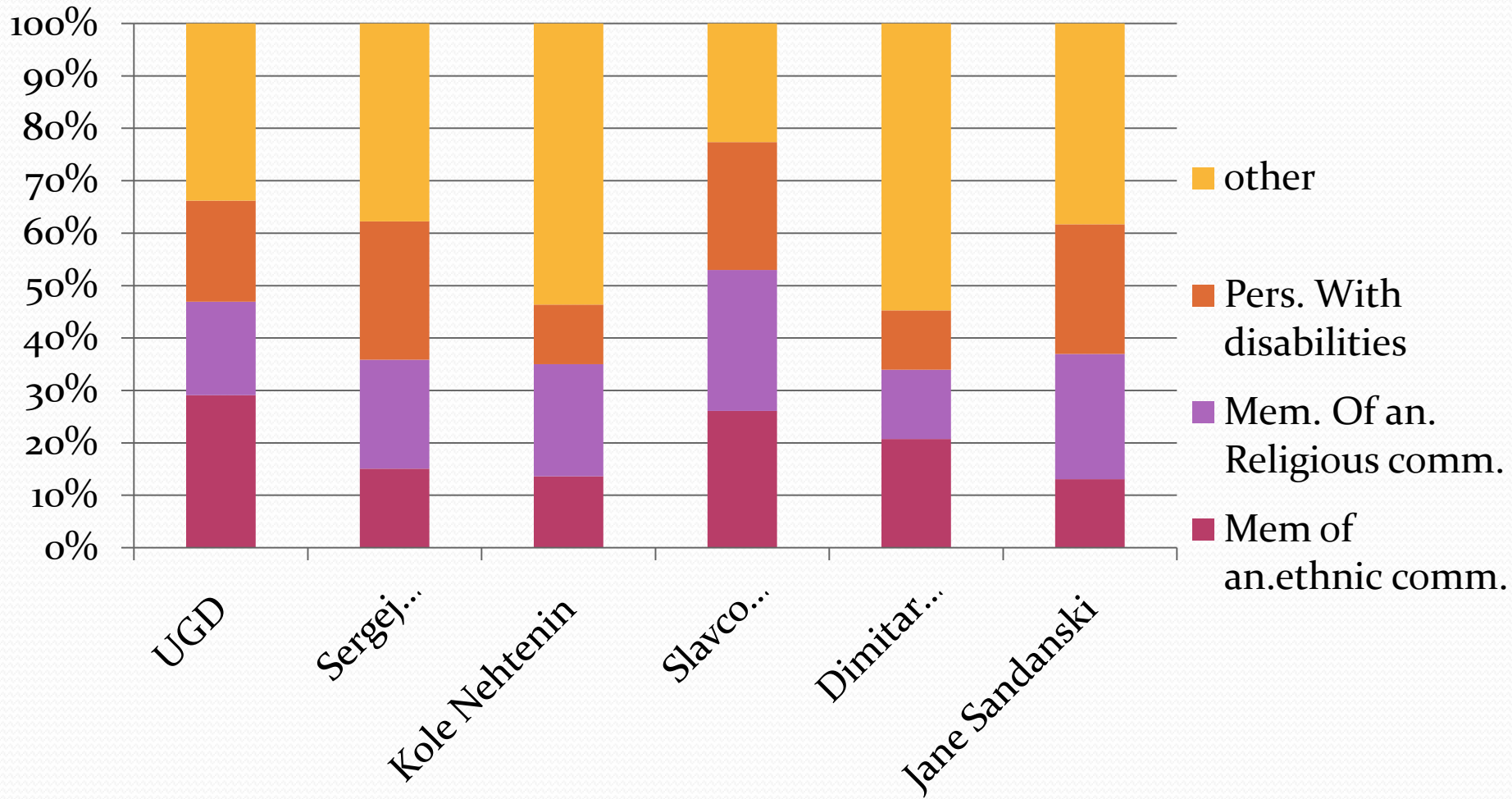
3.3. Have you recognized different behavior towards:

School	Member of another ethnic community	Member of another religious community	Persons with disabilities	Other	Questioned
SOU "Jane Sandanski"	29	53	55	85	222
SOU "Dimitar Mirasciev"	11	7	6	29	53
SOU "Slavco Stojmiski"	61	63	57	53	234
SOU "Kole Nehtenin"	30	47	25	118	220
DMU "Sergej Mihajlov"	8	11	14	20	53
UGD "Goce Delcev"	80	49	53	93	275
All	219	230	210	398	1057

All

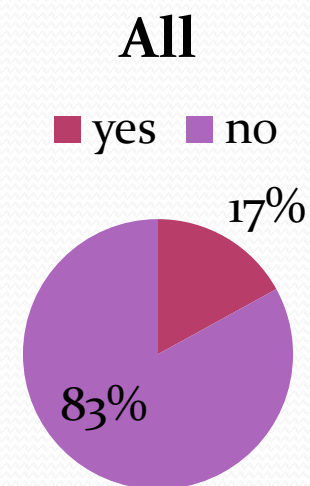
- Member of another ethnic community
- Member of another religious community
- Persons with disabilities
- Other

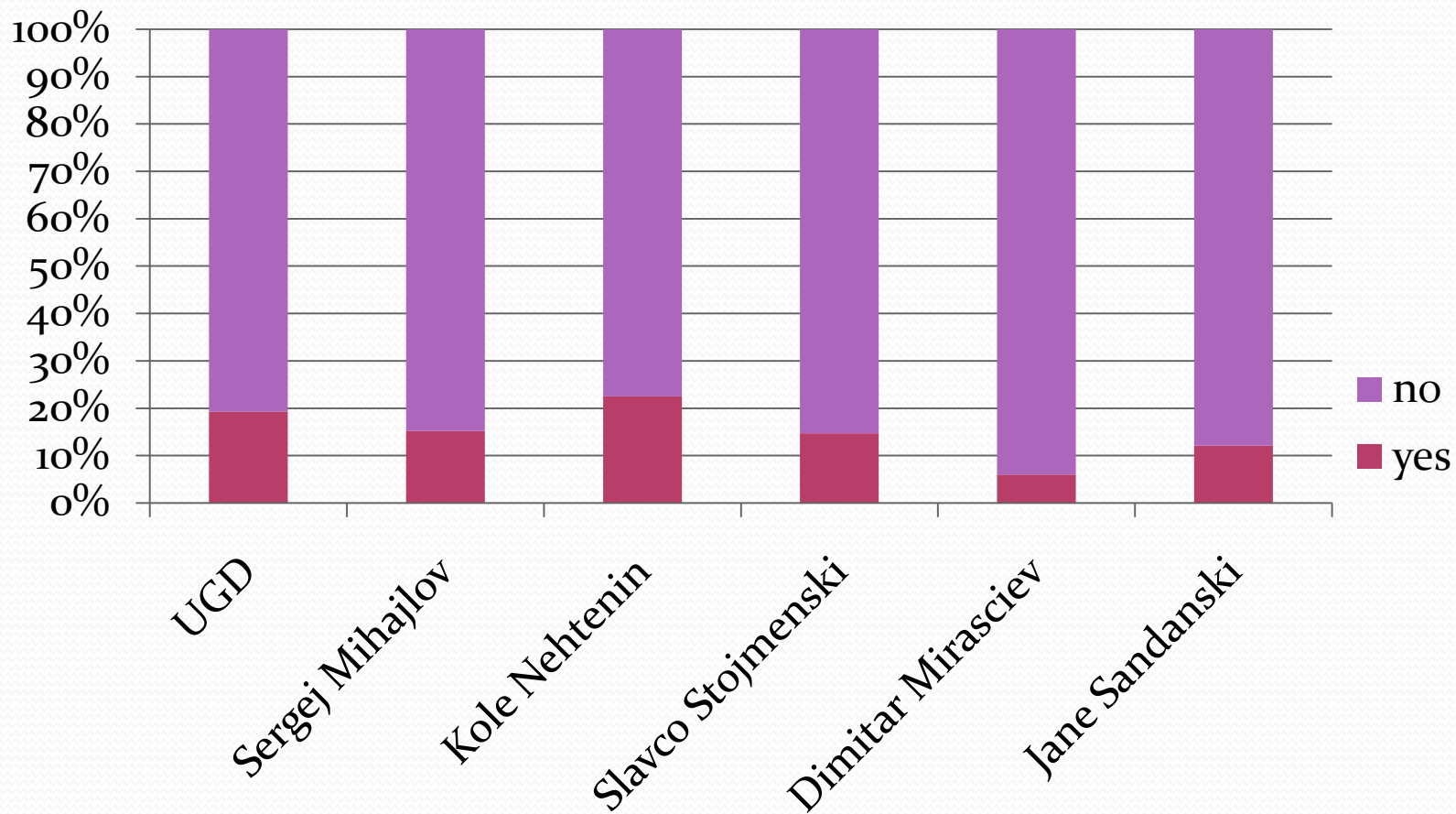




3.4. Have you ever experienced different behavior towards somebody within the group just because she/he is different than the others?

School	Yes	No	Questioned
SOU "Jane Sandanski"	24	174	198
SOU "Dimitar Mirasciev"	3	47	50
SOU "Slavco Stojmiski"	29	168	197
SOU "Kole Nehtenin"	45	155	200
DMU "Sergej Mihajlov"	7	39	46
UGD "Goce Delcev"	43	180	223
All	151	763	914





- The *main aim* of our activities was to:
 - describe discrimination toward disabled people;
 - raise awareness of students, teachers, pre-service teachers, parents, local community, for equal access through formal and informal learning for children and adolescents with disabilities;
 - promote equality of opportunity for disabled people, taking steps to take account of disabled people's disabilities;
 - promote positive attitudes to disabled people; and
 - encourage disabled people to participate in public life;
 - describe activities that students can engage in to reflect on their service in community, and to make connections between their service and what they learned.
- They were focused on five positive psychology concepts:
 - (a) hope; (b) gratitude; (c) use of strengths; (d) positive social relationships; (e) pleasure, engagement, and meaning orientations to happiness.

4. CONCLUSION

- We grounded our research in positive psychology and social ecology theory because, positive psychology has been a highly generative initiative, both in its implications for basic theory and research and in its implications for practice. From the other hand, the social ecological model is a way to organize and think about the complex range of social influences—from parent practices that have a direct influence on the child and adolescent, to community and economic factors that can only influence the child and adolescent through the actions of others.
- We hope that we somehow contribute to raise voice for our cause - ensuring equal rights through service learning for the persons with disabilities.



- Thank you for watching ! 😊