

Summary

Comorbidity of student behaviour disorders

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Behaviour disorder phenomenology has established a wide range of manifest forms. Some students are, for instance, physically or verbally aggressive, spiteful, pushy, or indifferent or, on the other hand, they might become reserved, depressed, or alike. A problematic student most frequently stands out due to a dominant pattern of behaviour which makes working with that student particularly difficult and damages the student's relations to the community. However, the dominant pattern of behaviour is often accompanied by other behaviour types, equally clearly displayed. The phenomenon is called *comorbidity* and refers to simultaneous manifestations of more behaviour disorders. The term originates from the related disciplines dealing with the influences and consequences of such phenomenon. The study of comorbidity of behaviour disorders within the framework of pedagogy is essential for the study of pedagogical trichotomy (phenomenology, etiology, and pedagogical prevention). Comorbidity of behaviour disorders is especially significant when it comes to implementing specific measures of pedagogical prevention relating to (a) particular disorder(s). The manifest behaviour pattern frequently screens a whole array of other behaviour types, demanding specific preventive measures. The study of comorbidity of behaviour disorders enables us to describe the whole of the problem phenomenologically, gives us an etiological insight into the problem and directs pedagogical prevention towards manifestations of behaviour patterns. The results of this paper corroborate that fact.

Key words: comorbidity, active and passive forms of behaviour disorders, pedagogical prevention, ambivalent behaviour