

Summary

Connection between elementary school teacher's estimates problems in working with children who manifest emotional and behavioral difficulties and attitudes toward behavioral patterns in conflict

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The paper is based on elements of theoretical knowledge of contemporary inclusive pedagogy in working with children who manifest externalized and internalized behavior problems in elementary school and on conflict management theory in the concept of conflictology in education. The main goals of this study were to examine estimated problems in teachers professional elementary school work with children who manifest emotional difficulties, aggressive and antisocial behaviors, and attention difficulties and hyperactivity (EBD) and to find out the possibility of predicting three types of estimated problems in the work with children who manifest EBD with three different teacher's attitudes toward behavioral patterns in conflict (winning, avoiding and cooperation). Sample was 148 woman and 7 man teachers from 17 Primorsko-goranska county elementary schools, 25 – 65 years old (average 44). Instruments were Scale of attitudes towards behavioural styles in social conflicts (Vlah, 2013) and Scale of teacher's perceptions of emotional and behavioral difficulties (Keresteš, 2006). The hypothesis were tested by descriptive statistics, correlation, and regression analysis. Teachers reported their work with EBD difficulties is very small problem for them. It is possible to predict teachers problem in work with student's emotional difficulties with rejecting of pattern of cooperation in conflict. So, teacher who reject cooperation has bigger problem in work with student who has emotional (internalised)difficulties. Rezultati indicate the need for learning about pattern of cooperation in contemporary inclusive educational practice. We suggest additional research to verify the findings in different cultural contexts and by application of triangulation in methodological draft.

Keywords: emotional and behavioral difficulties, EBD, inclusive pedagogy, conflictology, conflict, cooperation, patterns of behavior, teachers.