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UNIVERSITY OF BELGRADE  
FACULTY OF SPECIAL EDUCATION  
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12.

MEĐUNARODNI  
NAUČNI SKUP  
„SPECIJALNA  
EDUKACIJA I  
REHABILITACIJA  
DANAS”

12<sup>th</sup>

INTERNATIONAL  
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“SPECIAL  
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TODAY”

ZBORNİK REZIMEA

BOOK OF ABSTRACTS

Beograd, Srbija  
27–28. oktobar 2023.

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UNIVERZITET U BEOGRADU – FAKULTET ZA  
SPECIJALNU EDUKACIJU I REHABILITACIJU

UNIVERSITY OF BELGRADE – FACULTY OF  
SPECIAL EDUCATION AND REHABILITATION

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## PARENTS' PERCEPTION ABOUT THE ROLE OF PERSONAL ASSISTANTS FOR CHILDREN WITH DEVELOPMENTAL DISABILITIES

Svetlana Glavinić\*\*\*<sup>1</sup>, Jasmina Kovačević<sup>2</sup>, Ana Drobac<sup>3</sup>, Vesna Radovanović\*\*<sup>2</sup>

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**Introduction:** By exercising the right to a personal assistant, direct support is provided to the child, enabling him or her to be as autonomous as possible in fulfilling his or her personal needs, activities, and obligations.

**Aim:** The aim of this descriptive study was to examine parents' perception on the role of personal assistants, the areas in which the service of personal assistants is most prevalent, as well as areas that are important for the development of children with disabilities, for which there is no support in our educational system.

**Method:** The sample consisted of parents of 104 elementary and high school pupils aged 7 to 15 from the territory of southeastern Serbia. The adapted questionnaire consisted of 28 questions related to the satisfaction of parents of children with developmental disabilities with the participation of personal assistants was used.

**Results:** The results of this study showed that the support of a personal assistant is most prevalent in the area of movement, 88.4%, maintaining personal hygiene, 58.7%, while 52.9% of pupils needed support in communicating with the teacher and peers. According to the parents' perception, the largest number of pupils with developmental disabilities with the support of personal assistants achieved better socialization, 76.9%. Furthermore, they corrected undesirable forms of behavior, 40.4%. All the parents stated that support is necessary in learning and solving everyday tasks in class, as well as help with homework. In addition, 82.7% of the parents stated that they need daily help in studying after classes and help in learning at home.

**Conclusion:** Parents expressed their satisfaction with the support of personal assistants, however, they also indicate the need to expand the competences of personal assistants, so therefore, attention should be focused on their education and permanent engagement in the school.

**Keywords:** *parents perception, children with developmental disabilities, personal assistant, technical assistance, inclusion*

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