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CHALLENGES AND PERSPECTIVES  
OF INCLUSIVE  
EDUCATION







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# CHALLENGES AND PERSPECTIVES OF INCLUSIVE EDUCATION

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UNIVERSITY OF BELGRADE • SERBIA

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**Table 2. Descriptive indicators of the scales scores and the degree of need for intervention**

Scale	N	Min-Max	M	SD	The level of need for intervention N (%)	
					Moderate	High
Total difficulties	604	0-35	10.04	5.41	55 (9.1)	36 (6.0)
Emotional difficulties	626	0-9	2.68	2.20	37 (5.9)	43 (6.9)
Behavior problems	620	0-10	2.50	1.67	66 (10.6)	69 (11.1)
Hyperactivity	621	0-9	2.75	1.99	25 (4.0)	27 (4.4)
Peer problems	619	0-10	2.05	1.89	90 (14.5)	36 (5.8)
Prosocial behavior	625	0-10	8.03	1.90	33 (5.3)	31 (5.0)
The impact of the difficulties	626	0-10	.62	1.43	54 (8.6)	96 (15.3)

The results shown in Table 3 were obtained by crossing the established degree of need for intervention to be carried out on the basis of the total difficulties score, on one hand, and the score of the impact of difficulties, on the other hand. In these terms, 2.8% of students are in a state of high need for intervention, both from the standpoint of the estimated total difficulties and in terms of their personal perception of the impact of difficulties. The percentage of students for whom it can be said that they have a moderate need for intervention (high scores on one scale and a moderate score on the other scale) is 5.6%, while 11.5% of students presented a low need for intervention (moderate scores on both scales, as well as a high score on the one scale, and a low score on the other scale).

**Table 3. Descriptive indicators of the need for intervention based on crossing the total score of difficulties and the impact score**

The need for intervention		Total difficulties score		
		None	Moderate	High
Impact score	None	417 (69.4)	23 (3.8)	15 (2.5)*
	Moderate	41 (6.8)	9 (1.5)*	2 (0.3)**
	High	54 (9.0)*	23 (3.8)**	17 (2.8)***

Note: Students who have no perceived difficulties are also included, and they automatically have a score 0 on the scale;\*\*\* Students who have a high level of need for interventions; \*\* Students who have a moderate level of need for interventions; \* Students who have a low level of need for intervention.

Descriptive indicators of achieved scores on scales within the categories of boys and girls are shown in Table 4. Testing the statistical significance of differences, significant gender differences were found in the direction of higher frequency of behavioral problems, problems with peers, and hyperactivity in boys rather than in girls. On the other hand, girls recorded higher scores on the scale of emotional problems and prosocial behavior





















