

ABSTRACTS

BANK, ÉVA: Use of the Strengths and Difficulties Questionnaire in a Sample of Children with Mild Intellectual Disability

Keywords: *Strength and Difficulties Questionnaire, mild intellectual disability, emotional and behavioural disorders*

According to international results, the rate of emotional and behavioural disturbance in children with mild intellectual disability is higher than that of their typically developing peers. The importance of identifying and treating the problems is well-known. Despite this fact, our country does not abound in empirical studies about intellectually disabled children's mental disorders. There are many available diagnostic instruments for screening mental disorders, however, little is known about the application of them in children with mild intellectual disability. In my study, I presented the possibility of using an instrument which examines emotional and behavioural disorders, comparing children with mild intellectual disability (N=86) and children without (N=91). Having examined the psychometric properties of the questionnaire, I have got

low Cronbach alpha values on the conduct and peer relationship problem scales, which is in accordance with the results of other studies. Reliability of the scales was better with a three factor solution. Children with mild intellectual disability had significantly more symptoms of emotional and conduct problems, hyperactivity and peer relationship problems. However, there was no significant difference between the symptom scores in the prosocial behaviour scale, which focuses on children's strengths. Self-reported symptom scores in children with mild intellectual disability were similar to teachers' reports.

According to my results, the self-reported version of this questionnaire may provide a simple and reliable means of identifying emotional and behavioral problems in children with mild intellectual disability.

BÁNYAI, VIKTÓRIA – GOMBOCZ, ESZTER: *Jewish Schools in Budapest after the Holocaust, 1945–48*

Keywords: *Holocaust, Jewish schools, trauma recovery, nationalisation of education, zionism*

In our study, we tackle the story of three and a half school years, from the recovery after the war to the nationalisation of schools. These institutions had to deal with a lot of serious problems in this short and hectic period, having to cater for more tasks than schools traditionally have to (aids, rehabilitation, helping recovery from trauma). Despite the war and the persecution of Jews, they were strongly determined to recreate normal school life, and they gradually complied with the emerging new system and ideology, which ultimately meant their end by the nationalisation. Due to a lack of previous research, our overview is based on primary sources: administrative documents and institutional statistics of

schools, the correspondence of the Jewish school inspectorate, the reports of relief organisations, the press of that period and written and oral memories which were collected after the nationalisation in the Budapest City Archives. We took most of our oral history sources from the years-long research of Eszter Gombocz about Jewish schools and students of Buda and Óbuda. Since in the lives of many orphaned children, school was closely linked to the children's homes, day cares and recreated Jewish scout groups, substituting their families, we shortly mention these organisations, however the substantive research about these is still to be done.

Szentendrei Néprajzi Múzeum – múzeumpedagógiai program



Nyári tábor – A valódi királynnyal...

Nem a korona teszi a királynnyá. A mi kis királynnyunk nem volt hajlandó felvenni a virágkoszorú-koronát, de a kiskondásnak nem ez volt a fontos, hanem az, hogy ő választhatta, ő ismerte fel benne a maga királynnyát.

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