

Erasmus+



Europe for Inclusion
Protocol for Children with Special needs.

ERASMUS+ ACTION KA2
SCHOOL TO SCHOOL PARTNERSHIP
n. 2014-1-IT02-KA201-003491_2

SPECIAL EDUCATION NEEDS IDENTIFICATION CARD
(specific reference to not certified students)

School year _____

School Year

Student

Birthdate

School*

Class

*Nursery school/Primary school/Secondary school

1. IDENTIFICATION OF THE PROBLEM * * IDENTIFICAZIONE DEL PROBLEMA **

- Foreign student new- arrived
- Foreign student who has not yet acquired adequate language skills
- Student in socio-economic and cultural disadvantage
- Student with behavioural/relational distress

** (tick just one box)

2. DIFFICULTIES ENCOUNTERED AND AREAS IN WHICH THEY OCCUR (motor skills, language, interpersonal skills, cognitive skills, personal autonomy, autonomy, etc.)

Working autonomy _____

Identification grid for disadvantaged and discomforted students

School	Student	Class	School Year
Relational/behavioural Sphere		Sphere of development	
View attitudes about bullying or threats		Oral comprehension difficulties	
Demonstrates opposition to remarks		Does not expressed verbally	
Does not establish good relationships with fellow		Speaks continuously	
Shows a tendency to lie and/or deceive		Phonological difficulties	
Betrays shared rules		Stutters/Tic	
Has violent reactions with fellow		He espresses by sentences unclear/unstructured	
Shows Sexualing behaviour		has a rapid fall of attention	
Has alienated from each other for long periods		Has difficulty in understanding the rules	
Destroys objects and/or makes vandalism		Has impaired concentration	
Accomplishes acts of self-harm		is having difficulty memorizing	
Emotional, somatic sphere		Presents delays in language	
		learning disabilities	
Manifests fixity in productions (same design, same game, ...)		have difficultyin time/space organization	
Has sudden mood changes		Has difficulty with motor coordination	
Complains physical illnesses (headache, abdominal pain, etc.)		Has difficulty with fine motor coordination	
Attributes his/her successes/failures to external causes		Social sphere	
has trouble expressing her/himself in front of the group		Irregular frequency	
Demonstrates low autonomy	X	appropriates objects not his/hers	
Has bizarre behavior		has poor care of the objects	
Has propensity to blame her/himself		is not cooperative	
Other :		Has insufficient supplies/educational	
_____		Physical signs of abuse (injuries, bruises, ...)	

The problem has been reported by		The problem has been reported by	
Family		Family	
School principal		School principal	
Teachers		Coordinator	
Coordinator		Family	
Healthy services		Social services	
Social services			
It is considered appropriate to use:		Other:	
Differentiated intervention			
Facilitate interventions	X		
Interventi facilitati			
Labs			
Cooperative learning			
Tutoring and peer tutoring			
home care and/or after school			
extracurricular activities			
Other:			

The teachers :
