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**PROGRAMMA ERASMUS+ -
SIXTH LEARNING, TEACHING, TRAINING ACTIVITY ACTION KA2
SCHOOL TO SCHOOL PARTNERSHIP**

“EUROPE FOR INCLUSION”

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Behavior disorders
by
the Latvian Scientific Committee

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Kristīne Liberta, member of the board
Evija Rudzīte, head of administration
Didzis Bremze, coordinator for Latvia
Katrīna Dimsone, Responsible for the training
Ilze Sēkliņa, Responsible for observing lessons
Sanita Grieze, Responsible for logistics

School year 2016- 2017



INDEX

1. Introduction	page
2. Targets and training aims	page
3. Training modalities	page
3.1 Training:	page
3.2 Coaching : formative assistance	page
4. Actors	page
5. Formative Offert	page
6. Organigramme	page
7. Assessment	page
8. Final certificates	page
9. Appendix: meetings agenda	page
10. Appendix: activities to be tried out	page
11. Appendix: teacher trainers' lessons	page
12. Appendix: Grid for the inclusive DSA lesson	page



1. Introduction

The adoption of a Protocol for the Inclusion of Children with Special Educative Difficulties is born from the necessity of defining and adopting shared and common practices among all the schools which belong to the European web “Europe for Inclusion”. In fact, even if they work in different European States, they are living the same complexity.

Including Children with special learning needs means to do the impossible so that they can be an inner part of the school, the social and the cultural community as all the other students are, together with the other children, without any discrimination: it means to assure everybody the right to study and to reach school and formative success.

Under this point of view, the school must take not only a strong effort in the knowledge and valorization of children with learning difficulties’ personal, human, social and familiar reality, but also and above all a strong responsibility in their education through the realization of an educative and individualized organisation, both as regards objectives, formative training and the didactic strategies.

The C. TEACHING, LEARNING AND TRAINING MOBILITIES are aimed at developing basic and transversal skills using innovative and student-centred pedagogical approaches and developing appropriate assessment and certification methods, based on learning outcomes.

Inclusion is not something which is related only to children with handicap: it covers all types of exclusion, which can be generated by cultural, ethnic, social-economic, sexual, gender differences as well as by learning disturbs like dysgraphia , dyslexia, disortography and discalculity .

During the third year of the project, teachers will elaborate Inclusive Learning Units to experiment in our classes, comprehensive of structural, methodological, organizative and evaluative elements, aimed at reaching one or more competences. We will arrive to this objectives after having exploited the C. TEACHING, LEARNING AND TRAINING MOBILITIES

As described in the box 3 of the formulaire “Description of the project”, all schools involved live the same problems described, but each one of the Countries has developed a peculiar competence in some aspects of the Special Educative Needs.

For this reason we have decided that each time teachers and school principal will meet, the hosting school will introduce the guests to a teaching, learning and training course on the topic in which the hosting country is more specialized.

Italy: didactic methods to teach in classes where children with Scholastic Skill Disorders are present.

Lithuania: didactic methods to prevent youth psychological discomfort which tends to extreme acts.

Poland: didactic methods to teach in classes where children with behavioral problems, lack of attention, memory and concentration are present.

Portugal: didactic methods to teach in classes where immigrant children are present

France: didactic methods to teach in classes where students with multiple problematics are presents, all of them asking for individualized teaching.

Latvia: didactic methods to teach in classes where children with different behavior problems are present.



2. Targets and training aims

The micro project **Behavior Disorders**, elaborated by the Latvian Scientific Committee and shared with all the other partners, has got the objective of offering the training action to a large number of European teachers – from Nursery School to Secondary Higher School.

The aim of the project is to improve competences of teachers of partner schools through sharing knowledge and experiences of participants regarding behavioral disorders, discuss cultural and methodological challenges in working with students with behavioral disorders or challenges and observe various strategies in addressing the challenges.

The participants will take a part in several activities to improve their competence on behaviour disorders and skills to accommodate the needs of students to create a more inclusive classroom. The activities include learning session on the topic, observing lessons and documenting reflections, as well as practical workshops on developing skills to deal with challenges in working with students with behaviour disorders. Participants will also experience several Latvian traditions as an example or community addressing and accommodating needs of students with behaviour disorders.

3. Training Modalities

The training activity proposed has been thought in a integrated way and it is articulated as follows:

1. 6 hours of methodological support on the issue of behavioral disorders and challenges for 34 European teachers and 13 Latvian pedagogical staff
2. 3 hours of observing lessons in the partner school
3. 1 hour of feedback in cooperative learning modalities
4. 2 hours for working at the elaboration of a common grid to be used in the third year of the project in order to elaborate the Inclusive Learning Unit.

Particularly, the methodological modalities adopted by the teacher trainers will be based on a **training** action – *professional advise phase as regards the contents and the tools prepared-together with coaching* moments – *accompanying and supporting actions, both pedagogical and organizative, during the all sperimentation long.*

The methodological training will start on Monday, March 20, 2017 and it will be finished on Friday, March 2, 2017: this moment will give teachers the chance not only to familiarize with the training topics, but also to create a community and to elaborate didactic plannings for the following sperimentation phase, which will take place in the third year of the project.

We want to guarantee and try out activities which can be propedeutic to the elaboration of an Inclusive Lesson Plan based on the following methodological approaches: Individualized methodologies: adapting objectives, contents, counseling, support.

1. Laboratorial methodologies: problem solving (brainstorming, Wh questions and P.A.S.T.A.) and research, active and constructive learning, intentional and situated learning.
2. Collaborative methodologies: peer education, dialogic learning, modeling learning
3. Methacognitive methodologies: reflective learning and different learning styles.



4. Simulative methods (role-playing)
5. Discussing methods (Circle time and case - analysis)
6. Inclusive Didactic Methodologies and Strategies
7. Dispensaries measures and compensative instruments

3.1 Training

As regards **training**, the formative model will move according two complementary logics , aimed at reaching the objectives that the project has stated. For this reason collaborative activities will be proposed in order to give:

- A cultural training
- Individual teachers' involvement

These activities will give major importance both to the cooperative work, through the work in presence, and to the critical reflection through the compilation of the **Trainee's Journal**, a tool thought by the Italian Scientific Committee, shared and approved by the Transnational Scientific Committee and adapted by the Latvian Scientific Committee with the purpose of giving an answer to the different level of competences and to the several teachers' formative needs

The learning environment proposed appears as a compound formative space where, next to the group work, reflection and self-evaluation of the single teacher (Trainees' Journal) as well as of the group (Cooperative Learning) find an important space.

3.2 Coaching : formative assistance

As regards the **coaching action**, it **consists on the support of the teachers by the coordinators from the single countries during the training phase.**

The purpose is to support the teachers involved in the Course offering them a constant point of reference during the experimentation activity which is carried out in a vehicular foreign language which is not well known by the majority of the teachers.

Particularly the tutors will have the duty to mediate linguistically for:

- Individualizing needs, even if not clearly expressed
- Helping teachers in the comprehension of the formative course
- . Taking the role of team leader and team speaker.
- Supporting teachers during the experimentation phase;
- Enhancing a reflective process during the ongoing course ;

5. Actors

Trainees: Teaching, Learning and Training Scholastic Skill Disorders

Names	Country	Teaching Level
Yakup Ceylan Mehmet Emin Halat Sadik Erdogan	Turkey	Higher secondary school,



Ali Tutluoglu Huseyin Dam Faruk Kucuk		
Beata Mrosek Lucyna Prajs Lucyna Donke Karolina Chalupka Malgorzata Drozda - Szajek	Poland	Primary school and secondary lower school
Filomena Namora Alice Camarinha Maria Amelia Pais Luis Almeida Henrique Algodres	Portugal	Nursery school, Primary school and secondary lower school
Isabelle Berlureau Laurence Martin Silvy Chabrefy	France	Secondary Higher School
Janina Bartuseviciene Jolita Staciokaite Zivile Valatkiene Ramune Plentiene Roma Kandrotiene	Lithuania	Nursery school, Primary school and secondary lower school
Diana – Elena Chitu Bogdana – Valeria Blaga Alina – Elena Barcan Daniela Vadana Florinela Claudia Dogariu	Romania	Nursery school, Primary school and secondary lower school
Patrizia Mercuri Simona Muroli Tiziana Maria Roggero Anna Solinas Gavinuccia Manca	Italy	Nursery school, Primary school and secondary lower school
Katrina Dimsons Evija Rudzīte Kristīne Liberta Ilze Sēkliņa Sanita Grieze-Bogdanova Didzis Bremze Ojārs Rode Benita Zaretoka Ieva Robalde Lady Carolina Ruiz Agnese Kļave Julgī Stalte Ernests Lībietis	Latvia	Nursery school, Primary school and secondary lower school



Trainers:

In order to guarantee a valid support to the training section, the Italian Scientific Committee will recur to highly qualified teachers, with qualified *curricula vitae*.

- 1 expert Inese Lapsina- is a professional in implementing programmes for children and young people with behavior disorders, she has a systematic vision on the issue and experience. She has a degree in clinical psychology, she is in training on cognitive behavioral psychotherapy; she practices psychology and psychotherapy. Her field of interest is consulting children, adolescents and adults, psychotherapy for young people and adults (panic, depression, vegetative dystonia). She will lay out theoretical framework on behavior disorders, initiate a discussion on the role of teacher and school in dealing with behavior disorders, as well as she will propose a list of recommendations for dealing with students with behavior disorders.
- 1 expert on Specific Behavior Disabilities - Autism: she is a representative of Association of Autism in Latvia. The aim of the association is to represent interests of people with autism in Latvia, it is a member of Autism Europe. The association works on promoting information on autism among general public and specific target groups, including teachers and school staff in order to create environment which better accommodates the needs of people with autism. During the session participants will learn on how schools and teachers can change their routines to increase inclusion of students with autism.
- 3 trainers on Art therapy – they will provide participants an insight into specific methods of art therapy the teachers can further incorporate into their teaching. One expert is specialized in Art therapy, one in dance and movement therapy and one in Drama therapy.
- 2 trainers on Mindfulness – they have experience in implementing activities for emotional and spiritual development of children and young people, they mostly use mediation and other mindfulness practices. This has proven to be a very useful tool in making a more inclusive environment in schools and it is a valuable resource for students with behavior disorders. It is also a particularly useful tool for teachers working with students, as its value in maintaining emotional hygiene cannot be underestimated.
- 8 tutors: these are strategically important figures for a positive result of the training section, as they will be mediators among the spoken languages, the training environment, the contents chosen and the modalities of interaction in use. They match with the single countries coordinators: for this reason they will work as *coaches* for their foreign mates as they will support the experimental section on **Behavior Disorders** by giving help both in the training and experimental step as well as in the moment of planning in the third year of the project.

6. Formative Offert

The topics chosen, afterwards described, will be faced as a problematic key and opened to a critical, constructive comparison among peers, with a peculiar attention to the European and international debate ongoing.

1st meeting (2 hours)

- Previous knowledge
- Theoretical Bases



2nd meeting (2 hours)

- Observation and experimentation of activities in classes with **Behavior Disorders students**
- Documenting experience, reflecting on the spin-off for work in home institution
- Feedback in cooperative learning

3rd meeting (2 hours)

- Observation and experimentation of non-traditional methods in creating inclusive setting in school

4th meeting (2 hours)

- Learning about autism
- Sharing experiences and solutions how to accommodate students with autism

5th meeting (2 hours)

- Visit to a school, observing and learning how they deal with students with **Behavior Disorders**

6th meeting (2 hours)

- Observation and experimentation of activities in classes with **Behavior Disorders students**
- Learning new techniques to maintain emotional hygiene as a way to improve competences in dealing with students with Behavior disorders
- Documenting experience, reflecting on the spin-off for work in home institution
- Feedback in cooperative learning

7th meeting (2 hours)

- Learning new techniques to maintain emotional hygiene as a way to improve competences in dealing with students with Behavior disorders
- Documenting experience, reflecting on the spin-off for work in home institution
- Feedback in cooperative learning

8th meeting (2 hours)

- Analysis of learner's difficulties and reflection.
- Cooperative Learning

The work of the trainees will focus on the didactic planning as a tool to build a school which takes into consideration a multiplicity of stimuli and languages, a school which is adequate to the fast development of society, a school in which the topic of Inclusion inside the discipliner curricula is taken into account and experimented fully consciously.

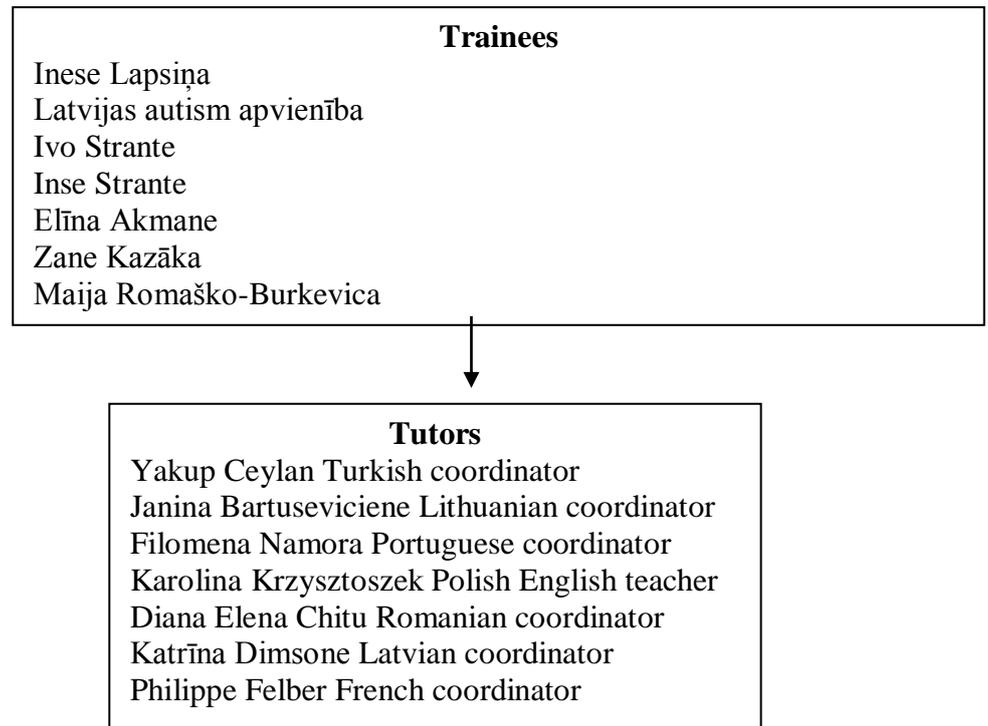
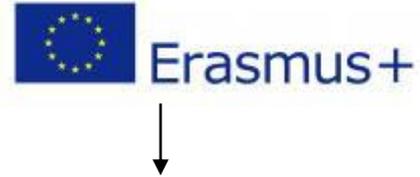
7. Organigramme

Transantional Managemental Group

Patrizia Mercuri Italian coordinator
Yakup Ceylan Turkish coordinator
Janina Bartuseviciene Lithuanian coordinator
Filomena Namora Portuguese coordinator
Beata Mrosek Polish coordinator
Diana Elena Chitu Romanian coordinator
Silva Balode Latvian coordinator
Philippe Felber French coordinator

Italian Scientific Committee

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Kristīne Liberta, member of the board
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The structure puts in evidence different roles and professionalities, all of them necessary to develop the formative project.

7. Assessment

The assessment activities linked to the training mobilities are demanded to the Scientific Committee which will elaborate the tools for data collecting. It will take place constantly and transversally by involving actively all the different actors.

Trainers:

- Assessment, thanks to observation grids, of the level of motivation, attention, participation of the trainees to the lessons.

Tutors:

- Filling up of observation grids during the coaching activities
 1. Observation grid on the protocol of lesson
 2. Evaluation grid on students' learning results
 3. Evaluation grid on the differences compared to the ordinary didactic praxis

Trainees:

- Periodical compilation - at the beginning and at the end - of the *Trainee's Journal* for assessing the personal professional development
- Assessment of the quality of the pedagogical choices made, of the strategies used and of the tools used compared with the ordinary school praxis.



- Assessment of the formative children's learning
- Recording of the difference between the initial expectations and the idea at the end of the course.
- Recording of the competences reached and not reached.

Scientific Committee:

- Recording of the didactic influence of the formative activity
- Recording of the assessment of the formative activity
- Assessment of the changing processes activated
- Assessment of the integration level of the project in the school activities
- Assessment of the documentation

Management group

- Assessment of the level of the status of the project, of the organization put into action, and of the results obtained.
- Assessment of the project influence in the school and in the territory.
- Recording the level of satisfaction and motivation of the various actors involved in the formative experience
- Recording of the participation of the trainees.
- Final Evaluation

8. Final Certificate

At the end of the learning, teaching and training course, the school principal will hand out a certificate of attendance with the programme carried out.

The Latvian Scientific Committee

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Ikšķile, Marh 20, 2017

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