



 B I E D R Ī B A S
TAUTSKOLA 99 BALTIE ZIRGI
P A M A T S K O L A

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

“EUROPE FOR INCLUSION”

COLLEGE JEAN JAURES – AQUITAINE- CENON - FRANCE
TAUTSKOLA 99BALTIE ZIRGI - DRUSTI, DRUSTU PAGASTS, RAUNAS NOVADS- LATVIA
PRIENU RAJONO JIEZNO GIMNAZIJA – PRIENAI REGION – LITHUANIA
SZKOŁA PODSTAWOWA NR 7 IM. WOJSKA POLSKIEGO – LESZNO – POLAND
ESCOLA BASICA DRAMARIA ALICE GOUVEIA – COIMBRA – PORTUGAL
SCOALA GIMNAZIALA "I.I. MIRONESCU" TAZLAU
GAP KIZ ANADOLU LISESI SECONDARY SCHOOL - SANLIURFA – TURKEY



**Trainee's
Journal**

Name

by
the Latvian Scientific Committee

*Ojars Rode, School Principal
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*



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INTRODUCTION

Born from the inspiration of project partners and in collaboration among the members of the Latvian Scientific Committee, the *Trainee's Journal* wants to be a tool to answer the trainees' needs who are going to face the training section on **Behavioral disorders**.

Divided into 6 sections, the *Journal* has been thought in order to:

- ❑ Guarantee a support to the teachers with orienting and facilitation actions.
- ❑ Promote the comparison and a close examination on the topics which interest each trainee.
- ❑ Help the trainee reflect on his/her learning plan by visualizing the difference between the competences at the beginning and the competences at the end of the training section.
- ❑ Organize the formative assessment transparently and precisely .

It deals with a tool made up of a set of grids and questionnaires which offers a guideline, easily to be used from whom is willing to develop their own professionalism. It is a training support answering to the criteria of coherence, congruence, clearness, articulation, verifiability and applicability.

The *Journal* belongs to the trainee who can and must use it whenever he/she thinks it is the right time and all the training course long.

The Latvian Scientific Committee

Ojars Rode, School Principal

Kristīne Liberta, member of the board

Evija Rudzīte, head of administration

Didzis Bremze, coordinator for Latvia

Katrīna Dimsons, Responsible for the training

Ilze Sēkliņa, Responsible for observing lessons

Sanita Griēze, Responsible for logistics

Ikšķile, March 20, 2017



FIRST PART: MY BIOGRAPHIC PROFILE

1.1: biodata grid

School where the course is attended: Tautskola 99 Baltie zirgi/ Ikšķile Free school

Title of the training course: Behavioral disorders

Course Responsible : _____

Course Coordinator: _____

Tutor: _____

Trainers: _____

Trainee's biodata

Surname _____

Name _____

Date of birth ____ / ____ / ____

Place of birth _____

Address _____

Telephone: _____ fax: _____ mobile: _____

E-mail _____

Own School Data

Name of the school _____

Town _____

Country _____

Telefono: _____ fax: _____ e-mail: _____

Trainee's Personal Information and previous experiences

Kind of teaching: _____

Number of teaching years: _____

Kind of school certification: _____

Special certifications: _____

Self-evaluation of linguistic competences in English (according to the Common European Framework of Reference):



FIRST PART: MY BIOGRAPHIC PROFILE

1.2: expectations

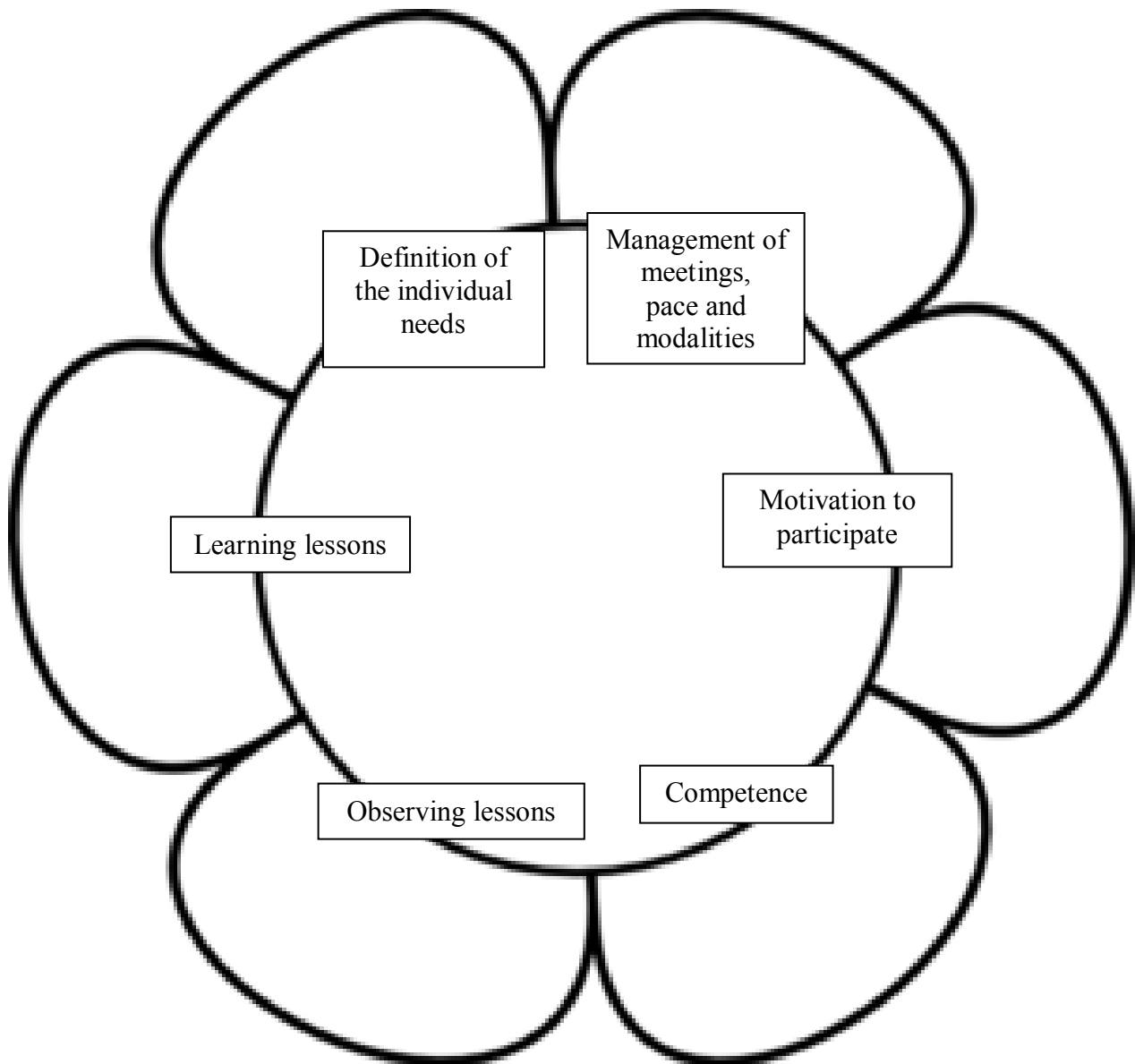
Write your general expectations with regards to the training course:

Seven thought bubbles of various sizes and shapes, intended for writing expectations. The bubbles are arranged in a scattered pattern across the page.



FIRST PART: MY BIOGRAPHIC PROFILE

1.3: specific expectations





SECOND PART: MY INITIAL COMPETENCES

2.1: self-assessment of competences

I self-assess my initial knowledge competences by putting a cross in the proper box:

SECOND PART: MY INITIAL COMPETENCES

1. I recognize various types of behavior disorders

- Fully agree
- Agree to some extent
- Disagree

2. I know how to create a learning environment accommodating needs of students with behavior disorders

- Fully agree
- Agree to some extent
- Disagree

3. I know how to maintain contact with children with autism

- Fully agree
- Agree to some extent
- Disagree

4. I know how to create a learning environment accommodating needs of students with autism

- Fully agree
- Agree to some extent
- Disagree

5. I know techniques which help me to deal with children with behavior disorders

- Fully agree
- Agree to some extent
- Disagree

6. I practice techniques which help me to deal with children with behavior disorders

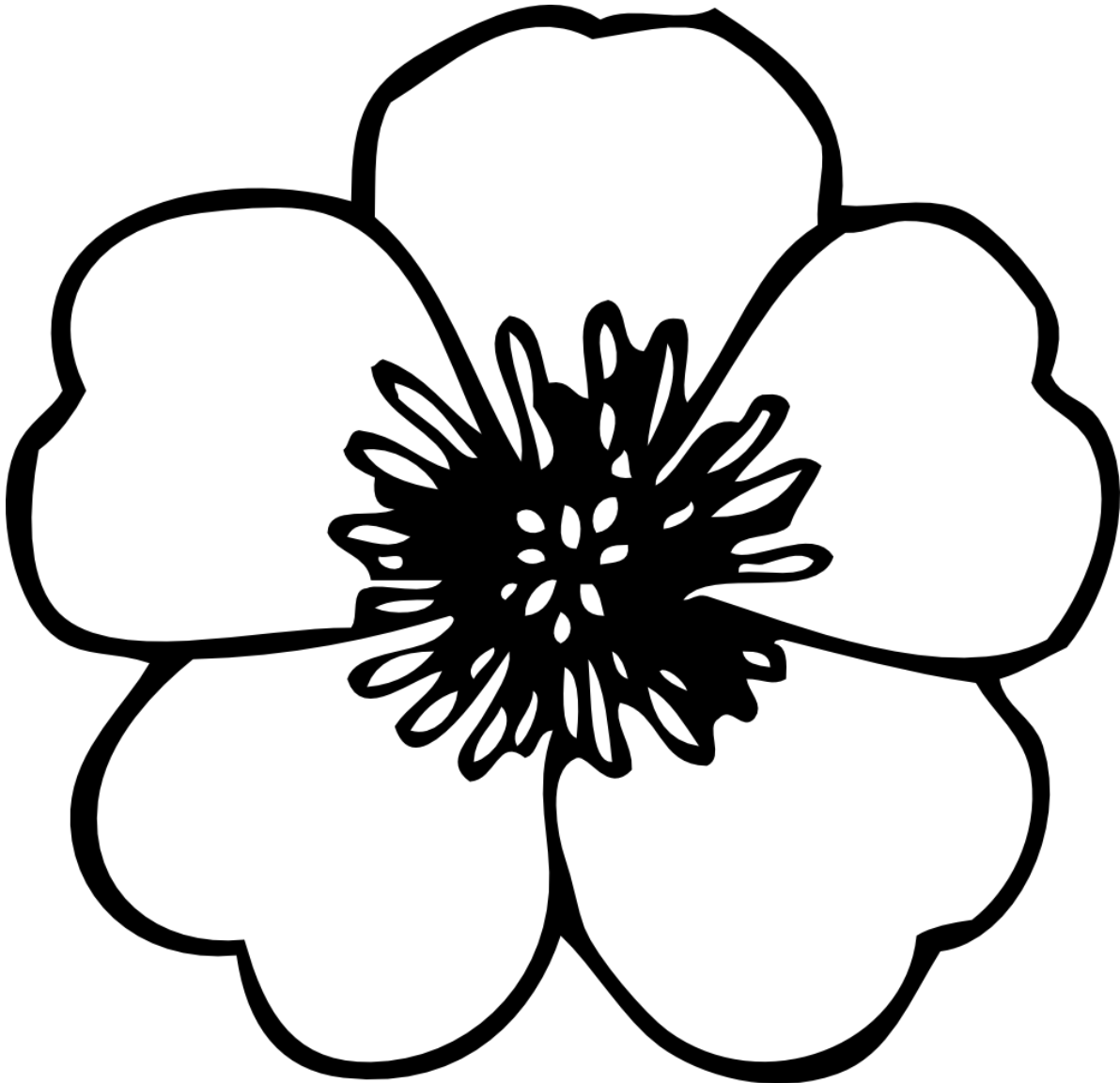
- Fully agree
- Agree to some extent
- Disagree



THIRD PART: MY FINAL COMPETENCES

3.1: Learning points

Please, fill in the flower your learning points of this study visit





THIRD PART: MY FINAL COMPETENCES

3.2: self-assessment of competences

I self-assess my knowledge competences after the study mobility by putting a cross in the proper box:

1. I recognize various types of behavior disorders

- Fully agree
- Agree to some extent
- Disagree

2. I know how to create a learning environment accommodating needs of students with behavior disorders

- Fully agree
- Agree to some extent
- Disagree

3. I know how to maintain contact with children with autism

- Fully agree
- Agree to some extent
- Disagree

4. I know how to create a learning environment accommodating needs of students with autism

- Fully agree
- Agree to some extent
- Disagree

5. I know techniques which help me to deal with children with behavior disorders

- Fully agree
- Agree to some extent
- Disagree

6. I practice techniques which help me to deal with children with behavior disorders

- Fully agree
- Agree to some extent
- Disagree



FOURTH PART: SELF-EVALUATION OF REACHED AND NOT YET REACHED COMPETENCES

4.1: RECORDING GRID

After having completed the formative course, self-evaluate the reached competences and those you could reach in a further formative phase.

Competences	Reached	Room for improvement
knowledge competences		
relational competences		
methodological – didactic competences		



FIFTH PART: RECORDING OF THE WORK IN PRESENCE

Diary

5.1: recording grid	First lesson
----------------------------	---------------------

Date	March 20, 2017
Duration	from to
Place	Ikšķile Free school
Trainer/s	Inese Lapsiņa, clinical psychologist
Title of the lesson	Dealing with students with behaviour disorders, programme STOP
Topic	Behavior disorders
Contents	
Kind of activity	Group work <input type="checkbox"/> Pair work <input type="checkbox"/> Plenary lesson <input type="checkbox"/> Cooperative Learning <input type="checkbox"/>
I have learnt:	
It has been useful for:	
I had some difficulties:	
Solutions found in order to overcome difficulties	
Materials produced	
Possible spin off on my job	



FIFTH PART: RECORDING OF THE WORK IN PRESENCE

Diary

5.1: recording grid	Second lesson
----------------------------	----------------------

Date	March 22, 2017
Duration	from to
Place	Association of autism in Latvia
Trainer/s	Līga Bērziņa
Title of the lesson	Dealing with students with autism
Topic	
Contents	
Kind of activity	Group work <input type="checkbox"/> Pair work <input type="checkbox"/> Plenary lesson <input type="checkbox"/> Cooperative Learning <input type="checkbox"/>
I have learnt:	
It has been useful for:	
I had some difficulties:	
Solutions found in order to overcome difficulties	
Materials produced	
Possible spin off on my job	



FIFTH PART: RECORDING OF THE WORK IN PRESENCE

Diary

5.1: recording grid	Third lesson
----------------------------	---------------------

Date	March 23, 2017
Duration	from to
Place	Ikšķile Free school
Trainer/s	Elīna Akmane, art therapist/ Zane Kazāka, dance and movement therapist/ Maija Romaško-Burkevica, drama therapist
Title of the lesson	Use of art therapy in maintaining emotional hygiene
Topic	
Contents	
Kind of activity	Group work <input type="checkbox"/> Pair work <input type="checkbox"/> Plenary lesson <input type="checkbox"/> Cooperative Learning <input type="checkbox"/>
I have learnt:	
It has been useful for:	
I had some difficulties:	
Solutions found in order to overcome difficulties	
Materials produced	
Possible spin off on my job	



FIFTH PART: RECORDING OF THE WORK IN PRESENCE

Diary

5.1: recording grid

Visit to school

Date	March 22
Duration	from to
Place	Brīvās Māras skola
Title of the lesson	
Topic	
Observations	
I have learnt:	
I find it interesting	
Possible spin off on my job/ideas for my school	



SIXTH PART: EVALUATION OF THE DIFFERENCE BETWEEN THE INITIAL EXPECTATIONS AND THE FINAL RESULTS OF THE TRAINING COURSE

6.1: EVALUATION OF THE COURSE COMPARED TO THE INITIAL EXPECTATIONS

