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**COIMBRA – PORTUGAL  
ERASMUS+ PROGRAM**

**FOURTH LEARNING, TEACHING, TRAINING ACTIVITY ACTION KA2  
SCHOOL TO SCHOOL PARTNERSHIP**

**“EUROPE FOR INCLUSION”**

AGRUPAMENTO DE ESCOLAS COIMBRA SUL, COIMBRA – PORTUGAL  
COLLEGE JEAN JAURES – AQUITAINE- CENON – FRANCE  
ISTITUTO COMPRENSIVO SAN DONATO - SASSARI - ITALY  
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  
SCOALA GIMNAZIALA "I.I. MIRONESCU" TAZLAU - ROMANIA  
GAP KIZ ANADOLU LISESI SECONDARY SCHOOL - SANLIURFA – TURKEY

**KNOTS AND LOOPS IN COMMUNICATION  
DEALING WITH COMPLEX COMMUNICATION NEEDS**

The Portuguese Scientific  
Committee

May 2016



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## 1. Introduction

The adoption of a Protocol for the Inclusion of Children with Special Educative Difficulties was 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.

As for this, the school must make not only a strong effort in the knowledge and valorization of children with learning difficulties, personal, human, social and family parameters, but also and above all a strong responsibility in their education through the realization of an educative and individualized organization, both as regards objectives, formative training and didactic strategies.

The TEACHING, LEARNING AND TRAINING MOBILITIES are aimed at developing basic and transversal skills using innovative and student-centered 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 discalculya .

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 come to these objectives after having exploited the TEACHING, LEARNING AND TRAINING MOBILITIES.



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As described in the box 3 of the form “Description of the project”, all schools involved live the same problems described, but each one of the Countries has developed a particular 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 school 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 children with great difficulties in communication.

**France:** didactic methods to teach in classes in which allophone students are present together with none allophone classmate and in classes where students with multiple problematics are present, all of them asking for individualized teaching.

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



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## **2. Targets and training aims**

### **Aim:**

Be able to communicate with children that cannot read or write and have great difficulties in oral communications.

### **Steps:**

- Awareness of theoretical-practical from the participants regarding the subject of complex communication processes and communication difficulties related to special educational needs.
- Theoretical exposition of concepts.
- Special Educational needs impacting communication, language and speech skills of children and influencing inclusion and participation in mainstream school activities.
- Practical individual and group activities.



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### **3. Training Modalities from 2 to 6 May 2016.**

- 1- All teachers attended a theoretical lecture from a Psychologist Specialist about the Communication with Special needs children Theme.
- 2- After the formation session, foreign teachers had the opportunity to see how to work with the most modern technology, used on service of those children in CRTIC (a center working in a classroom in School Alice Gouveia). In this Centre, children are observed and a Diagnose is elaborated. Also there, specialists elaborate their future Individual Plan, with the agreement of their Parents and their Teachers.
- 3- Foreign teachers were invited to attend special classes for student with severe special needs. They saw different pedagogies and they took part as any student in the classes. They had the chance to cook and garden, or to paint and make handcrafts.
- 4- Then, the foreign teachers had feedback sessions over what they had experienced.



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## Coaching: formative assistance

Support given to the foreign teachers involved in the Course offering them a constant point of reference during the activities carried out in a vehicular foreign language not necessarily mastered by a all the teachers.

- Specific and individual needs.
- Helping teachers in the understanding of the formative course.
- Supporting teachers during experimentation phases.
- Enhancing a reflective process during the course.



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#### 4. Actors

##### *Trainees: Teaching, Learning and Training*

##### **KNOTS AND LOOPS IN COMMUNICATION**

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| <b>Names</b>  | <b>Country</b> | <b>Teaching Level</b>                                     |
|---|----------------|---|
| Yakup Ceylan<br>Mehmet Emin Halat<br>Ibrahim Han<br>Arzu Karakecili<br>Zeynep Turkmen   | Turkey         | Higher secondary school                                   |
| Bremze Didzis<br>Dimsonsone Katrīna<br>Liberta Kristīne<br>Ruiz Lady Carolina<br>Sēkliņa Ilze   | Latvia         | Nursery school, Primary school                            |
| Neringa Zujiene<br>Janina Bartuseviciene<br>Dalia Mazuroniene<br>Jolanta Savukyniene<br>Audrone Noreikiene                            | Lithuania      | Nursery school, Primary school and secondary lower school |
| Diana Elena Chitu<br>Angelica Iftimia Florean<br>Daniela Manolachi<br>Elena Carmen Ionescu<br>Daniela Vadana<br>Ioan Septimiu Florean | Romania        | Nursery school, Primary school and secondary lower school |
| Patrizia Mercuri<br>Anna Maria Cadeddu<br>Paola Piliu<br>Simona Muroi<br>Rosa Maria Dettori<br>Carla Moretti                          | Italy          | Nursery school, Primary school and secondary lower school |
| Beata Mrosek<br>Malgorzata Szajek<br>Kamila Jeskowiak<br>Lucyna Donke<br>Tomasz Joswiak   | Poland         | Primary school and secondary lower school                 |
| Philippe Felber<br>Guillaume Caillon<br>Laurence Martin<br>Didier Houde   | France         | Secondary lower school                                    |





## 5. Formative offer:

- 1st meeting

Learning, teaching and training session: The way children with Special needs can read, write and communicate.

- 2nd meeting

Learning, teaching and training session:

The way these children can elaborate (and read) books or working with learning texts.

- During the week , part I:

Observations and activities in classrooms with the use of different strategies related to inclusion of Children with Communication Problems. The Children presented a Theater play, a Musical Concert. They also showed that they can take care of their own daily tasks, like ironing, cooking or sating the table (there is a special room at School for developing these tasks).

- During the week, part II:

The foreign Teachers observed inclusive classes in different degrees of teaching, including Kindergarten and Primary School.



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## 6. Organigramme

Portuguese Scientific Community:

Margarida Girão, Headmaster

Maria Filomena Namora, Portuguese Coordinator

Ana Cristina Arnaut, special needs teacher

Carlos Alves, special needs teacher

João Canossa, Psychologist, specialist in Communication towards children with severe disabilities



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## 7. Assessment

An assessment of the training sessions carried out in partner countries was demanded to the Scientific Committee which elaborated the tools for data collecting.

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

Tutors\_Filled up observation grids during the coaching activities

Observation grids on the protocol of lesson.

Assessment grids on students' learning results.

### Trainees:

Regular compilation - at the beginning and at the end - of the ***Trainee's Journal*** to assess 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.

Assessment of the skills reached and not reached yet.

### Scientific Committee:

Underlining the didactic influence of the formative activity.

Assessment of the changing processes activated.

Assessment of the level of integration 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 got.

Assessment of the project influence in the school and in the territory.



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Assessment of the level of satisfaction and motivation of the various actors involved in the formative experience.  
Final and global assessment.

### **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 program carried out.

The Portuguese Scientific Committee

*Coimbra, May 2016*