



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

“EUROPE FOR INCLUSION”

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 ESCOLA BASICA DRAMARIA ALICE GOUVEIA – COIMBRA – PORTUGAL SCOALA GIMNAZIALA "I.I. MIRONESCU" TAZLAU - ROMANIA GAP KIZ ANADOLU LISESI SECONDARY SCHOOL - SANLIURFA – TURKEY

Didactic Methods for Teaching Children with Mood Disorders

by the Lithuanian Scientific Committee

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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 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 and familiar reality, but also and above all a strong responsibility in their education through the realization of an educative and individual organization, 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, dysleksia, disotography 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 come to these 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 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.

2. Targets and training aims: The micro project “Didactic methods for Teaching Children with Mood disorders”, elaborated by the Lithuanian 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 project has been thought to give cultural and methodological challenges and it is aimed to build a new vision in the relationship between School Subjects and Learning Difficulties. Deeply it has the duty to unify the added value of new technologies to the transversal didactic, communication, group work and the development of the awareness that collaboration, participation and negotiation are essential elements for the proper management of cooperative-learning.

3. Training Modalities from 20 November to 26 November, 2016

The training activity proposed is going to be thought in an integral way and it is articulated as follows:

Foreign teachers are going to be invited to attend classes where students are in the role of teachers and they prepare the lessons for teachers, using different methods and strategies how to solve conflicts when they appear in classes.

Foreign teachers will have possibility to take part in the workshop:”Didactic Methods for Teaching Children with Mood Disorders. Noticing Risks and preventing Suicide Crises at school.” The lecturer is a psychologist Veronika Lakis-Miciene.They also will participate in the lecture prepared by the psychologist of our gymnasium Evelina Tisckenkiene ”Children with special educational needs (SEN).Experience of Jieznas gymnasium in the Context of Lithuania”.

Trainees will take part in the lessons “Conflicts .Ways of solving them” prepared by students. Also they will have possibility to participate in the lessons of the teachers of our gymnasium, in the clubs, to watch the other educational spaces for children, to visit the orphanage of Jieznas town, to communicate with the administration, social workers and students.

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 teacher’s 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 that is prepared according to the approved example of Transnational 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 (Trainee’s 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;

4. Actors

Trainees: Teaching, Learning and Training “Didactic Methods for Teaching Children with Mood Disorders”

| Names | Country | Teaching level |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|-----------------------------------------------------------|
| Yakup Caylan Mehmet EminHalat Ozcan Kamber Ismail Akbas | Turkey | Higher Secondary school |
| Maria Filomena Namora Amelia Pais Ana Paula Silva Jorge Oliveira Carlos Alves | Portugal | Nursery school, Primary school and secondary lower school |
| Katrina Dimsone Kristine Liberta Ilze Seklina Sanita Grieze-Bogdanova | Latvia | Nursery school, Primary school and secondary lower school |
| Neringa Zujiene Janina Bartuseviciene Jolanta Savukyniene Dalia Mazuroniene Neringa Bisikirskiene Audrone Jusiene Joalita Jurkeviciene Ramute Bubniene Roma Kandrotiene Nerijus Kiesielius Irena Skulsciene Vilma Mekionyte Laima Grigaliuniene Ramune Plentiene | Lithuania | Nursery school, Primary school and secondary lower school |



| | | |
|---------------------------------------------------------------------------------------------------------------------------------------|---------|-----------------------------------------------------------|
| Zivile Valatkiene Evelina Tiscenkiene Nijole Cerneviciute Vitalija Rudiene Jolita Staciokaite | | |
| Diana Elena Chitu Angelica Iftimia Florean Ioan Septimiu Florean Elena Carmen Ionescu Daniela Manolachi Daniela Petrut | Romania | Nursery school, Primary school and secondary lower school |
| Mercuri Patrizia Noce Maria Carmela Meloni Grazia Mulas Lucia Maria Rita | Italy | Nursery school, Primary school and secondary lower school |
| Beata Mrosek Teresa Szymczak Marta Nowaczyk Katarzyna Orzalkiewicz Anna Ciesla Monika Kasperska Edyta Mackowiak | Poland | Primary school and secondary lower school |
| Emilie Latherrade Thomas Mortagne Sylvain Trias Philippe Felber Frederic Blanc | France | Secondary lower school |

In order to guarantee a valid support to the training session, the Lithuanian Scientific Committee will recur to highly qualified teachers.

- 1st trainer: she is a project coordinator, a psychologist at “Paramos vaikams centras”.
- 2^d trainer: she is a psychologist at our school and knows a lot about work with SEN students.
- Other trainers: the teachers of our school. All of them are very experienced and have got the university education in their subjects.

5. Formative Offert:

1st meeting

Learning, teaching and training session:”Didactic Methods for Teaching Children with Mood Disorders. The way to find the best methods for teaching students with mood and behavior disorders.

The way to create a welcoming atmosphere for these students.



2nd meeting

Learning, teaching and training session

“Children with special educational needs (SEN).Experience of Jieznas gymnasium in the Context of Lithuania”.

The way SEN students are taught according to their needs.

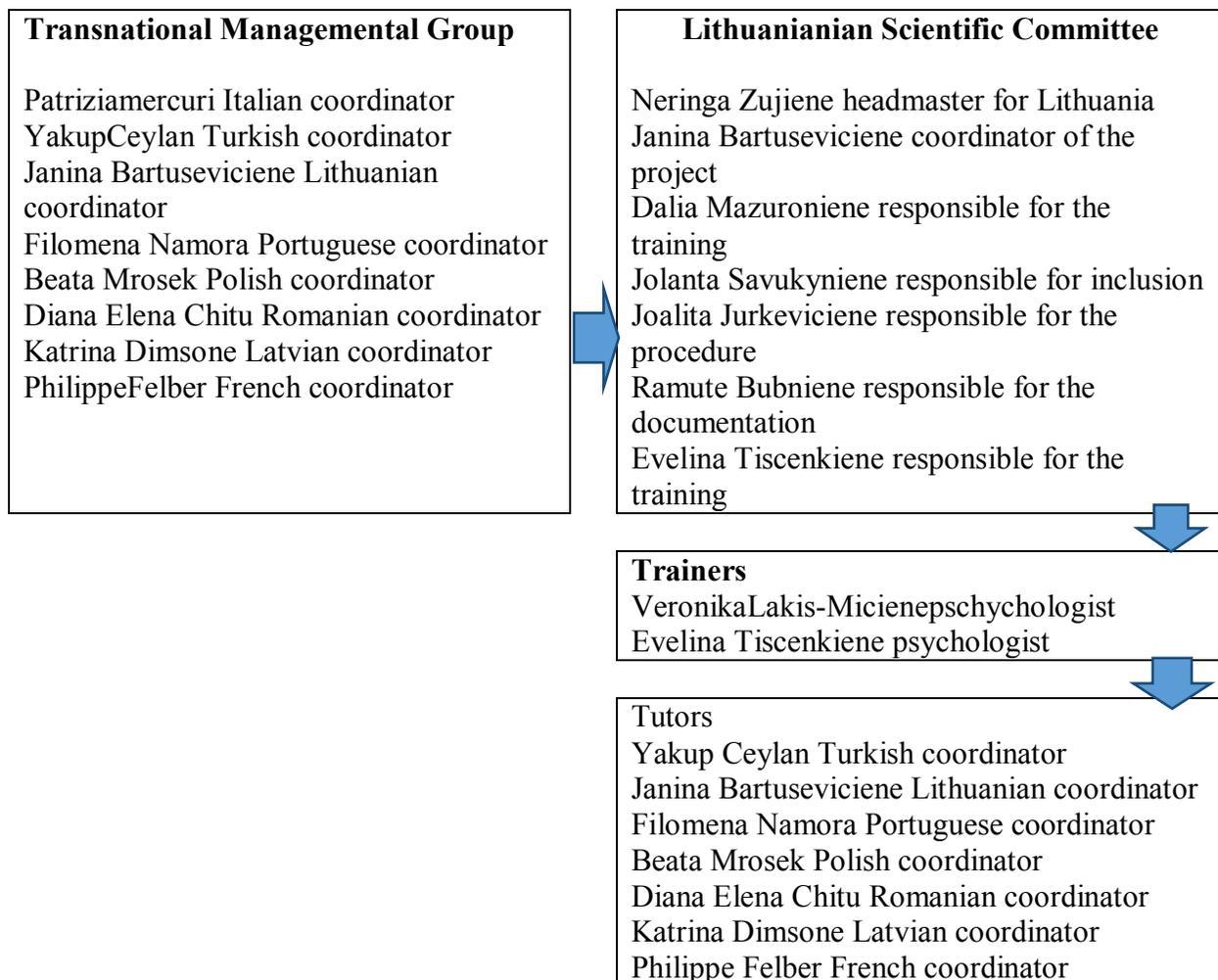
The way to assess the skills acquired by SEN students in the subject that is taught.

During the week:

Observations and activities in classrooms with the use of different strategies related to inclusion of students with mood disorders.

The aim of the session is to increase the awareness of what the situation of a student with mood and behavior disorder can be and to improve the knowledge of methods of inclusion.

6. Organigramme



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 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 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 Lithuanian Scientific Committee

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Janina Bartuseviciene coordinator of the project
Dalia Mazuroniene responsible for the training
Jolanta Savukyniene responsible for inclusion
Joalita Jurkeviciene responsible for the procedure
Ramute Bubniene responsible for the documentation
Evelina Tiscenkiene responsible for the training

Jieznas, 20th November 2016

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