**Silvia Tegner   Bahar Güner   Daniela Răducănescu   Aneta Spatova**
**Theodor Sîrbuleţu   Katarzyna Sasak   Graziella Piras   Coca Marlena Vasiliu**

# GUIDE BOOK FOR TEACHERS WHO DEAL WITH STUDENTS AT RISK

**Silvia Tegner   Bahar Güner   Daniela Răducănescu   Aneta Spatova**
**Theodor Sîrbulețu   Katarzyna Sasak   Graziella Piras   Coca Marlena Vasiliu**

# GUIDE BOOK FOR TEACHERS WHO DEAL WITH STUDENTS AT RISK

WE ARE LESS WHEN WE DON'T INCLUDE EVERYONE

erasmus+

IAȘI, 2024

online accessible book
www.vpavelcu.ro

# GUIDE BOOK FOR TEACHERS WHO DEAL WITH STUDENTS AT RISK

## FOREWORD      TEACHER&SCHOOL PRINCIPAL: COCA MARLENA VASILIU

At-risk children, youth and students are a real problem, resulting from many of the challenges we face in the 21st century.  There are seven indicators that children are at risk: poverty, disability, health, absent parents, single parents, unmarried mothers, and parents who have not completed high school.  According to statistics, children with one or more of these conditions have a higher risk of dropping out of school, losing their jobs, or, for girls, becoming teenage mothers.

In school, at-risk children are those who face significant obstacles, such as poverty, cultural and language barriers or disabilities, that make it difficult for them to succeed academically.

Young people who drop out before graduating from high school often pay a higher price. In these cases, the transition from school to work and financial independence is more difficult.

Let's not forget other factors that increase the risk of inclusion problems, such as global epidemics, large-scale military operations in different regions and/or migration, global climate change, as well as social, cultural, occupational, medical, and technology challenges.

What can we do about it?

Rigorous standards and curriculum, equitable and excellent instruction, guidance & therapy, preparation and support of expert teachers, schools organized into small units and instructional teams, democratic governance, a healthy learning environment, and schools linked with parents and communities.

The solution includes international projects that open up a lot of opportunities, offer assistance, and facilitate experience exchanges in nearly all of the aforementioned fields.

# GUIDE BOOK FOR TEACHERS WHO DEAL WITH STUDENTS AT RISK

# CONTENT

# SILVIA TEGNER

## SCUOLA SECONDARIA DI PRIMO GRADO G. BORSI LIVORNO

### BORN SEPTEMBER, 1971

Silvia was born in Solothurn- Switzerland. She started her career in the private sector, and industrial property, while studying Greek and Latin Language at Padova University.

In 2007, after two years, she got the specialization to teach Italian language and literature in Secondary school, and right away she started to work. While teaching she attended a course at Pisa University on how to teach students with Special needs and, also, at Siena University on how to teach Italian as a second language to foreign students and Italian students from other mother tongues. She held some Italian courses for adult foreign students while attending a stage before the Italian Culture Institute in Helsinki.

She is actively involved in Comenius and Erasmus + programs, which are granted by the Ministry of Foreign Affairs, European Union Presidency National Agency and she is the reference and coordinator for these programmes in her Secondary school G. Borsi in Livorno where she currently works as an Italian teacher; Don't Change the Climate, Change the System is the other Erasmus Project she is conducting at school.

Also, she continues her career attending the School of Professional Teacher Education at Oulu University of Applied Sciences. She is married to Stefano and just got her certification from IUL University as a European mediator for interculturality.

# BAHAR GÜNER

## ULAMIŞ ORTAOKULU

Bahar was born in Nazilli, Aydın -Turkey. She started her career in the private sector while studying English Language Teaching at Uludağ University.

In 2005, while teaching adults and children at the American Cultural Association Language Schools, she was introduced to the Ministry of National Education in February 2006.

While working for Zeka Küpü Publications and Mercek Publications, she prepared practice books for Elementary English Classes. She is actively involved in Comenius and Erasmus + programs, which the Ministry of Foreign Affairs, European Union Presidency National Agency grants.

She currently works as an English teacher and project coordinator at Izmir/Seferihisar Ulamış Secondary School.21. STEAM Education in  Schools, Don't Change the Climate, Change the System, and 21st Century  Schools are the other Erasmus Projects she has been conducting at school.

Also, she continues her career as Flipgrid Ambassador, Belgium Gerardbergen Manneken Piss Ambassador, National Geographic Certified  Educator, Apple Teacher, MIE expert, Wakelet Ambassador, Scientix Ambassador and Gamfed Volunteer. Married and mother of a daughter, Bahar GÜNER has just graduated with a Master's in English Language Education at Ahmet Yesevi University.

https://linktr.ee/baharguner

https://ulamisoo.meb.k12.tr

# DANIELA RĂDUCĂNESCU

## LICEUL TEHNOLOGIC SPECIAL "VASILE PAVELCU", IAȘI, ROMANIA

### BORN MARCH 26, 1982

📍 Born in Târgu Neamț, Neamț - Romania 🇷🇴

Prof. Daniela Răducănescu, PhD, graduated from the "Alexandru Ioan Cuza" University of Iasi in 2005, studying Philology, and in 2011 she obtained a PhD in Philology.

She also graduated with three master's degrees in Philology, Sign Language, and Educational Policy.

Starting with the academic year 2020-2021, she is an associate professor at the University of Medicine and Pharmacy "Gr. T. Popa" from Iasi, being a lecturer on Language Recovery for people with hearing disabilities.

Since 2006, she has been a volunteer teacher and trainer of the "Save the Children" Association, advocating and promoting children's rights in schools.

At the "Vasile Pavelcu" Special Technological High School from Iasi, she teaches Romanian Language and Literature to students with disabilities and is the technical coordinator of three Erasmus + projects.

Before the pandemic period, in 2019, her student, Dany Aoglăjoaie, won first place in the country at the Romanian Language Olympiad for children with hearing disabilities.

She is also an active teacher on the eTwinning platform, where she has won, through various projects, the title of eTwinning School for the institution where she teaches, due to the quality of the products obtained with students in these projects.

In 2020, she won the second national award for corroborating the eTwinning and Erasmus + projects.
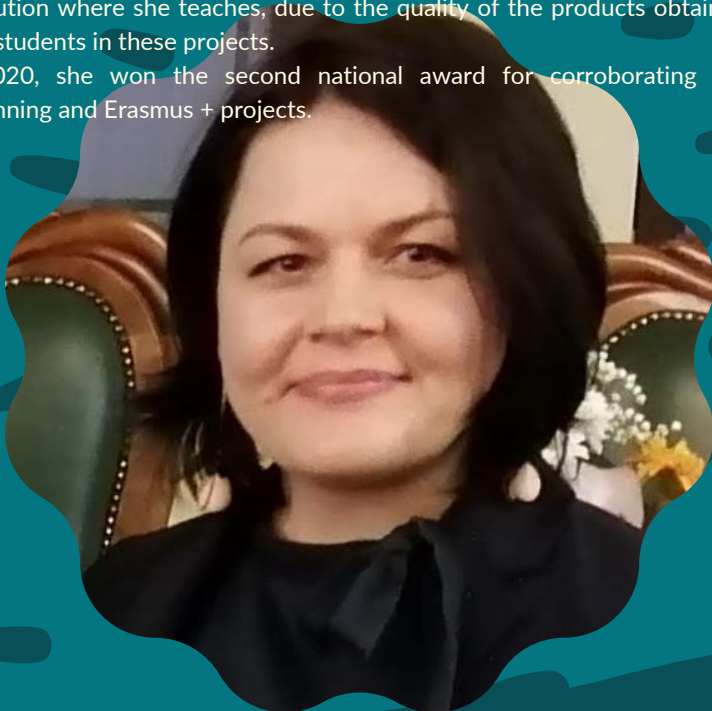
https://linktr.ee/daniela_raducanescu

https://vpavelcu.ro

# ANETA SPASOVA

## ST IVAN RILSKI SCHOOL, SOFIA, BULGARIA

**BORN OCTOBER 24, 1961**

Born in Sofia - Bulgaria

Aneta Spasova graduated from St. Kliment Ohridski University in Sofia in 1983, studying Philology, and has a Master's in Russian and English.

She has been a teacher of English for 35 years.

Being a teacher for so long may be tiring but she likes her job and believes that qualities of heart and mind should go together. That's why she is never tired of learning new things and is really motivated to take part in different projects. Recently she has won two projects in her school which enabled building a traffic safety ground and introducing extra safety on road lessons for primary students.

She is also the technical coordinator of two Erasmus + projects. They both deal with human rights, diversity and active citizenship.

She is also an active teacher on the eTwinning platform, where she and her students have won a Quality label.

# THEODOR SÎRBULEȚU

## LICEUL TEHNOLOGIC SPECIAL "VASILE PAVELCU", IAȘI, ROMANIA

### BORN NOVEMBER 21, 1974

Born in Slatina, Olt - Romania 🇷🇴

Theodor Sîrbulețu has been a teacher of the deaf, a school psychologist, and a speech and language therapist since 2000 when he started working. Graduated from the Faculty of Psychology and Educational Sciences in 1999 and the master type program in Social Psychology at "Alexandru Ioan Cuza" University of Iasi, Romania.

For three years, between 2007 and 2010, he worked as a licensed special education teacher in the United States, in different public schools in South Carolina. He is also licensed to teach in Great Britain.

After his return to Romania, he continued his work at "Vasile Pavelcu" Special Technological High School of Iași until today.

He is collaborating with different schools and ONGs and is involved in many national and international projects that aim at helping disadvantaged people. One of his international projects earned first place in the yearly competition in Istanbul, Turkey in 2012.

Interested in new technologies and cooperation toward goals he promotes and uses a mixture of audio verbal therapy (AVT) and natural oral therapy techniques in his speech and language therapy.

For two years, he worked for "Alexandru Ioan Cuza" University of Iasi as a sign language translator for hearing-disabled students who attended the courses and seminars of the Faculty of Psychology and Educational Sciences.

He is also the school assistant headmaster for the last few years. In the following years, he plans to increase his involvement in supporting psychological services and arts, especially poetry, photography, and music.

https://vpavelcu.ro

# KATARZYNA SASAK

## SPOŁECZNA SZKOŁA PODSTAWOWA STO ZESPÓŁ SZKÓŁ SPOŁECZNYCH STO

**BORN OCTOBER, 1979**

She was born in Ilza, Poland, and has a bachelor's degree in English from Maria Skłodowska Curie University in Lublin and a master's degree in English Literature from John Paul II University in Lublin.

# GRAZIELLA PIRAS

## ISTITUTO COMPRENSIVO MONTE ROSELLO ALTO SASSARI-ITALY

**BORN DECEMBER 11, 1979**

Born and raised in Sardinia, she follows her passion for foreign languages by studying abroad Linguistic Mediation at the University. During her university years, she spent an Erasmus period in Spain and understands the great educational and formative value of that experience. She continues her studies in Italy and specializes as a primary school teacher and support teacher. A few years ago she decided to engage in European projects, which, in the meantime have also been extended to compulsory schools. Thanks to good teamwork, a lot of passion, and determination. Since then the Monte Rosello Alto Institute has been involved in many Erasmus KA1 and KA2 projects, allowing teachers and young students to participate in intercultural exchanges of the highest importance.

"Education is the most powerful weapon we can use to change the world"
Nelson Rolihlahla Mandela

We cannot always build a future for our youth, but we can build our youth for the future.
>>>> Franklin D. Roosevelt <<<<

Children are the world's most valuable resource and its best hope for the future.
-John F. Kennedy

"Every euro that we invest in Erasmus+ is an investment in the future — in the future of a young person and of our European idea. I cannot imagine anything more worthy of our investment than these leaders of tomorrow. As we celebrate the 9 millionth person to take part, let's make sure we are 9 times more ambitious with the future of the Erasmus+ programme."
-European Commission President Jean-Claude Juncker, 30.06.2017

THE BEST WAY TO PREPARE STUDENTS FOR THE
FUTURE
IS BY EMPOWERING THEM IN THE
PRESENT

Around 27 million children in Europe are at risk of poverty or social exclusion, and current economic, financial, and social conditions are again putting them at greater risk. Although Europe's Strategy for Growth and Development aimed to lift at least 20 million people out of poverty or the risk of social exclusion, by 2020, the European Union (EU) was moving away from this target.

Some children are living in poverty in every European country, including the traditionally egalitarian Nordic welfare states. In the 28 EU member states, 28% of under-18s are at risk of poverty or social exclusion. In many countries, the gap between rich and poor is widening.

Inequality is not only one of the root causes of poverty, it is also one of the consequences. Children born in economically and socially disadvantaged regions or neighbourhoods, children with disabilities, and those from a migrant or minority background are more likely to start their lives at a disadvantage. The effects of poverty and exclusion on children are not short-term. On the contrary, they can last a lifetime and be carried on into future generations.

Equal access to affordable childcare and free, high-quality education is central to securing equal opportunities and breaking poverty cycles. However, less than half of European countries have achieved a target set in 2002 to provide childcare for at least a third of all children under the age of three by 2010.4 Across the EU, 13% of children leave school after lower secondary level and are not in further education or training programmes. In some countries, the figure for early school leavers is as high as 25%.

According to the publication of 'Save the Children in 2014', on 20 February 2013, the European Commission (EC) adopted its Recommendation on child poverty and well-being, Investing in Children: breaking the cycle of disadvantage as part of its Social Investment Package.



The Recommendation is a crucial tool for, and contribution towards, combating child poverty in Europe. It crucially places children's rights, the best interests of the child, equal opportunities and support for the most disadvantaged at the center of efforts to combat child poverty.

**Children at risk of poverty or social exclusion**
(% of population aged less than 18 years, 2019)

35.8

22.5

11.7

*Data for 2018.
Belgium: break in series; EU-27: estimate

Source: Eurostat (online data code: ilc_peps01)

ec.europa.eu/**eurostat**
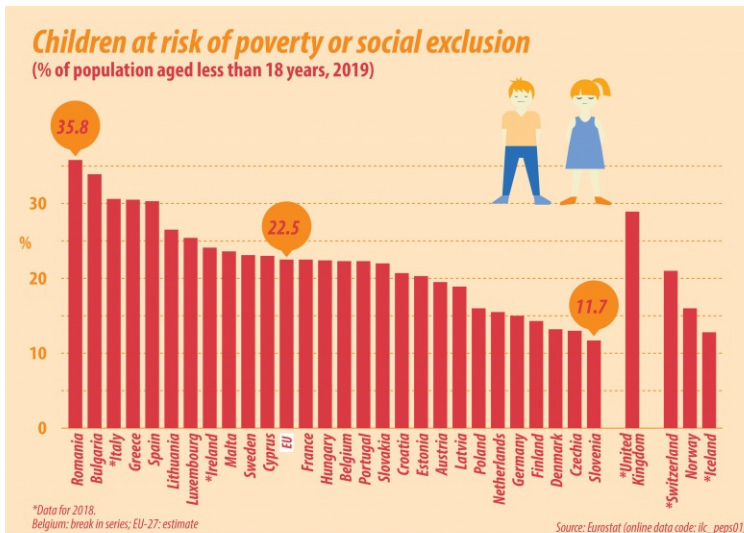
Considering the data from AROPE 2012, countries like Romania 52,2%, Bulgaria 52,3%, and Italy 33,8%, despite some improvements, in 2019 and 2022, still have some of the highest levels of risk in Europe. Poland could be a good model to study, as it decreased the risk from 29 % in 2012 to 18% in 2022.



**Children at risk of poverty or social exclusion, 2022**
(% of population aged less than 18 years)

File:Children-at-risk- of-poverty-or-social-exclusion-2022.jpg
description

¹ France: provisional data.

eurostat
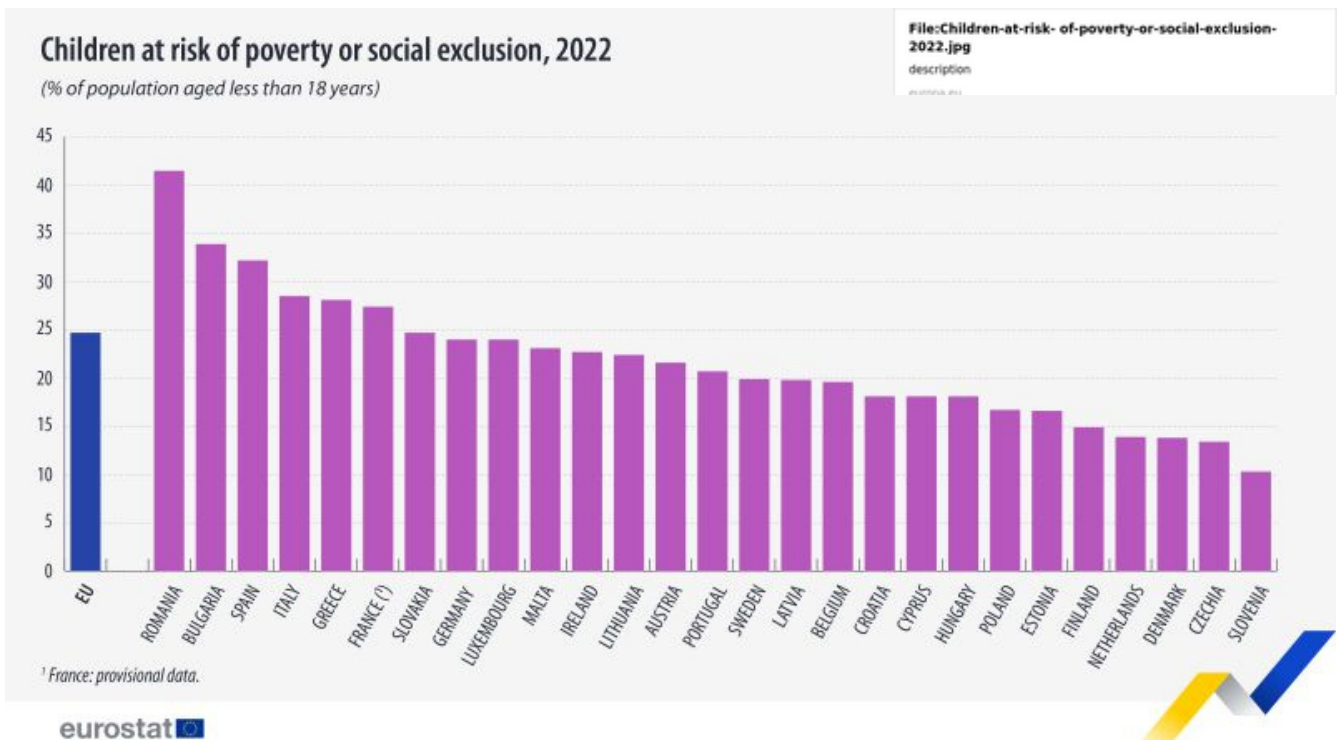
In 2022, 24.7% (almost 20 million) of the children (aged less than 18 years) in the EU were at risk of poverty or social exclusion. Compared with 2021, this share slightly increased by 0.3 percentage points (pp).

According to the figures in the Children's with Statistics (2014) Report of TURKSTAT, almost half of the 17 million people living below the poverty threshold are children. According to the 2012 figures of TUIK, approximately one million people living in Turkey are employed in heavy and dangerous jobs, and it is approximately 400 thousand children.

The **At Risk of Poverty or Social Exclusion (AROPE)** rate is a crucial indicator used to monitor the EU 2030 target on poverty and social exclusion. It also served as the headline indicator for monitoring the EU 2020 Strategy poverty target. This rate represents the share of the total population that faces the risk of poverty or social exclusion1.

In 2020, the European Union had the following statistics related to AROPE:

75.3 million people were at risk of poverty.

27.6 million individuals experienced severe material and social deprivation.

27.1 million lived in households with low work intensity2.

Efforts to address poverty and social exclusion remain critical, and AROPE rates provide valuable insights for policymakers and organizations working toward a more inclusive society.

It combines **three major dimensions**, each reflecting a different aspect:

**Relative Income Poverty:**

A person is considered at risk of poverty if their equivalized disposable income (after social transfers) falls below the at-risk-of-poverty threshold.

This threshold is set at 60% of the national median equivalized disposable income. The goal is to capture individuals who face income-related challenges.

**Severe Material and Social Deprivation (MSD):**

MSD takes into account both material and social items, providing a more comprehensive measure of deprivation.

It includes items at the individual level (besides household items).

Severe MSD corresponds to an enforced lack of 7 or more items.

The upper age limit for this indicator was increased from 59 to 64 years old.

**Weak Labor Market Attachment:**

This dimension focuses on people living in (quasi-)jobless households.

It considers the lack of sufficient labor market engagement.

Individuals in households with low work intensity contribute to this component.



AROPE for children is obtained by extrapolating data for individuals below the age of 18. Children present in several sub-indicators are counted only once.

Children at risk of poverty or social exclusion
- 11.9%–16.9%
- 17.0%–22.4%
- 22.5%–29.7%
- 29.8%–40.9%
- 41.0%–52.3%

SOURCE: EUROSTAT 2020
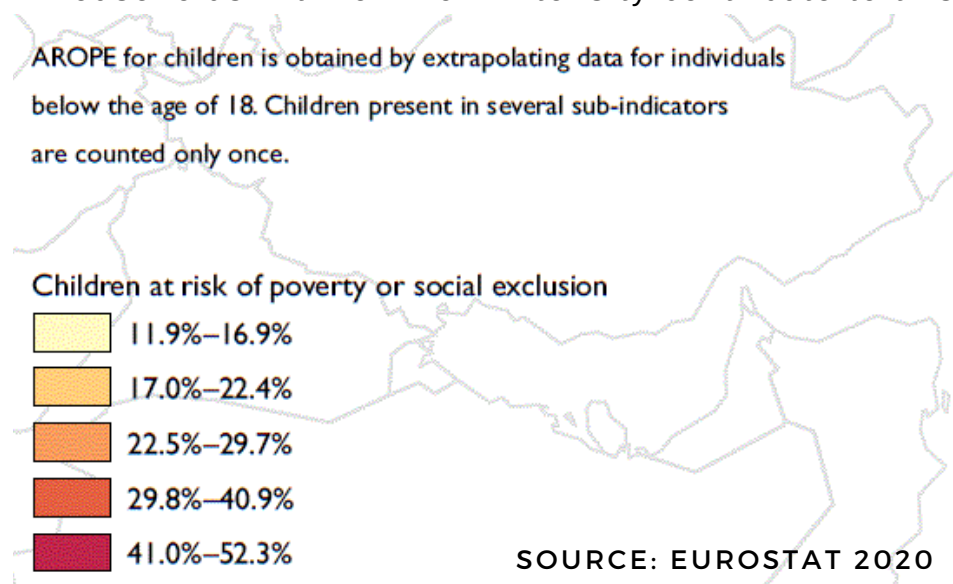
# WHO ARE DISADVANTAGED STUDENTS AND STUDENTS AT RISK ?



When we say children at risk, there are 6 groups that we encounter most frequently
- Street children
- Children pushed into crime
- Children ın labour
- Children exposed to abuse
- Migrant, refugee children
- Children with mental and behavioral disorders such as behavior disorder, attention deficit hyperactivity syndrome, oppositional defiant disorder (ODD)

# BEHAVIOURS OF STUDENT AT RISK

- Running away from school
- Using alcohol or/and drugs drugs
- Tending to commit a crime or committing a crime
- Tendency to commit violence
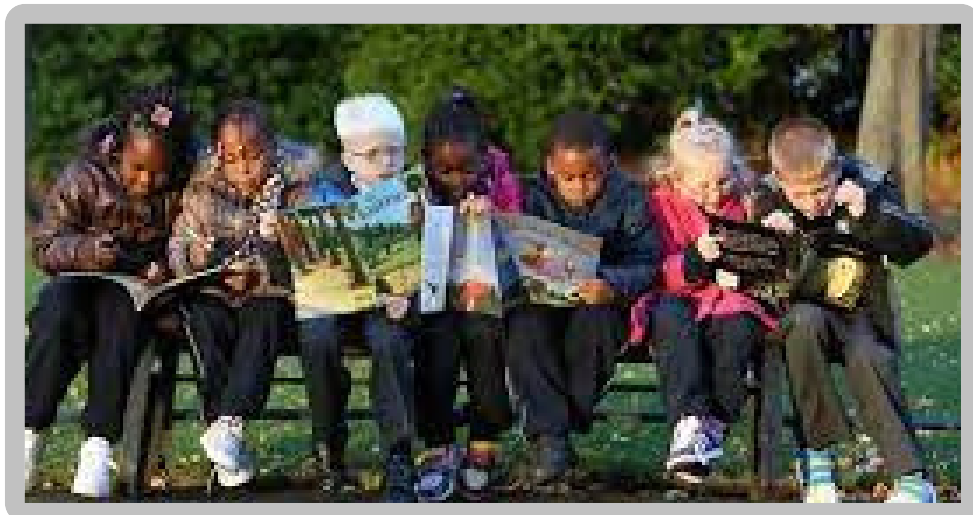- Working on the street
- Running away from home
- Self-harming
- Early sexual intercourse

# BASIC PRINCIPLES OF APPROACHING STUDENTS AT RISK

- **Respect his personality:** Speak to him as an adult.
- **Listen:** Not many people listen to them, so listen and care about their speech.
- **Don't fall into their trap:** They may want to make you angry, don't fall into their trap.
- **Be consistent**: Don't be great one day and bad the next. Always try to be stable and behave in the same way.
- **Be persistent and patient:** Be patient, as it will take a long time for their behavior to improve.
- **Concentrate on good behavior rather than bad behavior:** Good behavior needs recognition. Appreciate it.
- **Criticize his behavior, not him:** "Hitting is a bad behavior", "Hitting someone hearts that person" instead of "You are so bad"; "You are hitting people".
- **Speak positively:** "**Put** the tea on the table instead of "**Don't** put the tea there…"
- **Encourage:** Support self-efficiency, and increase confidence and faith.
- **Avoid arguing**: Arguing is ineffective and unproductive.
- **Be solution-oriented:** Focus on the solutions to the problems encountered and learn from each situation how to overcome them. Help the student to remove the barriers in order to change.
- **Learn a lesson from every experience**: learn gradually and allow enough time for it.

# Violent Kids

It's very important to recognize children who are potentially at risk of violence in our schools and take necessary actions. We as teachers can reduce the problem of violence of students and violence at home. Undoubtedly, it should not be taken to mean that children who have qualities that can potentially exhibit violence will necessarily resort to violence. However, it is clear that these children need attention and support. For this reason, it is beneficial for administrators, teachers, school counselors and parents to know the qualifications of children at risk.

Perry (2001) states that children with the following characteristics are at risk for resorting to violence:

- Those who are aggressive and reactive, those who cannot control their impulses
- Those who do not participate in social activities at school and stay out
- Unsuccessful students who have problems in their lessons
- Those who come from broken families and how they should treat their children adequately
- Those who do not know the mother or father
- Those who have experienced or witnessed violence at home
- Those who have experienced childhood abuse in the past

> *"Let us be the ones who say we do not accept that a child dies every three seconds simply because he does not have the drugs you and I have. Let us be the ones to say we are not satisfied that your place of birth determines your right for life. Let us be outraged, let us be loud, let us be bold."*
> *— Brad Pitt*

# RECOGNIZING THE SIGNS OF VIOLENCE

It is impossible to predict every behavior that may lead to violence with one hundred percent accuracy. But children at risk actually give signals. Therefore, teachers should pay attention to these warning signals from children. Recognizing the characteristics of alarmed children not only makes it easier to take the necessary precautions but also prevents possible bigger problems that may arise in the future.

## These signals can be summarized as:

## SOCIAL WITHDRAWAL AND FEELING OF EXCLUSION



In some cases, social rejection, isolation, and withdrawal behaviors that start slowly and eventually peak at some point may be signs that the child has problems. It is well known that many young people experience influence and rejection while growing up. Growth, especially in youth. Troubled children are often influenced by their peers.

These children, whose friends are not violent, will look for children who are violent like themselves. This risks reinforcing their rigidity.



## HAVING BEEN SUBJECTED TO VIOLENCE

Children who have been subjected to physical violence or sexual abuse at home, are at risk of self-inflicted violence or express violence against others in the community or at school.

# EMOTIONAL HARASSMENT

Children who are constantly ridiculed, teased, and humiliated by their friends and families may eventually fall into social withdrawal. Children in this situation are not supported and when they continue to experience these problems, they may display inappropriate behaviors and resort to violence.

# EXPRESSING VIOLENCE IN WRITING AND PICTURES

It is mostly harmless for children to include violence in their writings and drawings. However, the fact that these texts and pictures are directed towards a specific person and that this situation is repeated indicates an emotional problem experienced by the child and can be considered as a sign of potential violence. Therefore, these signs should be taken seriously, but, against the risk of misinterpretation, the evaluation should be left to experts.

# UNCONTROLLABLE ANGER

Anger is a natural emotion that everyone experiences from time to time. However, if the teen/kid is consistently angry and shows extreme anger over trivial things that affect him or her, this may be considered a form of self-harm or harm to others.

# INTENSE DISCIPLINARY PROBLEMS

The chronic behaviors of the student at home and school, and discipline problems mean this child's emotional needs are not being met. If this situation continues, the child may exhibit potentially violent behavior.

# HAVING VIOLENCE AND AGGRESSIVE BEHAVIORS IN THE PAST

Students who have exhibited aggressive behaviors and violence in the past tend to continue such behaviors unless they are supported and receive psychological help. As with other people, these behaviors can manifest as torturing animals, damaging school property and the environment, or even deliberately starting a fire. Anti-social children, who have frequently exhibited such behaviors in various environments and situations in the past, are in the risk group.



# NOT ACCEPTING DIFFERENCES AND PREJUDICED MANNERS

Children and youth who cannot accept individuals or groups with different characteristics, who approach them with prejudice and hate them, are also potentially at risk of violence.

# IMMINENT SIGNS OF VIOLENCE

Imminent signs of violence are signs that students are close to engaging in dangerous behavior that could potentially harm themselves or someone else. Therefore, it is necessary to take such imminent signs more seriously and to intervene immediately. Imminent signs of violence often do not occur in isolation. Many signs revealing danger are observed together. These signs are often clearly visible, persistent, serious, hostile behavior or threats to students, staff, or other individuals. The signs of violence are usually noticed by multiple school personnel as well as observed by family members. It can be said that students exhibiting the following behaviors have close signs of violence:

- Serious physical fights with friends or family members
- Serious damage to property
- Being violently angry even in the face of seemingly simple events
- Making major threats, e.g. with details about inflicting deadly violence
- Possession and/or use of firearms, other weapons, or dangerous tools (e.g. screwdriver)
- Be aware that they may injure themselves or attempt suicide

# WHAT CAN TEACHERS DO?



TEACHERS PLAY A KEY ROLE IN POTENTIAL VIOLENCE AMONG STUDENTS. HOWEVER, FOR TEACHERS TO DEAL EFFECTIVELY WITH THIS PROBLEM, THEY NEED TO KNOW HOW TO PREVENT VIOLENT BEHAVIOURS AND HOW TO PROTECT VICTIMS. THEY NEED TO BE ABLE TO APPLY THE THEORY. TEACHERS HAVE THE POTENTIAL TO ENCOURAGE VIOLENCE, ALLOW VIOLENCE OR PREVENT BULLYING WITH THEIR BEHAVIORS.

## Below are the items that teachers can do in this regard:

1. **Inform the school administration**
A sensation that some students come to school with fire or sharp objects.
This is the case when you receive an alarm or sense a dangerous situation that may invite violence.
Report the situation to the school administration as soon as possible.
2. **Recognize zero tolerance for violence**
Do not tolerate any form of violence, regardless of its type or justification.

3. **Establish rules** that students must follow. **Promote prevention**, and create classroom rules that do not allow violence.  This rule also includes bad behavior such as name-calling and harassing others. It is important to be clear which behavior is desired and which is not.

4. **Establish rules with students**. It is important to clarify expectations and inappropriate behavior. However, it is more important that you develop these rules with your students and post them in the classroom or on the wall.

5. **Determine rewards and sanctions**

In addition to a set of rules, reward students who follow the rules and set sanctions for non-compliance. Determining these sanctions will force students to obey the rules in a sense. For this reason, it is useful to post the list of sanctions next to the list of rules in the classroom. A bully student who sees that he is not punished for the violence he commits may think that his bad behavior is acceptable or even rewarded. One of the first sanctions against such students may be to immediately apologize and force them to do something to make up for their misbehavior.

6. **Encourage respect for others**

Encourage your students by emphasizing that they should show others the same respect they want from other students.

7. **Create a safe classroom environment with a positive atmosphere**

8. **Maintain your students' trust in you**

When students experience or witness violence, they need to trust their teachers to tell them about it.

9. **Be alert to warning signs**

Before you can offer assistance to students who are at risk of violence and who are giving distress signals, you must first recognize these students. For this, you need to recognize the defining characteristics of students who give a danger signal. The distinctive characteristics of students giving distress signals are detailed in this handbook.

10. **Support school policies that reduce the risk of violence**

Fulfill your responsibilities inside and outside the classroom by contributing to the implementation of the school's non-violence policies.

11. **Support anti-violence programs**

Believe in the importance of the anti-violence program at school and fulfill your role in the program without interruption.

12. **Be a model**

Students model their teachers. A teacher who sometimes resorts to violence and misuses his power and authority gives the message that violence is an acceptable phenomenon.

13. **Increase academic success**

Studies reveal that students who engage in violence and bullying are generally more common among students with poor school performance. For this reason, teachers should increase their success by showing special academic attention to their students who bully and use violence.

14. **Emphasize character development**

Teachers should help students develop self-confidence, self-esteem and social skills.

15. Be alert to violence

You should always be alert to the possibility of violence.

16. **Take violence seriously**

When you witness violence or are reported to you by students, take it seriously and act accordingly.

17. **Check risky places**

Check for venues where there is a risk of violence, especially when you are on duty. While the risk areas of each school are different, keep an eye on the nooks and crannies, the schoolyard, playground, crossways, toilets and narrow corridors.

18. **Be more careful in times of risk**

Take the necessary precautions, considering that the school may be more risky during the lunch breaks and the classes during the break hours.

19. **Include more rewards than punishment**

20. **Emphasize cooperative learning** as well as competitive education

21. **Collaborate with your students** in classroom management

22. **Help your students develop social and friendship skills**

23. **Take complaints seriously**

When there are complaints about bullying or violence from students or parents, listen carefully, take things seriously, and do not neglect what is necessary. Also, inform these students and their parents about what has been done.

24. **Evaluate**

Evaluate the effectiveness of the studies on violence with the addressees of the subject.

25. **Offer help without delay** to those involved in and witnessing violence

26. **Inform the families** of the children involved in violence and involve them in the process of solving the problem

27. **Inform students** about violence and bullying

## 28. Don't ignore problems

Don't try to clear the school by saying that the issue of violence is a thing of the past. Rather, collaborating with parents by explaining the school's nonviolent policies and activities.

## 29. Be sensitive to incidents of bullying

Some teachers say that there is no violence in my classroom and our school. A teacher who tends to cover up the truth either cannot see the problem or consciously prevents it from being seen. If there is no problem, there is no need to look for a solution.

## 30. Get to know your students

Conduct small surveys so that both you and your students get to know each other. It can be easier for students to understand each other's interests, hobbies and conditions.

## 31. Do **exercises based on students writing positive things about each other**.

Such activities have the potential to raise students' self-esteem.

## 32. Get to know and **collaborate with parents**

## 33. Avoid acts of incitement to violence

Teachers can unintentionally contribute to violence in two ways:

First, they can set an example for misuse of power by sending the message that power and status are legitimate mechanisms for control. Second, they can make it difficult for students to seek help when they are victims. However, victims want to have teachers who will help them when they are in a difficult situation, who will take their problems seriously and they can trust. However, a child who tells his/her situation to his/her teacher when he/she is exposed to violence cannot easily ask for help again if he/she is treated as a "snitch" or "custard boy" by his teacher. In addition, such teacher behavior encourages bullying and violence.

## 34. Avoid prejudices

Violent behavior by students who are popular at school or favored by teachers may be ignored by teachers or the allegations may not be convincing. On the other hand, when students who anger, provoke, and annoy teachers are bullied, they may not believe it because of teacher prejudices.

## 35. Beware of violence that cannot be directly observed

It should not be forgotten that there are types of violence that can be seen easily from the outside, as well as types that are not easily seen (e.g. changes in behavior).

## 36. Distinguish between jokes and violence

## 37. Organize an anti-violence poster contests

This is one of the most effective methods of increasing students' sensitivity to violence. Reward the poster that delivers the message most effectively.

## 38. Inform your students about what to do when they experience violence

When some students are exposed to violence by their peers, they sometimes do not do anything because they are afraid, and they do not tell anyone about this situation.

Sometimes they really don't know what to do and who to get help from. Teachers need to inform these students.

39. **Protect lower-grade students** from upper-grade students

40. **Warn passive viewers**

It is known that when violent incidents occur, some students do not intervene and remain silent in order to protect the victim. However, everyone must combat violence and bullying at school, and students also have responsibilities. For this reason, teachers prefer to remain passive.

State that they should warn the students, and when they witness violence, they should say "stop" to the bully, try to protect the victim, and at least inform an adult.

41. **Intervene**

When you witness violence, it is not appropriate to say "Let the students solve their problems". A teacher who witnesses violence should immediately take over the situation after the initial intervention and refer this student to the school psychologist or counselor. Thus, the bullying student is informed that there is no profit in the bullying, and the message that violence is not tolerated in this school is given.

42. **Interview parents about their children**

Invite parents to school to discuss their child's development or any concerns they have about their child. Send congratulatory messages to the parents of successful students.

43. **Improve your conflict resolution and anger management skills** and teach them to your students

Help your students use these skills in their daily lives. You can discuss these skills with your students, regardless of the main topic of your lesson.

44. Ask your students for their **ideas about violence and how it can be prevented**

45. **Encourage your students to tell** what they know about violence or crime

46. **Develop a culture of tolerance for differences** in your students

47. **Improve your students' social skills**

In this framework, it is necessary to be kind to others, to respect different opinions, to appreciate others, etc.

48. **Listen carefully to your students** who have been subjected to violence and harm

49. **Regularly evaluate the effectiveness of your practices** to prevent violence

50. **Keep in mind that your colleagues who provide counseling services to victims of violence may also need help and support from time to time**

# WHAT CAN BE DONE FOR CHILDREN TO BE COMPATIBLE WITH THE SOCIETY?



## HAPPY KIDS - HAPPY TEACHERS - HAPPY EUROPE

The most obvious difference between a criminal and a non-criminal individual is that he can control non-criminal "guilt impulses" and seek ways out of them through some socially harmless activities. The individual's ability to achieve this largely depends on going through a healthy socialization process. The innate potentialities, talents, intelligence, and physical characteristics that form the material basis of the human personality gain meaning in the social environment in which the human being develops.

Therefore, it becomes important to raise children as individuals who are compatible with society.

Here, the biggest task falls to parents and teachers. With the education that parents and teachers provide to children, they can become individuals who are in harmony with society, responsible, solve the conflicts and problems they encounter healthily, be at peace with themselves and other people, or have the opposite characteristics of what is described above.

# PARENTS & TEACHERS

## COLLABORATION IS IMPORTANT

Parents and teachers should first teach their children the rules of the family and society correctly, without using violence. In addition, children should be given a sense of responsibility. Because it will be difficult for individuals who do not act responsibly to adapt to society. A responsible person is respectful to himself and others. It fulfills its duties. He runs his own affairs and does not want to be an unnecessary burden to others. He is conscious of his worth. He holds himself solely responsible for his feelings, thoughts and actions. What they expect from life is proportional to what they give away.

Parents are responsible for transferring the traditions and customs, general tendencies, culture and moral understanding of the society to the next generations. Of course, children are not born with a sense of responsibility. But learning to be responsible starts sooner than many realize. It can be said that the events that the child senses around him from the moment he is born, the care and the responsibilities shown by the parents towards him, have the first effects on him. It should not be forgotten that; "The child learns what he lives". Another thing that parents and teachers should do in the education of children is to ensure that they learn healthy solutions to interpersonal conflicts and problems they encounter. Conflict and problem-solving are learned well if based on real experiences or examples.

To resolve interpersonal conflicts and problems, there are basic skills that need to be learned at various ages. Crawford and Bodin describe the skills that children and young people need to acquire separately from early childhood until adolescence, through a developmental approach. Adults with these skills are regarded as having the understanding necessary to solve problems for everyone's sake.

Some of these understandings are: "Good faith", "Belief that there is more than one solution to problems", "Winning does not mean that the other side loses", "Approaching problems from different perspectives", "Being an active listener to learn from others' perspectives", "Avoiding the use of force".

Conflict and problem solving education programs can be applied in order to inform children about interpersonal conflict resolution and problem solving techniques they can use in practice.

# PARENTS & TEACHERS

## EDUCATION IS CRUCIAL

Another method that can be used in education is affective behavior. Affective behavior education encompasses a much broader field than the development of beliefs, opinions, values, attitudes, and interests, it uses the power of feelings and emotions to engage and reinforce learning.

For the individual to recognize his self with a realistic eye it is necessary:

a) The development of courage and honesty in terms of self-expression;

b) Recognizing the impact it has on others so that he can perceive the feedback others give him;

c) Evaluating himself more positively if these impressions are not consistent with his ideal self, that is, with the requirements of the self that he can be happy with;

d) Being sensitive to the needs of others and treating people with respect, warmth and honesty to establish good human relations;

e) The development of all other values and attitudes that lead to self-realization.

Such a comprehensive affective education must include all of the following practices:

- Assimilating values that lead to self-actualization through modeling;
- Giving importance to affective learning that can occur with standard programs;
- Adding new subjects aimed at affective education to school programs;
- Within the school organization. Assist in the development of the person as a whole by introducing and activating psychological counseling and guidance services.

Parents and teachers have a great responsibility to ensure that children become individuals who think and behave healthily and are compatible with society.

It all depends on the education the child receives from the moment he is born. A good education will prevent children from committing crimes in the future and will help them become members of society in the future.

A child who is constantly pushed, disliked, not respected or valued, is not taught responsibility, is conflictual or negative, is emotional and aggressive in life, and is at risk of developing bad habits.

Children who are loved, respected, valued and taught responsibility by the people around them will have good thoughts, feelings and behaviors in the future without experiencing problems in social integration.

> "
> The best way to make children good is to make them happy.
> —
> OSCAR WILDE

# SPORT & DISABILITY

- Da circa 12 anni, faccio la volontaria in un gruppo, il Progetto Filippide, che si occupa di integrare nella società, attraverso lo sport, i ragazzi autistici.

- Partire da zero con ragazzi già abbastanza grandi, dai 16 ai 22 anni, che non avevano mai fatto sport è stato abbastanza duro sia nella parte strettamente sportiva ma soprattutto nella parte della socializzazione e dell'integrazione.

- Per la prima ci siamo comportati esattamente come se dovessimo allenare ragazzi normodotati e siamo partiti con delle passeggiate via via più lunghe e a passo sempre più veloce e il miglioramento si è visto in tutti i nostri ragazzi.

- La parte più difficile ma anche quella che ci ha dato più soddisfazione è stato il processo d'integrazione con tutti gli altri atleti, bambini, genitori e frequentatori del campo di atletica: un ambiente sportivo molto movimentato e rumoroso e i nostri ragazzi non vi erano abituati.

- She has been a voluntary worker in a group - Filippide Project - for 12 years. In this group, she helps guys affected by autism to feel included in a sports group.

- They are from 16 to 22 years old and it hasn't been easy to start from scratch with them neither as far as sport is concerned nor as far as social relationships are concerned.

- From the sportive point of view, they have trained them step by step, and all of them have improved.

- Anyway the psychological and social aspects gave them the biggest satisfactions, because their guys managed to attend a place with a lot of noise and movement and they weren't used to it.

- I bambini più piccoli adesso giocano e salutano i nostri ragazzi. Spesso capita che le mamme preparino dei dolci per poter fare merenda tutti assieme.
- Anche lo spogliatoio è diventato comune a tutti gli altri atleti e i nostri ragazzi adesso fanno la doccia e si vestono da soli dopo gli allenamenti e se hanno bisogno c'è sempre qualcuno che li aiuta.
- Grazie a questa nuova autonomia raggiunta e anche al fatto che stanno diventando bravi, sportivamente parlando, capita spesso che andiamo in altre città per partecipare alle gare. Questo comporta dormire fuori senza genitori, prendere treni, autobus, metropolitane, aerei, mangiare cose diverso dal solito.
- Adesso tutti i Livornesi li conoscono e quando li vedono correre sul lungomare cittadino, tutti insieme, tutti vestiti uguali li incoraggiano a fare meglio, li applaudono e per questi ragazzi, che fino a non molto tempo fa non uscivano quasi neanche da casa è il traguardo più importante…..essere visti dagli altri.

- Now the youngest children play with them, sometimes they have a break all together and eat what the other mothers made.
- Now their guys use the same locker rooms as the other athletes and they have a shower and get dressed by themselves or with the help of some peers.
- They can also travel to other cities, sleeping alone without their parents, taking the bus, the train and the underground, eating something different from the usual things and you couldn't take it for granted some years ago.
- They are known and encouraged by the entire city and when they run along the seafront they are recognized and greeted.
- For guys that a few years ago couldn't even get out of their home, being seen and taken into consideration is the most important goal.

# STEALING & PICKPOCKETING

**Stealing is the unauthorized taking and possession of an item that does not clearly belong to that person.**

Initially, we consider the criteria for conduct disorder. We need to know the developmental characteristics of children of different ages. Since the concept of possession is not developed in a two-year-old child, he thinks everything is his own. He cannot distinguish between "your", "mine" and "his" concepts. Over time, the child begins to distinguish between what is and what is not, but his selfish attitude continues for a long time. At the age of 3-4, a child knows that nothing will be taken without asking, but he cannot resist. When in 1st-2nd grade of primary school children can use each other's colored pencils, erasers, etc. They can enjoy their stuff. The behavior of taking the belongings of others at this age is not considered to be stealing. It is necessary to emphasize the "unauthorized taking" that is seen in school age and is frequently repeated. If it continues regularly after the age of 10, this is an indication of a serious emotional disorder in the child and professional help should be sought.

## REASONS

- Not giving enough pocket money to the child:
- An important deprivation in the child's life
- The idea of ownership is not developed in children
- Taking revenge
- Parents subconsciously enjoy the child's behavior
- The child may have chosen a bad example to identify with
- The need to increase the child's self-confidence
- There may be a way for the child to settle accounts with the parents
- Depression may be an indication of the stress caused by jealousy or anger towards a newborn sibling

# HOW TO PREVENT?

1. **Learn values**, children should be taught to be honest and take care of other people's property. Parents should set a good example.

2. **Be a role model**
First of all, parents need to be a role model for their children. Things belonging to others should not be thrown away, those found should be returned, and others should not be deceived.

3.**Strengthening communication skills**:
If the child does not have a close relationship at home, if there is not enough time left for family, the relationship between family members should be strengthened starting with good positive communication.

4. The child should be given a certain amount of **pocket money** that can meet the some needs of the child. The child should know that he can get it again when he needs it and can lose it if does not use it responsibly.

5. Attractive items such as coins should not be left around.
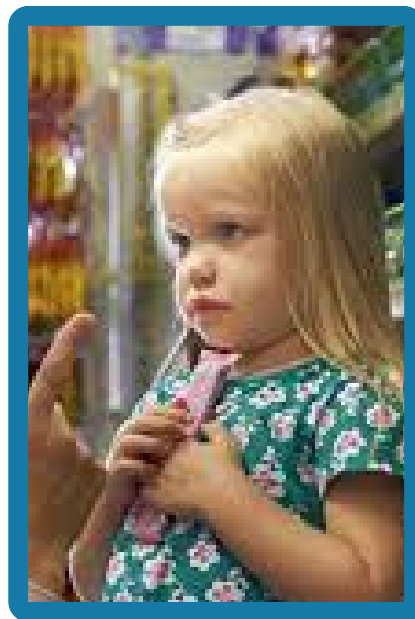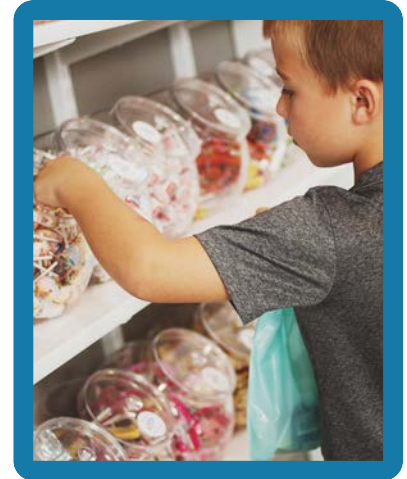
6. **Property rights**
The child should be taught how to borrow and return an item that does not belong to him when he needs it.

7. The child should have his **own belongings**
He should have at least a few items. Parents should get permission from the child when they use his belongings.

## HOW TO REACT AS PARENTS?

By talking to the child, the problem-solving method may be useful. The child may be asked to describe the situation clearly. E.g.; "What were you thinking when you took the item?".
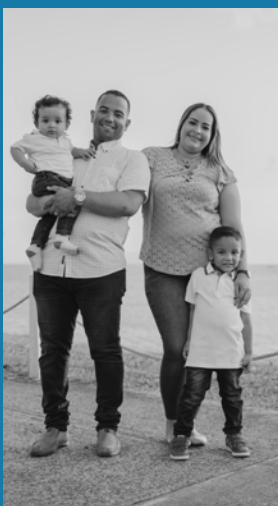
1. It is necessary not to overreact. Physical punishment should not be given at all. Parents should show their disapproval without shouting.

2. The child should not be branded as bad. Only the behavior of the child at that moment should be criticized.

3. It should be ensured that the child returns the item he borrowed or stolen. The child should return the item by himself with an apology if late, stolen, or damaged. If the item is broken or damaged, a new one should be purchased and the money should be paid from the child's pocket money.

# TOGETHER WE CAN DO IT.
# WHY DO WE USE THE WORD INCLUSION
# RATHER THAN INTEGRATION?

*How we can include our students with some strategies and different tools?*

*Scuola secondaria di primo grado G. Borsi Livorno,*
*contribution from seminars and meetings*

---

### Inclusion is different from integration
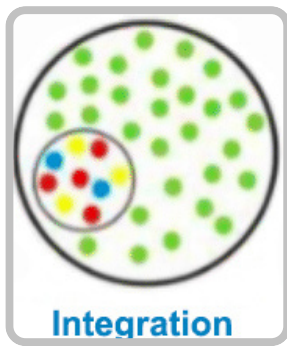


An **integrated** classroom is a setting where students with disabilities learn alongside peers without disabilities.
Extra support may be implemented to help them adapt to the regular curriculum, and sometimes separate special education programs are in place within the classroom or through pull-out services. In theory, integration is a positive approach that seeks to help students with disabilities be part of the larger group.

---
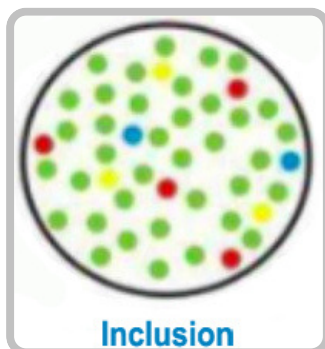


**Inclusion** is the actual merging of special education and regular education with the belief that all children are different, will learn differently, and should have full access to the same curriculum. Students with disabilities are not expected to adjust to a fixed education structure. Rather the structure is adjusted so that everyone's learning styles can be met. Barriers to learning are removed to allow each student to participate fully in the curriculum and feel equally valued.
The result is that all students with and without disabilities benefit.

images from the seminar's presentation by Luca Raina, Prato October 6, 2018
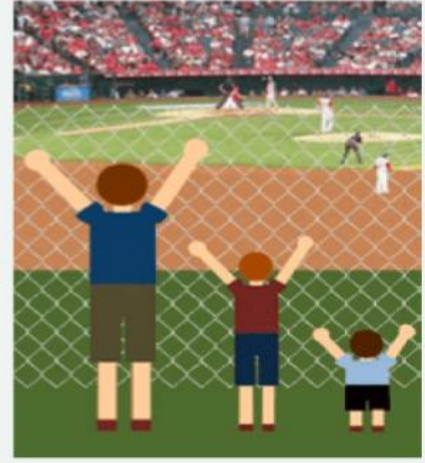
# EQUALITY VERSUS EQUITY



In the first image, it is assumed that everyone will benefit from the same supports. They are being treated equally.

In the second image, individuals are given different supports to make it possible for them to have equal access to the game. They are being treated equitably.

In the third image, all three can see the game without any supports or accommodations because the cause of the inequity was addressed. The systemic barrier has been removed.

Image from http://www.theinclusionsolution.me/equity-vs-equality-eliminating-opportunity-gaps-education/

## How can we include everyone?

As educators, we understand that students come to class with a variety of backgrounds, experiences, and learning styles. Sometimes their strengths and weaknesses are obvious, while other times they are less apparent. How can you differentiate your instruction to meet your students' varying needs?

Building an elementary curriculum that is accessible to all students, including those with disabilities and other learning challenges, starts with good teaching strategies. Multisensory instruction is one approach to teaching that supports a range of learning styles by encouraging students to use multiple senses at once. This method is especially useful for children with learning difficulties but helps teachers create rich educational experiences that benefit the entire class.
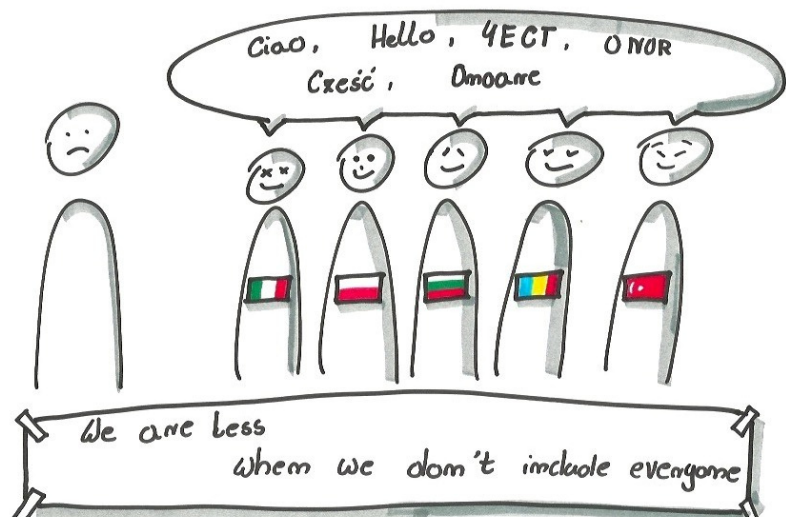
# How can we include everyone?

**Main Principles**

- **Engagement:** Teachers make lesson goals clear and offer options to empower students and keep them interested. For example, teachers might allow students to decide on the strategies they will use to solve a problem or select the topic they want to research within the target subject.
- **Representation:** Teachers present information in multiple formats, such as by text, video, audio, or hands-on activity. Any digital materials are made accessible for those with disabilities.
- **Action and Expression:** Students use a variety of methods to showcase their knowledge and achievement. For instance, students may be assessed not only through written tests, but also through projects, group work, or oral presentations.

## Some points to consider

**1** Mixed cultural backgrounds

**2** Mixed level of ability in the lingua franca

**3** Technology

**4** Learning difficulties

## Objectives and challenges in a multilevel classroom

**1** Time: there are only 24 hours in a day

**2** Inclusion: everyone is unique

**3** Technology: smartphone, tablet, LIM, PC

**4** Evaluation: a direct reflection of your objectives

# Special Educational needs students (BES in Italian)

- **BES:** any developmental, learning, psychological, physical, socio-cultural or behavioral difficulty or disadvantage that impedes or creates challenges in learning.

- **Possible challenges**
- Frustration
- Low self esteem
- Unsure of own ability
- Tiredness
- Fear of making errors and poor results

## Strategies

- Limit objectives and provide strategies that assist the reaching of these
- Work to student strengths, experiences and past knowledge allowing for learning success
- Work from skills, needs and potential, not standards
- Allow the use of electronic tools
- Promote cooperative learning or working in pairs/ groups
- Suggest interdisciplinary projects for certain topics
- Constant encouragement
- Avoid excessive homework
- Teach self-evaluation

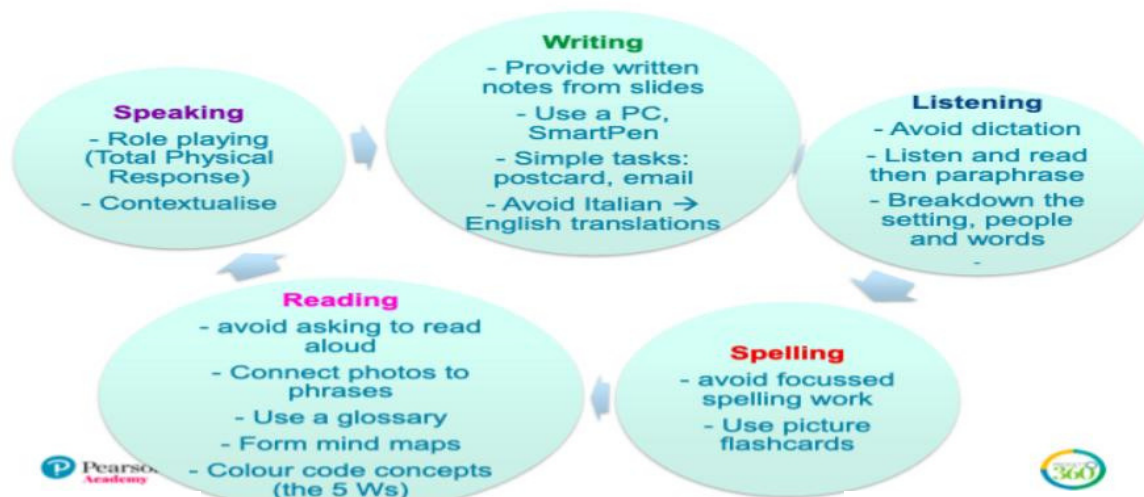You got this!

# DYSLEXIA

Elephant    Ephelant    antEleph

Dislexia points of strenghts

- Understanding the bigger picture
- Good spatial/ 3D skills
- Connecting ideas conceptually
- Lateral thinking – "outside the box"
- Sometimes high IQ and cognitive ability
- Can have good interpersonal skills if not withdrawn
- Can be creative artistically, musically, in cooking and in computing

## Dyslexia and English: challenges

**Speaking**
- difficulty with rhyming words
- may confuse sounds and words
- can be slow talkers – ideas catch up with speech

**Writing**
- brain to hand breakdown
- disorganisation
- 'losing' the right word
- poor handwriting

**Listening**
- difficulty taking notes
- easily distracted by talking/ noise
- difficulty processing multiple instructions

**Reading**
- 'losing' themselves when reading text – silently and aloud
- disconnect between words read and comprehension of text

**Spelling**
- disconnect between heard and written sound
- poor memory – can't "photograph" words
- poor recollection of sequences

Pearson Academy

## Strategies

**Speaking**
- Role playing (Total Physical Response)
- Contextualise

**Writing**
- Provide written notes from slides
- Use a PC, SmartPen
- Simple tasks: postcard, email
- Avoid Italian → English translations

**Listening**
- Avoid dictation
- Listen and read then paraphrase
- Breakdown the setting, people and words

**Reading**
- avoid asking to read aloud
- Connect photos to phrases
- Use a glossary
- Form mind maps
- Colour code concepts (the 5 Ws)

**Spelling**
- avoid focussed spelling work
- Use picture flashcards

Pearson Academy

# Dyslexia and English: testing and evaluation

- **Testing**

- Set a fixed test date and don't move it
- Make sure your photocopies are clear – written in Arial or Verdana 12 or 14
- Simplify instructions and write them in Italian
- Read instructions and texts aloud
- Provide shorter or simplified texts and few, closed questions
- Provide a simple mind map for vocabulary and spelling
- Allow the use of an electronic dictionary
- Use colour coding used in class to distinguish grammatical forms (ex: adverbs in blue, nouns in green)

- **Evaluation**

- opt for oral testing – where possible – or balance poor written exam scores
- Give more weight to oral exams
- Don't evaluate quantity/ length
- Provide a copy of the written exam after it's completed to look at correct responses at home
- Evaluate content and knowledge, not form or errors
- Always distinguish between a test and an evaluation

Cooperative learning: a learning strategy

| 1 | Group work or a group that works? |
|---|---|
| 2 | Each person has specific responsibilities that reflect their capabilities and skills |
| 3 | The teacher is a facilitator of learning |
| 4 | Collaboration, respect and self-evaluation are key |

## Why we can use cooperative learning?

| 1 | It motivates |
|---|---|

| 2 | Interdependence |
|---|---|

| 3 | Cognitive aims = learning success |
|---|---|

## Why we can use cooperative learning?

**Interdependence**
- All members contribute
- Each contribution is important

**Individual accountability**
- Each member must complete & contribute their task

**Social skills**
- Social skills are learned
- The teacher is a support in learning

**Evaluation**
- Helps the teacher
- Encourages self-refelction of performance and effort
- Intended as a motivator

**Positive interaction**
- Materials are shared
- Strategies are discussed and solutions reached together

## Cooperative Learning in practice: What to do

- **Choose** the specific lesson (day and time).
- **Select** the topic you want to teach in the lessons.
- **Divide** the class into groups of three.
- **Breakdown** the content for the lessons.
- **Write down** the instructions for each student.
- **Create** a 'what do you know' worksheet, topic presentation and evaluation.

# An example: English lessons through cooperative learning

- **Lessons:** 10.00 – 11.00am on Monday (09/04, 16/04, 23/04, 30/04 and test on 07/05).

## Learning Objectives
- learn to use simple grammatical structures correctly
- learn new vocabulary related to daily life
- understand simple texts
- give a simple description in oral or written form

## Social Objectives
- use a calm voice during discussion
- follow the activity instructions to complete the activity in the given time
- respect you classmates speed
- learn to self-evaluate.

# Create groups with different level of knowledge

| Group 1 | Group 2 | Group 3 |
|---|---|---|
| • Student x: Mark | • Student y: Sally | • Student z: Judy |
| • Student y: Penny | • Student z: Phil | • Student x: Will |
| • Student z: Sam | Student x: Doug | Student y: Laura |

Student x: fair language skills
Student y: low language skills
Student z: good language skills

# general strategies

- Read the PDPs
- Give extra time to 'process' information
- Make lesson structure 'predictable' in English
- Use pictures, colour coding, stories, realia, audiobooks, mindmaps, tablets, electronic dictionaries and PCs
- Encourage peer support
- Connect past topics to new topics conceptually
- Don't assume past topics have been assimilated – bring them back periodically
- Promote self-evaluation

# What do you know: Lesson 1

| Topic | Rule or example | This is easy for me (X) | This is difficult for me (X) |
|---|---|---|---|
| Present and Past forms of the verb TO BE (affirmative) | | | |
| Present and Past forms of the verb TO BE (negative) | | | |
| Questions | | | |
| Simple prepositions | | | |
| The verb CAN | | | |
| Words about SCHOOL SUBJECTS | | | |
| Words about HOBBIES | | | |

# Instructions: Lesson 1

- Student **y (low)**: help everyone keep a low voice
- Student **x (fair)**: help complete the task in time
- Student **z (good)**: help follow the instructions

> ### Listen to the text on
> ### pg 114 →
> ### countable & uncountable

- **Y:** underline the countable and uncountable nouns in different colours
- **X:** complete ex. 33
  **Z:** complete ex. 34
  **All:** share answers

**P** Pearson



---

## Self evaluation of learning and social objectives: Lesson 1

| | ***** | **** | *** | ** | * |
|---|---|---|---|---|---|
| learn to use simple grammatical structures correctly | | | | | |
| learn new vocabulary related to daily life | | | | | |
| understand simple texts | | | | | |
| give a simple description in oral or written form | | | | | |
| use a calm voice during discussion | | | | | |
| follow the activity instructions to complete the activity in the given time | | | | | |
| respect you classmates speed | | | | | |
| learn to self-evaluate. | | | | | |

---

# Reflection: Lesson 1

1) Which **learning** objective did you reach **the best** today? Why?
2) Which **learning** objective did you **not** reach today? Why?

3) Which **social** objective did you reach **the best** today? Why?
4) Which **social** objective did you **not** reach today? Why?

| I've totally got this! | I'm getting it! | I could use some help! |

| I don't get it! | I'm so lost! | How am I feeling? |

## Final Conclusion: After the test

| | *** | ** | * | How? |
|---|---|---|---|---|
| This method helped you work better **in a group...** | | | | |
| This method helped you **learn English...** | | | | |

Do you want to continue to study this method? **Yes** / **No** / **I don't know**
**Why?** ...

## Some useful tools for our students with dislexia

**Choose The Right Font: https**://www.youtube.com/watch?v=gPUL6wtpvR0
https://opendyslexic.org
**Rewrite Any Text With The Right Font**: http://www.pickeditor.com
**If You Find Difficulties To Write, You Can Speak: https**://dictation.io
**Upload Text & Documents OR Convert To mp3 To Listen To Anywhere, Anytime**:
https://www.naturalreaders.com
**To Make a Map From Different Texts**: https://www.lidiaedu.com/lidiatext

# CAN YOU DO THE ENGLISH?

**Match the expressions with the pictures. Draw an arrow**

| | | | |
|---|---|---|---|
| play with our pets | | do the washing up | |
| wash the windows | | fold the clothes | |
| vacuum the carpet | | go to school | |
| water the plants | | cook dinner with our mums | |
| sweep the floor | | take out rubbish | |
| dust the furniture | | do our homework | |
| hang out with friends | | mop the floor | |
| do the laundry | | | |

**ENGLISH LESSON'S QUICK GUIDES:**

HOUSEHOLDS
LANGUAGE AND FUN ACTIVITIES

## At Risk Students and the Study of Foreign Language in Schools

A GUIDE SHEET BY PROFESSOR HARPER

Students who have oral and/or written language learning difficulties in their mother tongue may have problems learning another language in school. This does not mean that they should avoid the study of a new language. With appropriate instruction most students can experience success. The keys to success are the responsibility of both teachers and students. Teachers need to provide appropriate, adapted instruction that meets a particular student's needs. Students need to recognize their learning strengths and weaknesses and stay committed to the task.

# LESSON PLAN FROM POLAND

**SUBJECT:** English

**TOPIC OF THE LESSON:** Every day in Poland...

**AIMS:**
-to introduce and practice vocabulary describing chores
-to practice Present Simple
-to encourage students to speak through the use of games
-in a simple way students can tell what their chores at home are

**MATERIALS**
-Power Point Presentation showing chores and how they are done in Poland by Polish students
-Worksheet which can be used both on the interactive board or printed and given to every student to work on

**TIME OF THE LESSON:** about 30 -45 min

**LEVEL:** class 4 (students aged 9-10)

**WARM UP** (about 10 min)
Shark Game- The teacher writes on board dashes representing the topic of the lesson
_ _ _ _ / _ _ _/ _ _/ _ _ _ _ _ _
Students don't know the subject of the lesson yet. They have to give letters from the English alphabet and guess the sentence from the board. If the letter they give is right- it should be written over the correct dash but if the letter is wrong it should be written over a step leading to the sea and shark. If the students say too many incorrect letters that are not in the secret word, it will lead them down the stairs to the hungry shark and they lose.

**PRESENTATION OF VOCABULARY** (about 10-15 min)

The teacher shows the students the PP Presentation with different chores presented by Polish students. Under each picture, there is a written word that corresponds with the photo. First, the teacher asks the students to guess what chore the student in the photo is doing (students may guess in their language) and then clicks and reveals the label under the picture. Students listen to the teacher's pronunciation and repeat loudly together.

The teacher puts on board the worksheet. Students come to the board and match the pictures to the expressions. They can draw arrows on the board. If it is printed they match it with colourful pens and stick it into their notebooks.

## EXERCISES AND SOME SPEAKING (10-15 min)

1. Guess what I am doing?
One student comes to the front of the class and uses gestures to show one of the chores from the lesson. (ex. He pretends to mop the floor.) He cannot say anything. The class has to guess the mystery word.
2. Memory game.
The teacher starts and says a sentence: Every day I get up. Now one student repeats what the teacher said and adds something from himself: Every day I get up and play with my dog. The following student repeats what was said and adds something from him: Every day I get up, play with my dog, and listen to music. And so it goes. The game may finish when it becomes too difficult for students to repeat sentences.

## ENJOY YOUR ENGLISH  :)
P.S: Hope it is not too complicated to carry it out in your class.
And we use enough modern ICT, I think.
You can take photos of your students doing the lesson and send them to us.
And you can prepare your lesson on whatever subject you want. Not only English.

# Why might a regular foreign language class be difficult to pass for at-risk learners?

## WHAT IS THE NATURE OF THE FOREIGN LANGUAGE LEARNING DIFFICULTIES OF AT-RISK LEARNERS?

Generally speaking, foreign language teachers are not trained to describe specific topics or provide specific assistance. Their training may have stressed whole-language-like strategies for in-class learning and testing of the four language areas in the foreign language.

Oral communication, language laboratory practice with listening tapes/recordings, and computer-assisted learning are currently traditional components of foreign language learning classes. These methods of instruction may serve the ideal learner without language processing problems, but they are often detrimental to the at-risk learner, who may need a more systematic, structured, multisensory approach.

Students who have significant difficulties in one or more of the four language systems in their mother tongue (i.e., reading, writing, listening, and speaking) may experience problems with foreign language learning in school. The extent of this difficulty in the foreign language classroom is likely to depend on the nature and severity of their oral and written native language problems.

Students who have difficulties in most or all of the four language systems are likely to experience the most problems learning a foreign language, particularly in traditional language classrooms. Language problems can range on a continuum from no difficulties to mild to moderate and to severe difficulties. Research findings suggest that there is not a specific disability for learning a foreign language. Rather, the difficulties are an extension of a continuum from very good to very poor language learners.

*Your mental processes are like car parts. You need to maintain them regularly so the whole car runs smoothly.*

# WHAT KINDS OF PROBLEMS CHARACTERIZE THE FOREIGN LANGUAGE LEARNER WITH MILD TO MODERATE LANGUAGE DIFFICULTIES?

## PROBLEMS...

*Some students exhibit mild to moderate language difficulties, such as the following:*

- *maintaining the pace of the class;*
- *being unable to respond immediately when called upon spontaneously for a response;*
- *spending more time on foreign language study than other school subjects;*
- *knowing how to study a particular foreign language concept, such as learning new vocabulary or analyzing a grammar or pronunciation rule;*
- *comprehending spoken language, especially when it is spoken quickly;*
- *understanding a language concept and applying it correctly in specific testing situations;*
- *understanding directions when they are given in the foreign language;*
- *producing spelling errors in writing.*

## WHAT MIGHT THE FOREIGN LANGUAGE TEACHER DO TO ASSIST STUDENTS WITH MILD TO MODERATE FOREIGN LANGUAGE LEARNING DIFFICULTIES?

The Multi-Sensory Structured Language (MSL) method is useful not only for students who have difficulty learning to read and write in their native language but also for students who have difficulty learning a foreign language. The following recommendations are based on the key principles of the multisensory approach:

- Provide opportunities for students to practice and review a concept frequently (repetitive principle).
- Teach language concepts in a logical progression and help students to categorize concepts; also organize these language concepts from simple to complex (structured, sequential principles).
- Build on what students already know, and make the connection between the known and the new information explicit (cumulative principle).
- Systematically and explicitly teach the phonemes or speech sounds of the foreign language.
- Directly teach students the sounds of the letters in the foreign language and the letter(s) the sounds represent (alphabetic/phonetic principle).
- Show students how to think about a language concept to be learned and ask them to explain the concept in their own words; examples include rules for applying word endings, appropriate word order, and subject/verb agreement (metacognitive principle).
- Model for students the way to break apart words while reading, especially words with more than one syllable (analysis principle).
- Model for students the way to put parts of words back together for spelling (synthetic principle).

**SUGGESTED READINGS & RESOURCES**

Birsh, J. R. (Ed.). (2005). Multisensory teaching of basic language skills (2nd ed.). Baltimore: Brookes.

Ganschow, L., Philips, L., & Schneider, E. (2001). Closing the gap: Accommodating students with language disabilities in college. Topics in Language Disorders, 21, 17-37.

Ganschow, L., & Sparks, R. (2001). Learning difficulties and foreign language learning: A review of research and instruction. Language Teaching, 34, 79-98.

Schneider, E., & Crombie, M. (2003). Dyslexia and foreign language learning. United Kingdom: Fulton Publishers.

Schneider, E., Ganschow, L., Sparks, R., & Miller, K. (2007). Identifying and teaching learners with special needs.

# ADAPTATION
ADAPTATION

## WHAT ADDITIONAL ADAPTATIONS MIGHT THE TEACHER MAKE THAT WILL BENEFIT THE STUDENT WITH SEVERE LANGUAGE LEARNING DIFFICULTIES?

Additional ways to enhance foreign language learning success include the following:

- When teaching new sounds or phonemes and symbols, teach only one or two at a time. Emphasize how to use mouth movements to produce clear pronunciations. After pronouncing the sound, have students simultaneously trace, say, and repeat the sound pattern. Repeated, explicit modeling is key, as is clarifying for students the difference between the native and the foreign language pronunciation of the same letter pattern.
- Conduct a task analysis of the concept to be learned. Break the concept into small working steps that are often considerably more detailed than a typical textbook presentation of the steps. Model for students how to think through the concept step by step. It sometimes helps to present a memorization/recall device, such as a song, mnemonic device, or color-coding (which works well with rules for word endings).
- Use several learning channels simultaneously (listening, speaking, reading, and writing) to teach a language concept.
- Use simple visual aids, such as picture clues, whenever possible.
- Provide structured overviews (study guides, summary sheets, and graphic representations) of the material covered.
- Provide guided pair work activities to practice and reinforce a concept, pairing a strong student with a weaker student.
- Use color coding for gender, verb/noun agreement, and other matching principles in the foreign language to highlight a concept.
- Use devices to remember a concept, such as songs with specified grammatical sentence structures, special rhythms, and words in the native language that sound like the word in the foreign language.
- Explicitly model study and test-taking strategies.
- Avoid gap-filling exercises, such as vocabulary or grammar worksheets, unless choices of answers are provided.
- Take time to explain how to read grammatical charts in foreign language textbooks.
- Provide sufficient time during tests to accommodate students with slow language processing skills.

# STEM Plan For Students
# With Developmental Disabilities

BY **CHERYL STEVENS**



**Teaching STEM is now a standard component of early childhood education, but do we pay enough attention to students with special needs?**

Educational institutions – from traditional schools to home school programs – are recognizing the value of early childhood STEM programs in teaching critical thinking, encouraging curiosity and fostering a love of collaborative learning and problem-solving.

However, as educators continue to build out their STEM offerings for younger children, they must pay attention to the needs of students with developmental disabilities. All too often, students with disabilities find that STEM activities aren't designed with enough consideration for their needs. That lack of consideration is an especially big loss considering that STEM-focused activities can be especially stimulating and enjoyable for many students with disabilities and that disability-inclusive STEM education can have substantial benefits for childhood cognitive development.

Fortunately, incorporating STEM education for kids with disabilities doesn't have to be difficult. If you're an educator interested in creating fun and interesting STEM activities for younger children with developmental disabilities, try these seven easy and fun activities in your classroom. They're designed to be accessible, interesting and rewarding for students of many different ability levels, and they help lay the foundations of logical and creative thinking that lead to a world of discovery.

## STICKY-NOTE MATCHING NUMBERS

A Post-It Number Match Game is a great way to teach basic math skills using a method that also provides the kinetic stimulation that many learners with disabilities need in their lessons. All you need for this activity are some markers, sticky notes, painter's tape and butcher paper.

Create a wall display with dots for each number, as well as a numeral on a sticky note to match. Then, hide the numbers around your classroom and send your kids on a hunt. Kids will love the accomplishment of finding each number, counting out the dots and applying each note to its spot! Best of all, the activity can be easily modified for identifying shapes, colours, or any other learning goal.
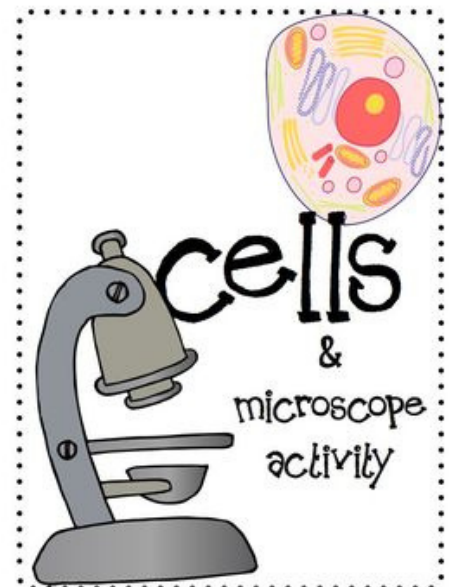




## MICROSCOPE ACTIVITIES

Microscopes are a classic way to get kids interested in the world around them, and starting with a student microscope kit will help introduce these important tools in a way that's accessible for young children with disabilities. Learning to manipulate the different parts of a microscope can be an excellent sensorimotor experience for students with disabilities and can help improve their confidence in operating STEM equipment, with many student microscope kits also coming with learning aids such as books, experiment cards and prepared slides. Finally, microscopes with digital cameras are also available that are great for guided learning exercises, as they make it easy for educators to display specimens on larger screens for easy viewing.
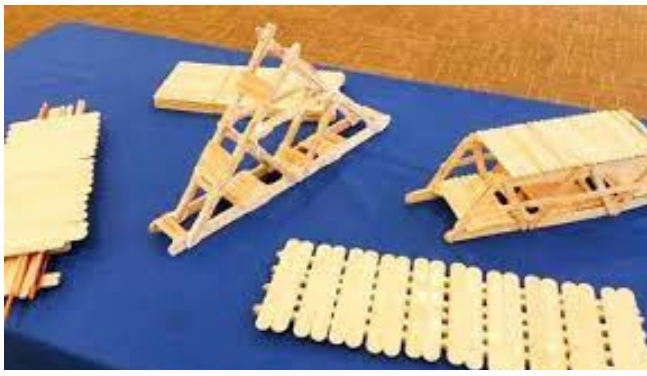
## POPSICLE STICK BUILDERS

Experimenting, creating and building are all key parts of the STEM process, and popsicle stick builders can be an excellent way to get kids going on these key concepts. All you'll need are a few Velcro dots and a big bag of multicoloured popsicle sticks (also called craft sticks). Each dot should come as a pair with a hook and a loop side. Place one of each on each end of the craft stick and you've got a fun and versatile building toy great for building letters, numbers, shapes and anything else a child's mind can dream up!





## CLASSROOM CATERPILLARS OR TADPOLES

Classroom caterpillar or tadpole kits can be a great choice for STEM classrooms with students with disabilities. Watching and caring for a living creature as it grows and develops is a priceless STEM experience that can foster a lifelong love of life sciences. Students of all different ability levels will learn about the life cycles of the animals around us, and they'll love watching the amazing transformation of caterpillars into butterflies or tadpoles into frogs. On top of that, these kits help teach responsibility and care for living things, which can benefit children's social and emotional learning.

# EASY STICK BLOCKS

With bristles that let them stick together on all four sides, these fun building blocks (also called bristle blocks) offer all kinds of building opportunities that other block toys don't. They're easy to stick together, but also require effort and concentration, so they can help students with disabilities learn to solve problems and work independently. Grab a big lot of them and let your learners' imaginations run wild, or challenge them to build structures that support small objects in the classroom.



# PATTERN BLOCKS

Recognizing, matching and manipulating patterns is a key early skill for STEM learners of all ability levels, and pattern blocks are an accessible and fun pattern-teaching tool that has been used for decades. These brightly-coloured blocks are an early childhood classic that gives children a dazzling array of shapes that they can rearrange to learn critical STEM concepts such as how parts come together to form a whole, shape symmetry and measurement. They're also great for many different kinds of learning, from structured lessons in which learners work to imitate a design, to creative play exercises in which they make their own.

# SOLAR UV BEADS

A box of solar UV beads offers two activities in one — a creative exercise that children of different ability levels can do, plus an awesome demonstration of a key concept in STEM. Making jewelry with these clear white beads is a great fine motor skill activity that offers simple, creative fun, but the real enjoyment begins once you take them out in the sun. Kids will be amazed to watch the colours of the beads change when they're exposed to sunlight, and it offers a great opportunity to show them the power of the sun and how natural forces can change the things around them.

# Teaching Romanian Language and Literature for hearing disabilities students in gymnasium cycle

Prof. Daniela Răducănescu
Liceul Tehnologic Special "Vasile Pavelcu", Iasi, România

The main difference in learning between hearing children and those with hearing disabilities is given by how certain subjects are taught. Longer study time as well as specific methods are required. Special auditory education, articulation (speech technique), lip-reading and listening exercises are basic curricular components for students with hearing disabilities in varying degrees. The perception of written language for the deaf student - which is much easier to realize than of oral language - is different from that of other children, from that of the teacher.

Listeners use writing as a secondary form of language, with speech as the basis. For a child with hearing disabilities, written language is the primary form, which can eventually serve as a premise for articulation. Residual hearing, speech, sign language, typescripts and lip-reading, used simultaneously, streamline the instructional-educational process by complementing each other.

The complex elements from the content of the standard school curriculum for the discipline of Romanian Language and Literature are eliminated or reduced to a minimum level of approach, for the gymnasium cycle for students with hearing disabilities. From the set of style figures, for example, metaphor is eliminated, and hyperbole and antithesis are approached based on discovery by analogy, to highlight the basic characteristics of some notions about literary theory.

The Romanian language and literature comprises, in an integrated manner, three components:
• the linguistic component, belonging to the language sciences, which ensures the correct and efficient use of the language;
• the inter-relational component, belonging to the communication sciences, which favors the social insertion of the individual;
• the aesthetic and cultural component, belonging to the literature, that ensures the complex development of the human personality.

**The linguistic** component is important in the development of the communication competence of the child with hearing disabilities, favoring the understanding of the relationship between use and norm and the awareness of the importance of the linguistic code, doubled by the gesture, in the communication process. In the gymnasium, the correct and directed learning of the norm of the Romanian Language and Literature aims at the correctness of the verbal expression doubled by the expression in mimic-gestural language, by reference to the norm of the standard Romanian language. Communication in the mother tongue is essential in defining the family and emotional environment, giving meaning to the sociocultural existence of each individual and supporting identity awareness.

**The interrelational** component is complementary to language competence and emphasizes the direct correlation of communicative behavior to context. The student with hearing disabilities is aware that any act of communication is based on the sharing of information, with an effect on individual sociocultural experience. This component also highlights the major role of compliance with behavioral norms that contribute to adequate social integration, ensuring the development of the competence to learn to learn, essential for lifelong learning.

**The aesthetic** and cultural component aims at developing the affective dimension of the personality of the student with hearing disabilities, by discovering and understanding the important role that the local, national and universal cultural context has in the process of personal development. The study of Romanian literature in relation to foreign literature, at the gymnasium level, respects the age peculiarities and reading interests of students with hearing disabilities and proposes a pragmatic approach, aiming at developing and stimulating creativity, freedom of reception and reading pleasure,  to understand the universal values and the importance of relating to them, in the process of forming an autonomous personality.

The information presented in this article is taken from the program adapted for the Romanian Language and Literature, for the gymnasium cycle, in Romanian education published in the Official Gazette[1].

_____
[1] Cf Monitorul Oficial al României, Anul 189 (XXXIII) – Nr. 520 bis, Partea I, 19 Mai 2021, p. 269, https://rocnee.eu/sites/default/files/2021/curriculum/Programe-scolare-invatamant-special_OME_3702_2021.pdf

# PROJECT LESSON PLAN

TEACHER:

CLASS:

LESSON TOPIC:

TYPE OF LESSON:

DANIELA RĂDUCĂNESCU

5TH

EPISTOLAR STYLE: OFFICIAL AND FRIENDLY LETTER

SUMMARY AND SYSTEMATIZATION OF ACQUIRED KNOWLEDGE

## GENERAL SKILLS:

Correct, adequate and efficient use of the Romanian language in the process of oral and written communication using as support the sign language;
Expressing one's own linguistic and cultural identity in a national and international context.

## SPECIFIC SKILLS:

Use of basic syntactic and morphological acquisitions of the standard Romanian language for the correct understanding and expression of communicative intentions;
Application of basic lexical and semantic acquisitions, in the process of understanding and correct expression of communicative intentions;
Monitoring one's own pronunciation and writing and the pronunciation and writing of others, capitalizing on basic phonetic acquisitions;
Observance of orthographic and orthoepic norms in the use of phonetic, lexical and syntactic-morphological structures in verbal interaction;
Associating one's own life and reading experiences with those from other cultures.

## OPERATIONAL SKILLS:

During the lesson students will have to:
C1. Orally outline a letter;
C2. Identify different types of letters from given models;
C3. Reconstruct the contents of a letter from templates;
C4. Compose in his own way, a friendly / official letter;
C5. Correctly construct their oral answers as well as their written ones;
C6. Insert elements of their own culture in the content of the friendly / official letter;
C7. Participate with interest in the lesson.

## TEACHING STRATEGIES - METHODS AND PROCEDURES. FORMS OF ORGANIZATION:

Conversation, observation, explanation, problem solving.
...........
Frontal and individual activity, in class or online.

## TEACHING AIDS AND RESOURCES:

- worksheets, drawing, templates, speech therapy disc, online language and sign dictionary;
- psychic: the normal reception and learning abilities of 5th grade students with hearing disabilities;
- time: 50 minutes in class/ 40 minutes online.

**BIBLIOGRAPHY:**

**Psychopedagogical and methodological bibliography:**
Burlea Georgeta, "Caruselul cuvintelor – curriculum de support pentru activităţile metodologice", Ed. Spiru Haret, Iaşi, 2002.
Burlea Georgeta, "Normal şi patologic în evoluţia limbajului. Esenţialul în logopedie", Ed. Spiru Haret, Iaşi şi Ed. Tehnica-Info, Chişinău, 2001.
Frunză, Virgil, "Facori favorizanţi şi perturbatori ai activităţii didactice", Ovidius University Press, Constanţa, 2003.
**Specialized bibliography:**
Constanţa Bărboi, Victor Lisman, "Gramatică şi stilistică - pentru uz şcolar", Editura Universitară, 2009.
https://dlmg.ro/dictionar/

**EVALUATION OF THE ACTIVITY:**

systematic observation, template drawing/ filling

**FRIENDLY LETTER (TEMPLATE):**

June 18th, 2020
IASI

Dear Ana,

I am writing to let you know that I will be coming to you in two weeks. You don't even know how much I miss the cakes made by you and your grandmother, the strawberry jam and the sherbet you make in the summer.
I really miss the smell of the grass and your apple orchard. I am very eager to see you!

Until our next meeting, I warmly embrace you,
Ramona

**OFFICIAL LETTER (TEMPLATE):**

Vasile Pavelcu High School
Str. Flowers no. 58, Iași
Nr. 145 / 12.06.2020

Mr. Director,

The undersigned Eduard Popescu, enrolled in the 5th grade at Vasile Pavelcu High School, please approve my request to perform remedial classes, during this summer vacation, in order to recover the lost material during the online school.

12.03.2020                                                             Eduard P.

To Mr. Director of Vasile Pavelcu High School

# TEACHING SCENARIO

| Sequences of activity | Competences | Content | Methods | Resources | Evaluation |
|---|---|---|---|---|---|
| Organizational moment | | Ensuring the optimal conditions for carrying out the activity. | Conversation  1 min. | | |
| Catching the attention | C5 C6, C7 | Exposition of 2 short letter models and their interpretation in mimetic-gestural language. | Conversation Explication  6 min. | Worksheet (rebus) | |
| State the objectives and announce the title of the recapitulated lesson | C6, C7 | Presentation of the summary plan and listing of work tasks. | Exposition  2 min. | Board The notebook | |
| Directing learning | C1  C2 C3 C6 C7 | Making a letter outline: - the summary plan will be noted on the board; - on the second board, write the outline of a letter, a scheme that will help students to build different letter templates on notebooks; this scheme will remain on the board until the end of the class; Distribution of 2 envelopes with templates/ speech therapy disc using wordwall.net with the specific terms, from which students will reconstruct 2 letters, then identify their type (official / friendly): - arranging the templates, according to the diagram on the board, so that the content makes sense; - students will identify to whom the letter is addressed, based on the addressing formula, the language contained in the letter and the closing formula; - students will be helped to understand in which situations they will have to write these letters and on what occasions. | Conversation The observation Problematization Templates  30 min. | Board The notebook Worksheet | Solving worksheets and appreciating answers |
| Feedback | C4 C5 C6 C7 | Compose a letter of your choice on notebooks, following the pattern of the sketch on the board and the previously solved templates. | Conversation  11 min. | Templates Notebook | Appreciation of compositions |

ANTET

Data și localitatea

FORMULA DE ADRESARE/ SALUT,

CONȚINUTUL

SCRISORII

FORMULA DE ÎNCHEIERE/ SALUT,

SEMNĂTURA
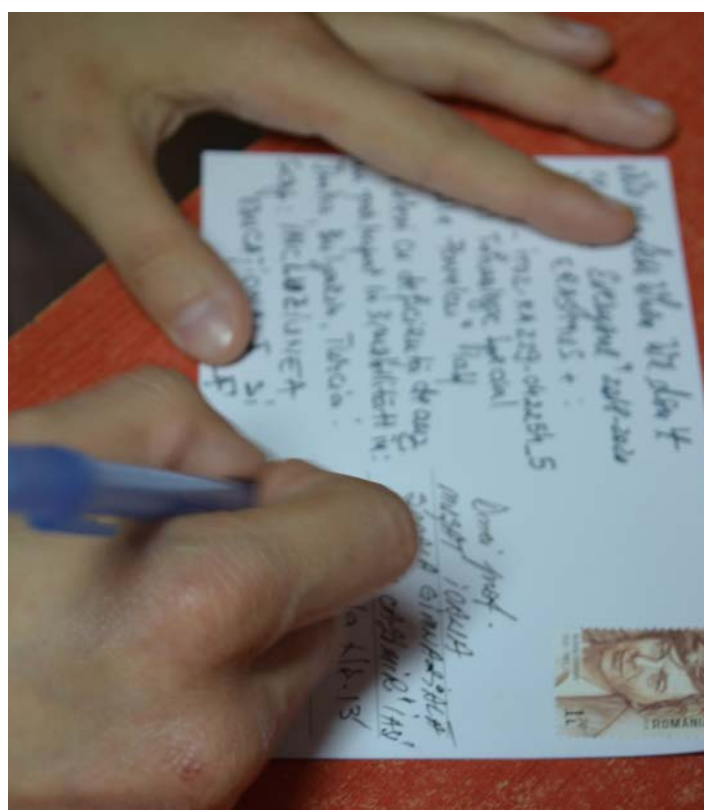
# Integrating technology in Speech and Language Therapy

Prof. Theodor Sîrbulețu

Liceul Tehnologic Special "Vasile Pavelcu", Iasi, România

The rapid development of technology in the last decade (talking only about mobile phones and computers here) has opened new opportunities, including improved communication features and general accessibility. For example, deaf students use sign language, lip-reading, and texts to communicate, therefore especially visual types of communication methods like e-mail, instant messengers, video chats/calls, social media apps, bilingual media, captions/subtitles, and websites are appropriate, leading to better, easier, and faster understanding of the message.

Studies and experiments concluded that computer learning programmes have been proven to increase learning efficiency by over 20% in children with various disabilities.

For deaf children, who cannot benefit from sound information, the teaching educational programs & apps must be primarily visual, and richly illustrated.

ICT (Information and Communications Technology) can be integrated into all therapeutical activities as an alternative means, from regular, traditional speech and language therapy approach, to new approaches AVT (Audio Verbal Therapy) and even the Natural Oral Auditory Approach. If used correctly it will bring the extra motivation and variety that any activity needs to find success.

Nowadays smart technology has functions that allow it to be used in our educational and therapeutical activities as prosthetic, recuperative-compensatory, diagnostic, and instructional devices. It is up to us, be open and creative.



PICTURE FROM PERSONAL WORK ARCHIVE

## Hearing aids and cochlear implants

For students with hearing loss, technology also means hearing aids; we are talking about regular hearing aids or cochlear implants (CI).

These devices are very good nowadays, they are smaller and can connect to other devices via WIFI or Bluetooth. In addition, we need to take into account that they are very sensitive. Therefore, our classrooms or offices should be arranged to prevent excessive noise.

Noisy footsteps, students whispering, speaking loudly or chatting, noisy work inside or outside the building, moving chairs or tables, can affect students who use hearing aids or CIs.

How can we improve the environment for them?
-Position in front seats
-Talk facing the student to allow leap reading
-Use carpets or similar on the floor
- Soundproof the room
-Use radio/ WIFI transmitters and mics that connects to student's devices
- Talk one at a time
- Talk clearly, do not yell
- Repeat/rephrase if needed
Do not avoid to have natural noisy situations in the room at all, but when important information is transmitted be sure the rules above are followed in order to ensure proper reception and understanding.



PICTURE FROM PERSONAL WORK ARCHIVE

TEACHER: THEODOR SÎRBULEŢU
CLASS/GRADE: 2ND
LESSON TOPIC: HEARING RECOGNITION OF ESSENTIAL WORDS: DOMESTIC ANIMALS AND NUMBERS (1-10)
TYPE OF LESSON: SPEECH, LANGUAGE AND HEARING THERAPY
BENEFICIAR CARACHTERISTIQUES: LANGUAGE DEVELOPMENTAL DELAY BASED ON MODERATE SENSORINEURAL ACQUIRED HEARING LOSS (SNHL)

## GENERAL SKILLS:

1. Develop listening and verbal communication skills.
2. Develop active vocabulary.

## SPECIFIC SKILLS:

1. Use intelligible speech when verbally communicating on the given theme.
2. Use new vocabulary words in communication.
3. Answer correctly the given questions/tasks including those that use homonyms (homographs or homophones).

## OPERATIONAL SKILLS:

1. COGNITIVE:
- TO NAME DOMESTIC ANIMALS AND NUMBERS;
- TO DIFFERENTIATE THE WORDS PRACTICED;
- CORRECTLY PRONOUNCE THE WORDS USED;
- ISSUE AND RECOGNIZE THE ONOMATOPOEIA CORRESPONDING TO DOMESTIC ANIMALS.
2. PSYCHO-MOTOR:
    - USE THE PHONO-ARTICULATOR APPARATUS CORRECTLY FOR BEST PRONUNCIATION;
    - USE THE ICT (HARDWARE, SOFTWARE) CORRECTLY.
3. AFFECTIVE:
- EDUCATE THE PERSONALITY AND RESTORE SELF-CONFIDENCE;
- DEVELOP MOTIVATION FOR VERBAL COMMUNICATION.

TEACHING STRATEGIES-METHODS AND PROCEDURES:
FORMS OF ORGANIZATION:

Conversation, Explanation, Exercise, Demonstration, Imitation, Intuition, Therapeutic-educational game

............

Individual activity/ one on one

- Computer and educational software, cards, dictionary, worksheets, sound amplifier/ headphones
- psychic: the reception and learning abilities of a 2nd-grade student with hearing disabilities;
- time: 30 minutes.

**Bibliography:**

1.Dana Suskind, 2015, Ebook: thirty million words building a child's brain, Dutton Books
2.Fickenscher, Sherri; Salvucci, Dan, 2017, "Preparing to Teach, Committing to Learn: An Introduction to Educating Children Who Are Deaf/ Hard of Hearing, Chapter 7: Listening & Spoken Language Strategies";
3. Morag, Clark, 2007, "A Practical Guide to Quality Interaction With Children Who Have a Hearing Loss", pag. 58, Plural Publishing Inc., San Diego, Oxford, Brisbane;
4.Pollack, D., Goldberg, D. and Caleffe-Schenck, N. (1997). Educational Audiology for the Limited-Hearing Infant and Preschooler. Springfield, Illinois: Charles C. Thomas.
5. Sîrbuleţu, Theodor, 2011, (pp 605-609) Softul educațional cu aplicabilitate în procesul terapeutic-compensator-recuperator al copilului hipoacuzic, în Simpozionul național Kreatikon, editura Spiru Haret, Iași.
6. Verza, Emil, 1998, Tulburări de limbaj, în Verza, Emil, Păun, Emil, 1998, „Educaţia integrată a copiilor cu handicap", Ed. Polirom, Iaşi.
7. Verza, Emil, 2003, Tratat de logopedie – vol. I, Bucureşti, Ed. Fundaţiei Humanitas.

EVALUATION OF THE ACTIVITY:

Systematic observation, check on the list of improvements in speech and hearing if the case.
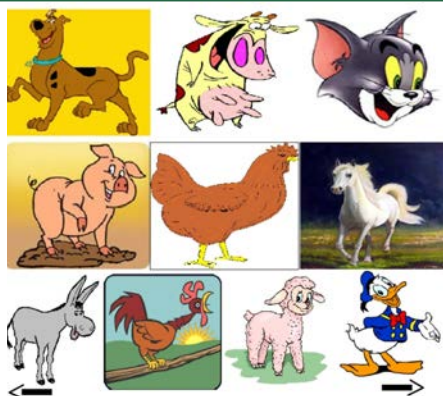


Example from the software used. Each animal image, if clicked, triggers an appropriate sound. This is a free resource available only in Romanian.

# TEACHING SCENARIO

| No. | MOMENTS OF ACTIVITY | THERAPIST'S ACTIVITY | CHILDREN'S ACTIVITY | DIDACTIC STRATEGIES | ASSESSMENT |
|---|---|---|---|---|---|
| 1. | Setting up | Preparation of the teaching material, office ventilation, disinfection of the speech mirror. | The arrival of the child and the placement in its place. | | The child's interest. |
| 2. | Getting student's attention | It uses greeting, differentiating between "Good morning" and "Good evening". The student is asked what his name is. The therapist insists on both names. Repeat if necessary. Leap-reading and hearing use is constantly encouraged. | Observe and answer questions. | Conversation Imitation Modeling | Focusing attention on the task. |
| 3. | Communication of the theme and objectives | Communicates to the child therapeutic objectives: "Last time we talked about animals in general. Today we will learn to say and hear still about ..." The student is asked to guess from 3 attempts, after which "domestic animals" are specified. | Listen and look at the professor. He expresses interest in some animals. | Explanation | The child's involvement |
| 4. | Therapeutical activity | Presents the image sheet representing the main domestic animals. Differentiates domestic animals from wild animals and make obvious mistakes ("my grandmother had a cat and a bear in her house") in order to stimulate student's motivation. Guide, demonstrate pronunciation, correct student's pronunciation, if necessary, without criticizing. Maintain eye contact and insist on using regular hearing. Only if needed allow the leap-reading or other supportive technique. . | Associates the image with the corresponding written name, pronounces, type it if necessary (corrects the teacher). | The didactic game Exercise Demonstration Imitation Picture card | Active vocabulary. Speech correctness |
| | . | Presents page No. 1 and 2 of the program for the development of phonematic hearing, explains to the child the task: to recognize the animals presented verbally (in blind: hidden for leap-reading) by the teacher at the microphone by pressing the corresponding image, to call them verbally and typed listening to the sounds made by them. Helps and corrects if necessary. The teacher also includes some intentional errors to create irritation. | Pronounce correctly, the name of the domestic animals studied. | The didactic game Computer Educational software Exercise Demonstration Imitation Worksheet Hearing aid | The degree of correct pronunciation. Performing phonematic analysis and synthesis. |
| | . | Place the student face directly at the teacher and explain the task. Pronounces the name of numbers 1 to 10 hidden from leap-reading, so that he can only auditory receive the stimulus. Change the role and ask the student to play the role of therapist. Appreciate the answers in a positive way. | Listen carefully and pronounce according to the auditory receiver edit model and identify the named number. Give the teacher an indication and support in accomplishing the task. | The didactic game Exercise Hearing aid | Speech correctness |
| 5. | Assessment | Ask the child to sit with his back to the computer and explain the task, he must listen to the sound made by the various domestic animals studied and identify them verbally and through mimico-gesticular language. The student remains seated with his back to the computer and sideways to the teacher so that he can only receive the auditory stimulus (no cues like leap-reading, images s.o.). | He auditory discriminates onomatopoeias, identifies the animals represented and pronounces their name correctly. | Practice The board with numbers Computer Educational software Sound amplifier | The correct pronunciation. The correct name-sound assignment. |

| | |
|---|---|
| 1. Title of the activity / practice | *We are different* |
| 2. Author | *Aneta Spasova* |
| 3. Target groups | *Age group 11 - 14* |
| 3. School subjects/areas concerned | *Social studies* |
| 4. Overview and purpose | *The students realize how different people are. They imagine being someone else and consider inequality as a source of discrimination and exclusion* |
| 5. Aims of the practice | • *To promote empathy with others who are different*<br>• *To raise awareness about the inequality of opportunities in society*<br>• *To foster an understanding of possible consequences of belonging to minority groups*<br>• *To practise asking /answering questions about daily routine* |
| 6. Duration | *40 min* |
| 7. Short description of the activity | • *Prepare 6 different role cards, such as: your father is a bank manager, you are from a rich family but in a wheelchair, your parents are unemployed, you have everything you need and you look cool, you have no parents and live with your grandmother, your parents are immigrants and you look different, you have asthma and miss a lot of school...*<br>• *Introduce the activity by asking the children if they have ever imagined being someone else, another child who may be quite different from themselves. (It can be done in their mother tongue*<br>• *Explain that 6 volunteers will take a slip of paper with their new identity. They should read it silently and not let anyone know who they are. Help them if they have difficulty understanding.*<br>• *The volunteers have 15 minutes to get into their role – they can draw a picture of themselves and their house or room, they can walk around the room pretending to be this person.*<br>*The other students use these 15 minutes to work in groups and think of different questions to find out what the roles are. The questions can be really simple: Do you like pizza? Is your house big? Do you have a pet? Where do you go on holiday? Do you like playing tennis?*<br>• *Volunteers are asked questions and they give their answers depending on their roles.*<br>• *The groups try to guess the roles. The volunteers finally reveal their roles.*<br>• *Follow-up: You can ask the students to write a story or/and draw a picture illustrating a daily routine of a person they choose.* |
| 8. Developing skills/key competences | *Speaking*<br>*Listening*<br>*Writing (homework)* |
| 9. Materials /Resources | *6 Role cards* |
| 10. Short theoretical background (if applicable) or curriculum context | *If you are a language teacher, you can use this activity for your students to practise some grammar structures.* |

**UNIT PLAN Yoga and Emotions**
**Istituto Comprensivo Monte Rosello Alto Sassari**

| Title | *Emotions in the body* |
|---|---|
| Class | 3^ B |
| Subjects | Italian, Physical Educaion |
| Time | 3 months |
| Goals | - Reads texts of various kinds that are part of children's literature, both aloud and in silent and autonomous reading and formulates personal judgments on them.<br><br>- Uses body and motor language to communicate and express their moods, including through dramatization and rhythmic-musical and dance experiences. |
| Key competences | - Functional alphabetic competence<br>- Personal, social competence and the ability to learn to learn |

| Acquaintances | Operational skills |
|---|---|
| Know the emotions; know the words to describe emotions; know the positions of yoga, the description of the movements, the sensations related to the practice of this activity; know the motivational phrases related to the positions. | Communicate with simple and complete sentences, structured in short texts that respect spelling and punctuation conventions.<br>Expand the lexical heritage through school and extracurricular experiences and oral interaction and reading activities.<br>Improve the emotional regulation |

| Activity | - Video yoga lessons will be proposed as a model for practicing the represented positions (asanas).<br>- These positions will be explored through illustrated cards and detailed descriptions.<br>- Audio books and short texts on emotions will be proposed, as a starting point to allow students to specifically understand the characteristics of emotions and to be able to recognize and then describe them.<br>- Links will be made between emotions and yoga postures.<br>- Strategies will be developed to better manage emotions. |
|---|---|
| Tools | Videos, images, descriptive representations, comprehension tests. |
| Monitoring and evaluation | Ongoing monitoring<br>- Compilation of tests<br>- Participation in activities<br>- Return of the requested material (photos, videos)<br><br>Rating<br>Participation and commitment in the proposed activities will be evaluated |
| Self-assessment | Final course self-assessment questionnaire |

**Final paper:** Collection of the interventions of the students during the tests and activities :

**https://padlet.com/grapiras1/pynv0lstyw60yfkk**

# IDENTIFICATION FORM FOR STUDENTS IN THE RISK GROUP

**Identification Form for Students in the Risk Group**
**STUDENTS IN THE RISK GROUP DETECTION FORM**

Below is the list of risky behaviors you have observed in the class where you are a Class/Branch Counselor if there are students that you have observed to have the characteristics in this list,

Include the student's first and last name in the blank. As a guidance service the diagnosized students will have a short session.

NOTE: Information in accordance with the principle of confidentiality; It should be collected in such a way that students do not notice, and the information should be filled in surely.

Class:                                                          Class/Guidance Teacher:

| Behaviour-Family Features | Name & Surname (Students) |
|---|---|
| Are there any students whose parents have passed away? | |
| Is there an adopted child? | |
| Is there a student whose parents are divorced or living apart? | |
| Is there a student who is addiced to cigar,drug,alcohol,etc.or you've presumed ? | |
| Are there any students who have friends of risky groups or gangs,etc.? | |
| Is there a student whose family's socio-economic status in low –income? | |
| Are you constantly exposed to domestic violence? | |
| Are there any students who have health problems or lack in self-care ? | |
| Is there a student who has attempted to steal friends' belonging? | |
| Is there a student who has had tantrums or aggressive behaviours at school ? | |
| Are there any students who have been suspended or have had disciplinary punishment (warning, reprimand, expulsion from school) ? | |
| Is there a student who suffer from eating disorders overeating, obesity, insufficient nutrition? | |
| Observations: | |

# REFERENCE

- Save the Children, 2014-This report was prepared by Save the Children's EU Advocacy Office in Brussels and Europe Group members.
- Okullardaki dezavantajlı ve riskli altındaki çocuklar proje grubu çalışması, Konya-2014 , H. Taşdelen, M. Turhan, M. Erikci,S.Özkan.
- Öğretmenler ve okul yöneticileri için risk grubundaki çocuklar ve yaklaşım stratejileri, T.C.Kocasinan Kaymakamlığı, Kocasinan Rehberlik ve Araştırma Merkezi Müdürlüğü.
- At Risk Students and the Study of a Foreign Language in School, was prepared by Leonore Ganschow and Elke Schnieder, 2008 International Dyslexia Association.
- Pearson Academy course "Together we can get it!" Inclusion and cooperative learning in today's classroom Acts from the seminar held by Luisa Tracogna, 22nd March 2018 on training platform: https://www.pearson.it/place formazione/pel/secondaria_1_grado
- training platform and seminar prof. Luca Raina seminar of October 6th, 2018 http://apprendimentodigitale.po-net.prato.it/giornata-apprendimento2018 /docenti /archivio11_3_187_125_21.html
- apps suggested under address https://www.youtube.com/channel /UCTGi9L8UbkhVuni6jWQpyHQ
- general information and news from the website https://www.aiditalia.org/ Italian site for families and students with dyslexia.

In all materials have been used copyright-free pictures from the websites: Pexels, Vecteezy, Freepick, our own photos and personal teaching scenarios.

**FOR MORE INFORMATION:**



**Multilingual Dictionary in Seven Language E-Dictionary**
'We Are Less When We don't Include Everyone' Erasmus + Project



**We are less when we don't include everyone Erasmus+**

We are less when we don't include everyone Erasmus+. 277 likes. Erasmus+ project

facebook.com

# ERASMUS+ PROJECT



## 2018-1-IT02-KA229-048254

The project WE ARE LESS IF DON'T INCLUDE EVERYONE through its activities and products promotes inclusive education, combats discrimination and fosters intercultural understanding.
Project Topics: Disabilities – special needs; EU Citizenship, EU awareness and Democracy; Inclusion – Equity

## PARTNERS

**ITALY**
Scuola Secondaria di 1  "G . Borsi"

**TURKEY**
Ulamıs Ortaokulu

**POLAND**
Spoleczna Szkola Podstawowa  STO

**ITALY**
Istituto Comprensivo Monte Rosello Alto

**ROMANIA**
Liceul Technologic Special "Vasile Pavelcu"

**BULGARIA**
54 SU St Ivan Rilski