



«Project Reference: 2019-1-RO01-KA201-063573»

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PASSION MODEL

1. Perceive

Perceiving the student's need to be introduced into an educational program based on various forms of therapy; this phase identifies students at risk of dropping out of school, highlighting patterns of vicious behavior, poor social and emotional skills, and low levels of integration into the classroom. Specific tools for measurement initial situation are described into this phase, in connection with ESL indicators which will be drawn-up. Specific tools will be applied for precise target categories. (Ex: pupils with learning difficulties - cognitive tests, children with economic difficulties individualized questionnaires for parents, etc.)

We'll use questionnaire, case study, observation, letter method, method of describing your own portrait / introspection, tree test, family test and others partners methods. Selected indicators correspond project objective 1 and 2 and are: Pupil's performance rate; Grade of aggressivity in class; Number of communications with professors for shy pupils; Number of bullying actions; Number of relationships in class; The extent to which target pupils will increase socio-emotional skills (qualitative indicator); The extent to which pupils are more motivated/engaged into class activities.

2. Act

At this stage are established educational methods based on therapeutic techniques that will solve the problems identified for a group of students with the same problems.

For the project this phase corresponds with creation of intellectual output 1, <Therapeutic educational activities for ESL inclusiveness. Handbook for teachers.> and design/development of digital storyboards, real cases scenario and e-games, part of e-learning courses for pupils developed for intellectual output 2.

The therapeutic methods considered for the project are: expressive therapy (art therapy, dance therapy/movement therapy, theatre therapy, psychodrama, melotherapy, writing and bibliotherapy, photo/video-based therapy), emotion focused therapy, group therapy, color and chromotherapy, game therapy, applied behavioral analysis (ABA), Cognitive Behavioral Therapy, Occupational Therapy, speech therapy, and others if considered.

3. Stimulate

At this stage, it is working with pupils with a certain type of needs, stimulating them effectively by applying the identified therapeutic methods and techniques.

It is intended to apply the methods described in intellectual output 1 and 2 and to select the target according to the lack of socio-emotional skills and / or the type of behavior and not the category they belong to, including the inclusion of mixed groups of pupils; For each skill / group of socio-emotional abilities one or more of the techniques described on intellectual output 1 will be applied.

Intervention in mixed groups focuses on:



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- Intervention, on established topics, in small groups (4-10 participants)
- Involvement of pupils in the activities of the class they belong to and specialized observation.

As an exchange of best practices, each partner will apply different methods created at intellectual output1 and 2.

4. Socialize

This stage takes place in parallel with step 3 and aims interacting / communicating with all the members of the group (students, teachers / psychologists, parents, etc.) in order to obtain / improve the social skills but also to increase the cultural, civic and media competencies.

Each activity described into intellectual output 1 will identify the modalities of interaction with all members of the group and some practical tips application will be mentioned. Those specifications will be followed.

E-learning platform facilities will be used for different groups: partners-professors, professors-professors, external-stakeholders professors, etc.

5. Individualize

At this stage the psychological approach started in the other phases continues with an individualized approach for each student; Methods to be used:

- Individual counseling for students, parents and teachers
- Individual curricular learning activities and cognitive stimulation, according to a Personalized Intervention Plan.
- Individual speech therapy, to solve language disorders and speech stimulation / development
- Differentiated work in classroom activities.

6. Obtain

At this stage the same tools and indicators as into Perceive phase will be used to measure the achievements; then the collected results will be analyzed, observing the extent to which the initial problems are improved/resolved.

7. Notify

The remarks made in the previous stage are notified in an individualized report for each student and group of students with the same problems; they will form the basis of the model's resumption in a circular fashion; the next cycle will begin with the Act step.

Model initiator and coordinator: Constantin Mihaela Catalina – [SC EDUFOR SRL](#)

Initial model up-dates and reviews: [School no. 18 din Timisoara](#)

Reviews during the project: [all partners](#)