

# Eliminating Social Exclusion EliSE Erasmus+

Nr. 2019-1-LV01-KA204-060427

## Training Course

Interdisciplinary network for special &  
intercultural education “Include”

Thessaloniki, Greece



Co-funded by the  
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# Learning Unit 1

## A social educator - family Collaboration Model

Special focus on families with children  
In behavioral difficulties

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# EVALUATION

Training course EliSE Erasmus+  
School and family collaboration for children with  
behavioral difficulties

## Summary

Please check your Knowledge  
answering the following questions:

<https://forms.gle/8BRwr86otv3dmvte8>



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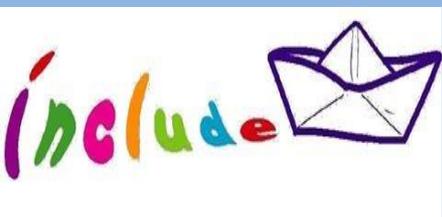
Childhood and adolescence are important life stages that affect mental health and welfare throughout person's life



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**WHO, European Region (2020)**



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# Exercise

**Which factors can adversely affect children's behavior?**

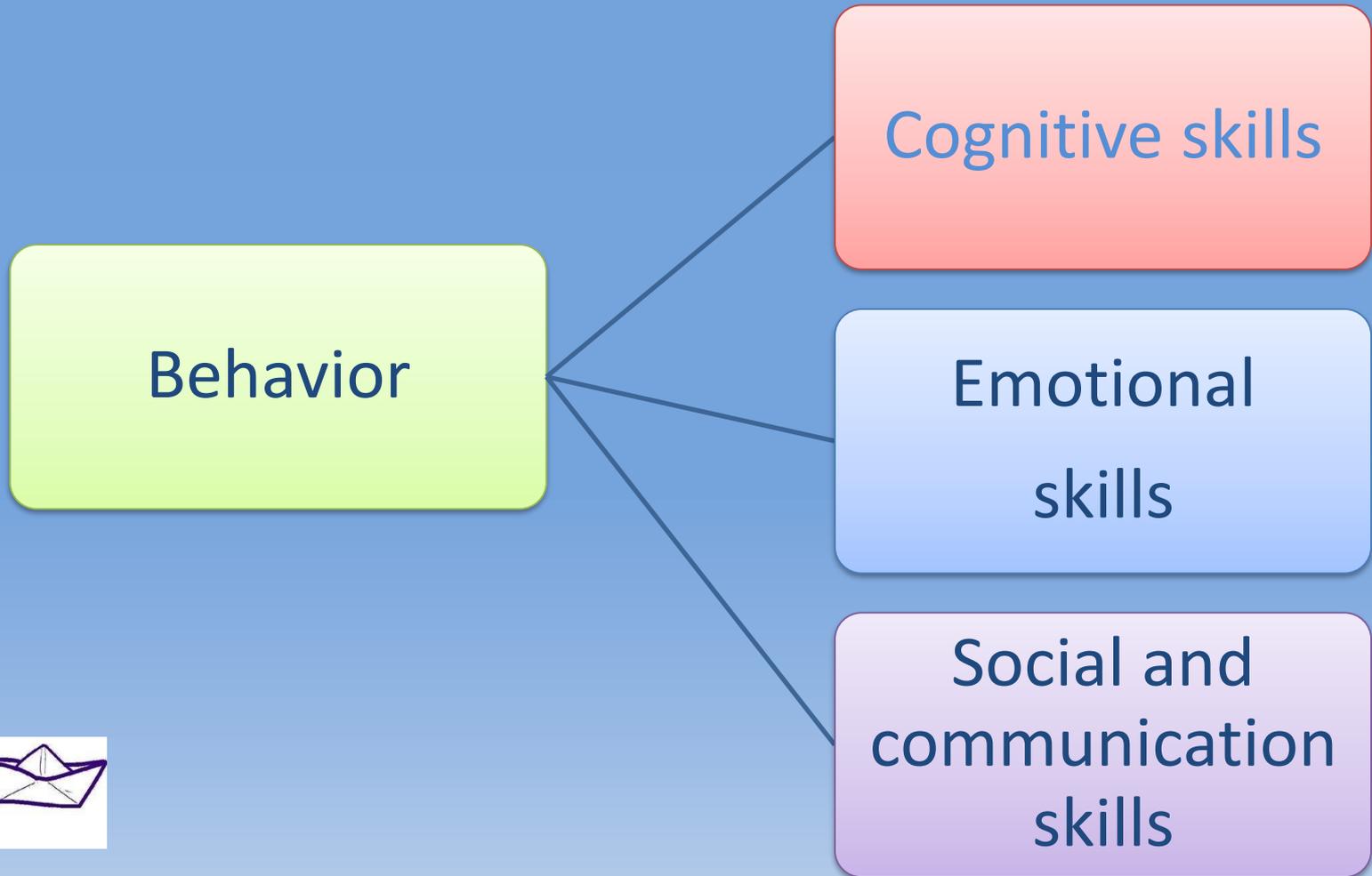
**-work in groups and express opinions  
(10 minutes)**

**-write in chat your opinions  
(3 minutes)**

**-discussion**



# Factors that affect behavior



# Behavioral difficulties with obvious reason

Behavioral difficulties are manifested in children with Autism Spectrum Disorders or intellectual disability (Horbach, 2020, Jansen, 2020, Ngashangva, P. & Dutt, S. 2015)



# Factors that affect behavior

**Adverse socio-economic conditions**

**Negative experiences at school and family**

**Problems in family**

**Bad parenting practices**

**Emotional Skills**

**Social and communication skills**

**Cognitive skills**

**Difficulties in social adjustment behavior and communication**

## Behavioral difficulties vary

- ❑ aggressive behavior, acute mental stimulation.
- ❑ They are long-standing and often more than one difficulty to each individual .
- ❑ These difficulties in their related disorders have significant negative effects on individual, family and society.

(WHO European Region, 2020)



Students with behavioral problems may appear emotional or behavioral disorders

- provocative, threatening, intimidating, behavior
- aggression or non-compliance with the rules, lack of respect for teachers.
- They often find it difficult to manage their emotions, characterized by anger and frustration.
- They are very sensitive to cancellations.
- Anxiety



Emotional and behavioral disorders  
( **ICD-10 Version:2016**, Emotional and Behavioral disorders )

<https://icd.who.int/browse10/2016/en#/F90-F98>



- Emotional or behavioral disorders usually occur in the first five years of life and are characterized by:
- inability to build or maintain satisfactory interpersonal relationships with other people
- lack of concentration in activities that require cognitive participation
- tendency to move from one activity to another without completion
- excessive activity
- Impulsivity
- Awkwardness with frequent accidents
- Lack of compliance with rules due to weakness
- They are not popular with other children and can be isolated.
- Delay in movement and language development
- Low self-esteem.



Emotional and behavioral disorders  
( ICD-10 Version:2016, Emotional and Behavioral disorders )

<https://icd.who.int/browse10/2016/en#/F90-F98>



# Exercise

- What are the attitudes towards children and families with behavioral problems?
- 5 minutes... in chat individually
- Or in groups, write your opinions
- 10 minutes to talk by raising your hand (whoever wishes)





Emotional or behavioral difficulties are not "visible or obvious" disabilities while some stereotypes about them dominated:

- It is often thought that their management is simple and depends on the "will" of the child and the family.
- is the result of "poor upbringing" from family's context



- A typical way to deal with emotional and behavioral issues is to avoid discussing them.
- It is almost believed that if we do not talk about problems, there will be no problems.



- Of all the difficulties the emotional type is the last one that we associate with disability
- Do you not see children with emotional difficulties or behavioral problems ?.



- Although estimates show that 1/5 will have some form of emotional difficulty during his/her life, it is still the disability that few talk about.
- Unfortunately, the philosophy of sand does not work. Questions, concerns and opinions do not disappear. They can be covered, but they do not disappear.
- Fear and uncertainty are created and, without education and training, the environment is "ripe" for misunderstanding and perpetuating myths.



Deterministic  
approach  
Medical model

Holistic approach  
Social-cultural model

Disadvantage  
factor  
Child  
or  
Family..

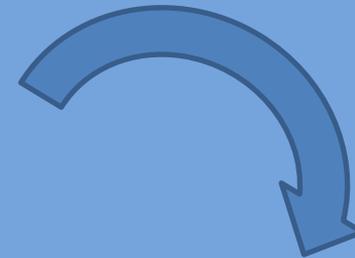
According to Vygotsky, a malfunction creates limitations, but the "special" in child's characteristics is a result of the effect of secondary social and / or psychological limitations (1997, 2000).

The removal of psychosocial limitations that are "responsible" for the profile of the special person is a question (Nanou, 2015)

The child's difficulties are taken into account in conjunction with existing educational practices (Kourkoutas, Plexousakis, & Georgiadi, 2010).



Focus on factor interaction Social disability model



result of a dysfunctional interaction between the individual and the environment



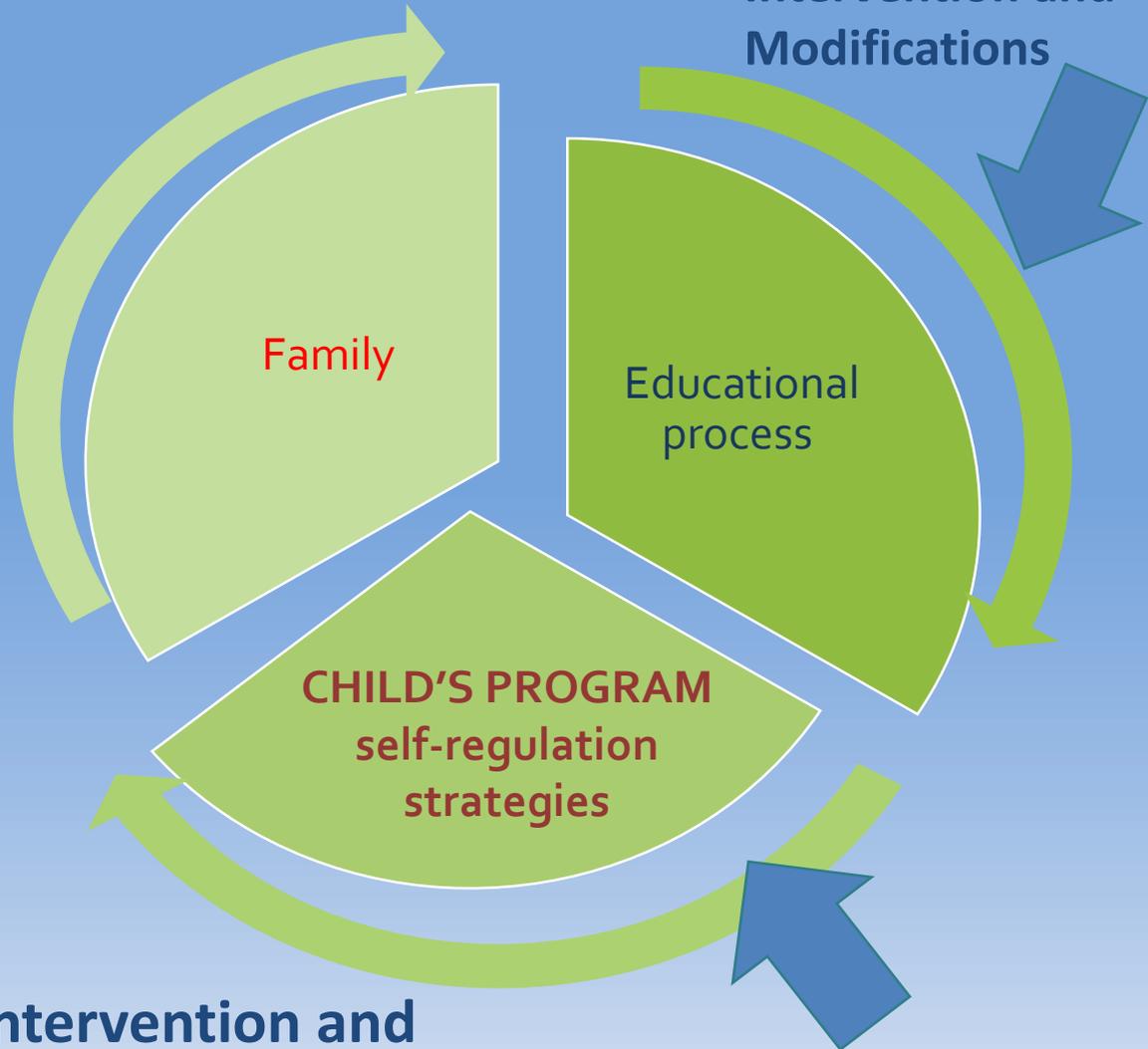
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# A holistic approach to managing behavioral problems

Intervention and Modifications

Intervention and Modifications



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Intervention and  
Modifications

# Successful programs... Successful inclusion programs



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# Training Programs

- For teachers and parents
- Evaluation and discussion the questions, beliefs and concerns of all who involved before students arrive
- Provide basic education to all members of the school community about behavioral or emotional difficulties and solving strategies
- Hiring trained staff and providing in training and support education
- Providing advanced education for those who are more responsible for helping students with behavioral difficulties learn how to offset their disability.



- **Appropriate services in schools**
- Hiring full-time professional staff.
- Exploring the policies and procedures that applied and discussing what adjustments may be required.
- Recording of environmental factors
- Encourage ongoing open discussion to talk about successes, problems, concerns and questions.



# Modifications to the classroom and home environment

As with other situations, students with emotional and behavioral disorders need a **positive, structured environment that supports development,**

- Students with emotional and behavioral disorders tend to be **anxious** about transitions and unexpected changes.
- A **visual program** of activities is an effective way to start the day and help students feel safe.
- **Routines** are very important for classroom management, boost self-esteem and reward desired behavior



# Exercise

- How do you "approach" behavioral difficulties?
- What are your thoughts concerning this difficulties?



# How much can I rely on my perception?

## Examples of optical illusions

- <https://www.youtube.com/watch?v=apcnTjgj7CI&list=RDCMUCJekgf6k62CQHdENWf2NgAQ&index=1>
- <https://www.youtube.com/watch?v=xYe4-7I5ot0>
- <http://users.sch.gr/izogakis/prooptikes-psevdesthis/>
- <http://users.sch.gr/izogakis/wp-content/uploads/2013/01/EnnodeKroon-03.jpg>





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# Basic principle

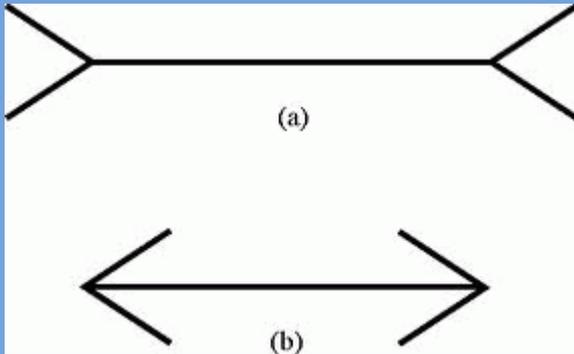
## Correct perception



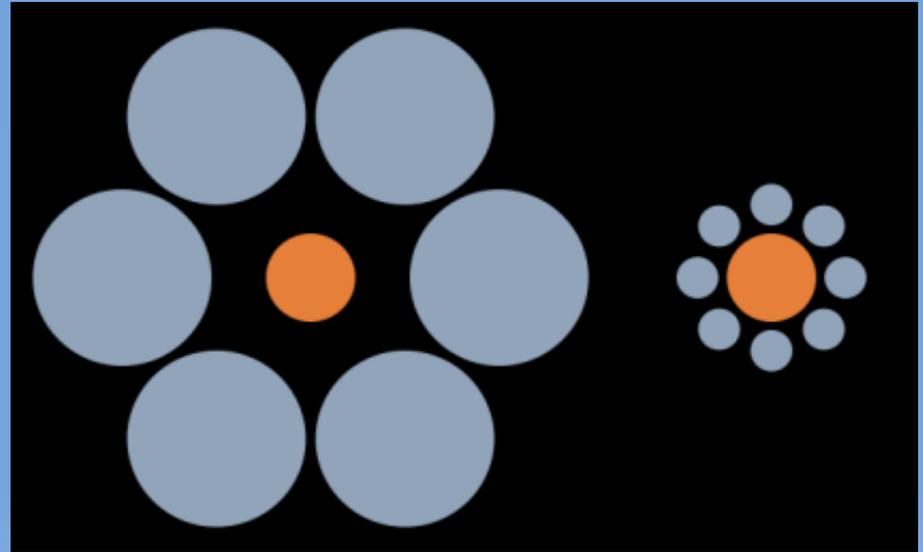
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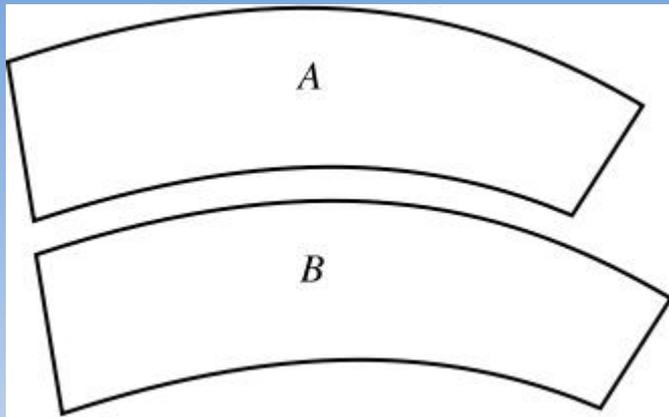
How Correct are my assessments ?



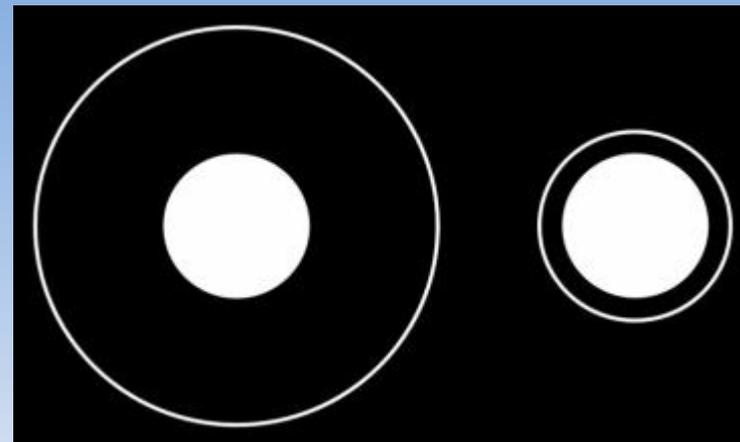
Müller-Lyer



Titchener to 1901



[Joseph Jastrow](#) to 1889.



# Exercise

Is there some analogy  
between the visual illusions  
we presented before and  
"Our view of the families of  
children with unwanted  
social behavior?"



# Steps to prepare cooperation between parent and teacher and create the conditions for changes in Family



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# A short Film Partly Cloudy

These steps are necessary, otherwise I will be like the little stork in the movie..to look for solution by myself

<https://www.youtube.com/watch?v=HSZZ5Vq3hNw>



Partly Cloudy (New Soundtrack)

6.655.390 προβολές 40 χιλ. 3,1 χιλ. ΚΟΙΝΟΠΟΙΗΣΗ ΑΠΟΘΗΚΕΥΣΗ ...

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# Designing a program to support parents

Andromachi Nanou, Phd



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# Exercise

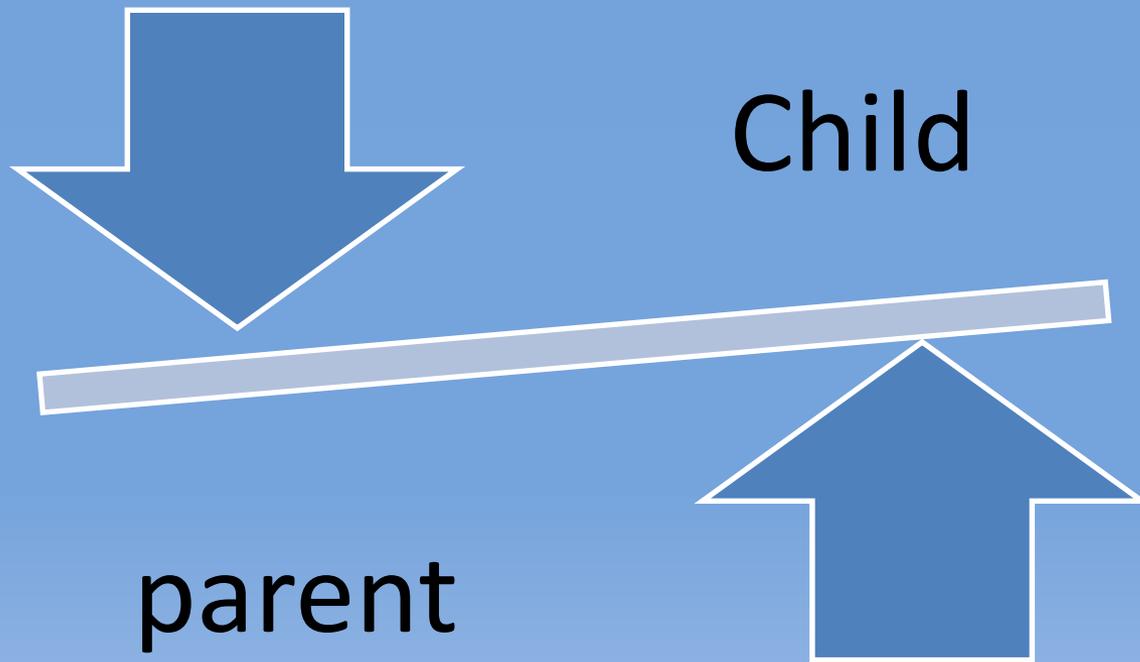


Partly Cloudy (New Soundtrack)

What skills or competencies are helpful for a social or special educator

A) to support children

B) to support parents



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## Factors that affect the quality and the expected behavioral changes

- **Parents: Educational level  
socioeconomic status**
- **Child: age and performance  
(more involvement in early ages)**



# Question

- Do I know how to get started?
- Which steps should I follow in my collaboration?



## The Seven –Stage partnership Process

- Preparing to partner
  - Assessing needs and strengths
  - Coming together
  - Creating shared vision and plan
  - Taking action
  - Evaluating and celebrating progress
  - Maintaining momentum
- ✓ Bryan's and Henry's (2012)



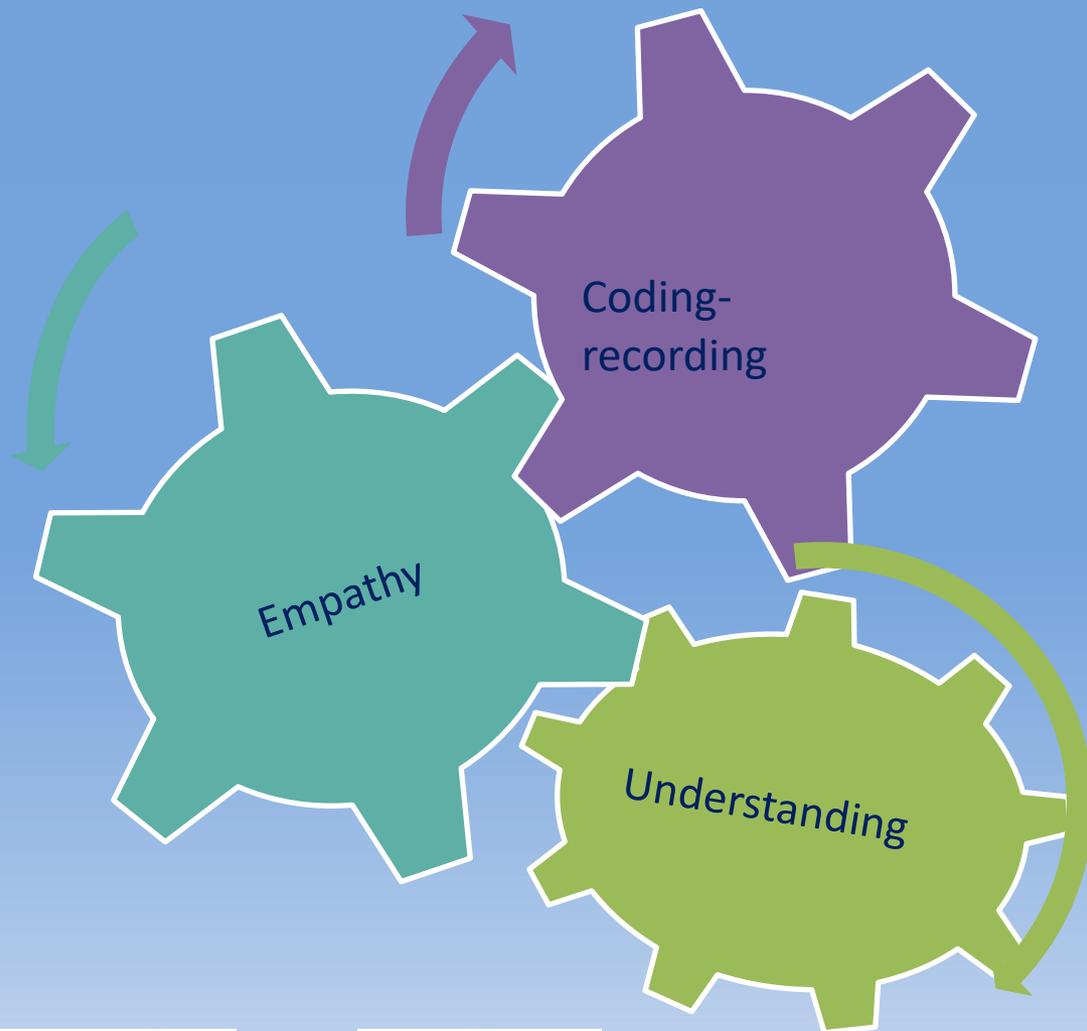
# 1st Stage: Preparing to Partner

- We lay the foundations for effective collaboration, getting to know the families of our students and leaving behind stereotypes and prejudices (Hines et al., 2014).
- We create a climate of respect and trust for both sides.
- We manage inequalities in terms of race, educational level, language, nationality, socio-economic background.



## 2nd Stage: Assessing needs and strengths

- I explore the needs and strengths of students and their parents/families, I record them.
- I record their strengths combined with their problems.



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# 3<sup>rd</sup> Stage: Coming together

- We set goals for collaboration between children and parents.
- I involve parents in activities related to the school environment.



## 4<sup>th</sup> Stage: Creating a shared vision and plan

We set short- and long-term goals.

We organize the schedule which includes goals, how and when the outcomes will be measured, and creating a timeline for partnership program events.

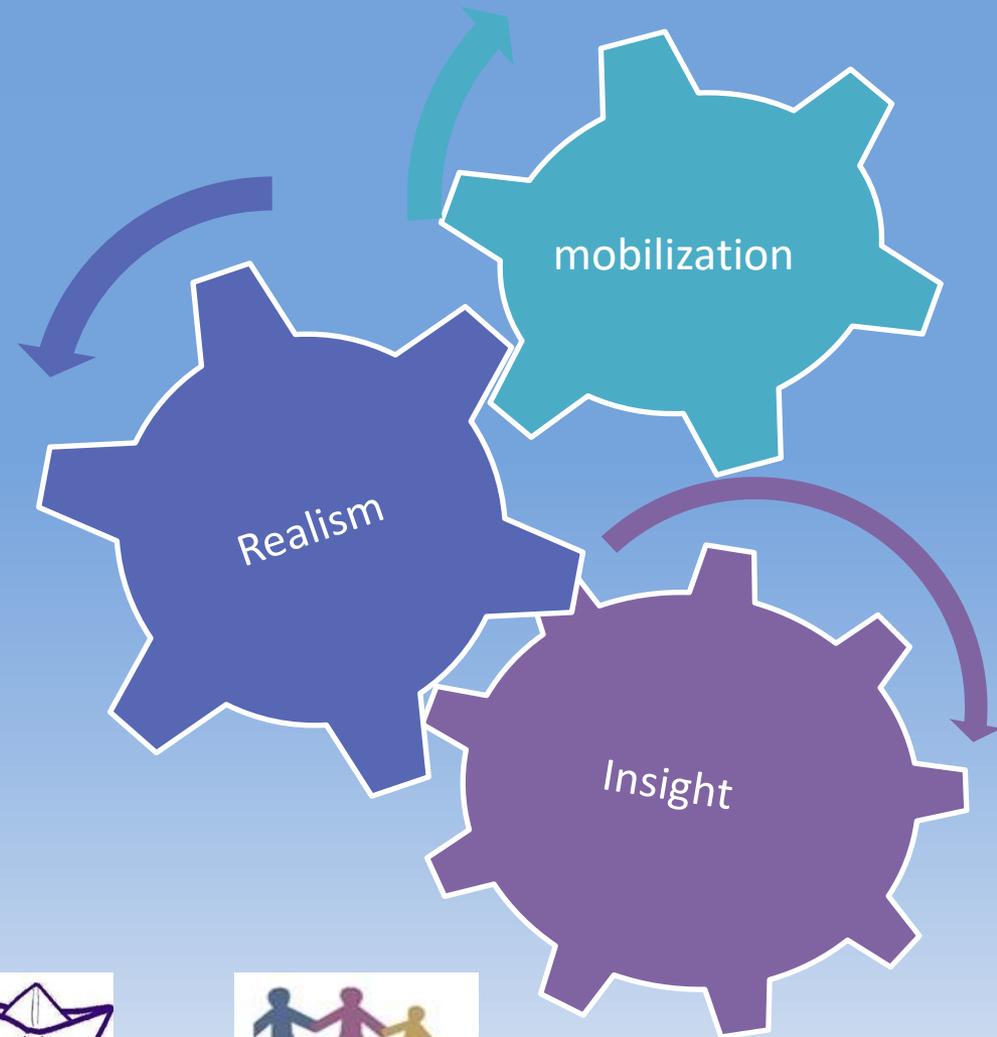


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# 5th Stage: Taking action

- What will we do and how will we do it ? We involve family in events.
- Parents take on responsibilities, they are given tasks according to their abilities.



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# 6<sup>th</sup> Stage: Evaluating and celebrating progress

The evaluation plan should be collaborative, collecting surveys and other forms of feedback from parents and community partners.

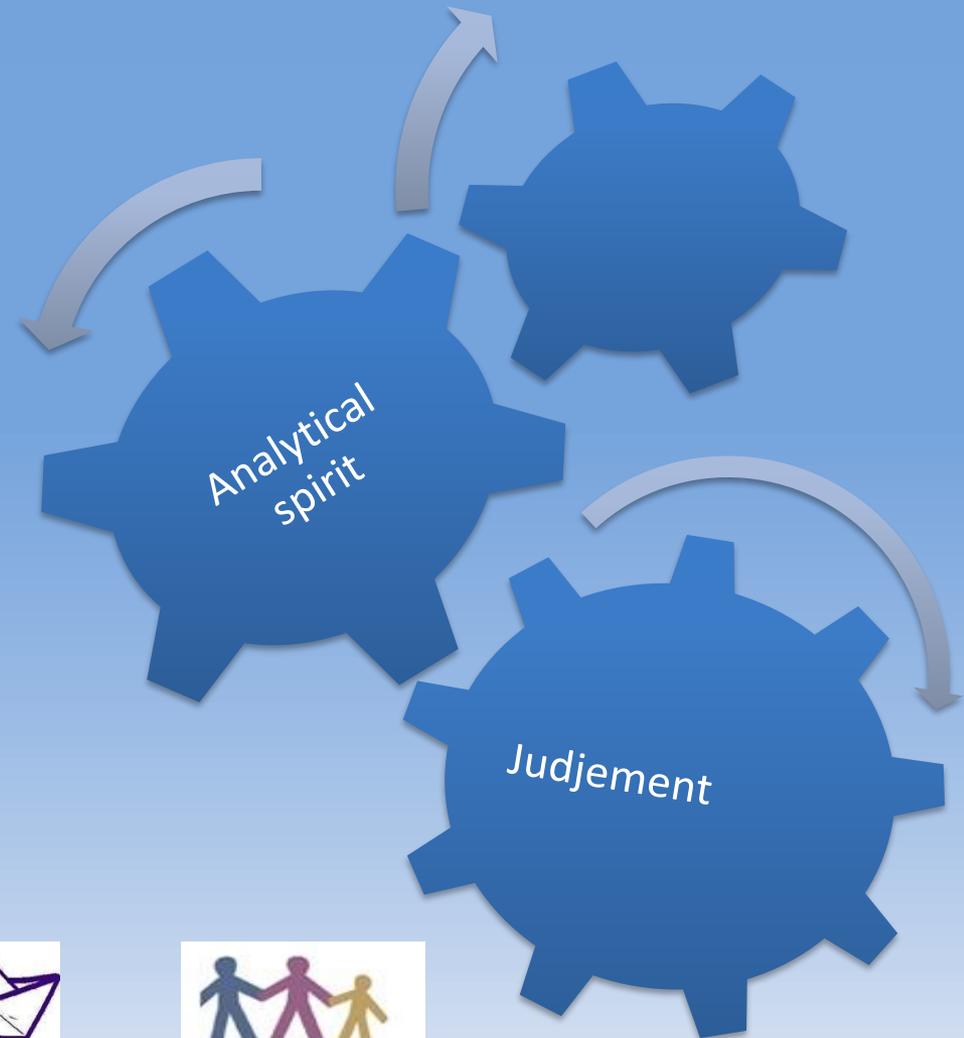


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# 7<sup>th</sup> Stage: Maintaining momentum

How will we sustain this partnership?



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# exercise

- In which areas should I support parents?
- Which will be the content of the program?



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Please check your Knowledge  
answering the following questions:

<https://forms.gle/8BRwr86otv3dmvte8>

Have my answers changed?

Please discuss these with your team.



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<http://www.pess.gr/attachments/article/256/%CE%92%20%CE%A4%CF%8C%CE%BC%CE%BF%CF%82%20%CE%A0%CF%81%CE%B1%CE%BA%CF%84%CE%B9%CE%BA%CF%8E%CE%BD%20%CE%BF%CF%85%20%CE%A3%CF%85%CE%BD%CE%B5%CE%B4%CF%81%CE%AF%CE%BF%CF%85.pdf>
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- <https://www.ipaideia.gr/paideia/i-ekpaideusi-stin-ellada-pano-apo-33-900-apoxoriseis-ekpaideutikon-ta-teleutaia-10-xronia>

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# Partnership program for children with autism

- <http://esipp.eu/parent-education-programme/greek/>

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# Interdisciplinary network for special and intercultural education

Include

“School for all Tokei Maru”

Thessaloniki,

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