

**PROJECT "ESL PREVENTERS"
AGREEMENT NO. 2020-1-MK01-KA201-077898
INTELECTUAL OUTPUT 02**

**MANUAL
FOR
ESTABLISHING OF ESLMS IN PRIMARY
SCHOOLS**



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1. CHAPTER I- An Internal administrative organisation for establishing of ESLMS in primary schools

1.1. Introduction

Psychology is defined as the academic and applied science that concerns the study of thought and behavior, as well as the functions associated with behavior. Psychology has as its immediate goal the understanding of human behavior both as individuals and as groups, and as members of systems, trying to extract general principles but also to interpret specific cases, with the ultimate goal of benefiting human life as a whole and consequently society.

Psychologists study spiritual phenomena and other functions associated with them. For example, topics such as mind processes, emotion, behavioral analysis, personality, motivation, interpersonal relationships, sexuality, gender identity, intelligence, learning, development, brain, and nervousness are explored, system in relation to mental processes and behavior (the nervous system is the seat of mental functions), phenomenology, psychopathology and deviant behavior, psychosomatic, mental resilience, behavior in relation to society and systems such as school, work, family, natural environment and culture, as well as group processes such as social identity, discrimination, racism and the belief system (attitudes, values, ideology). Psychologists also try to examine the unconscious from different approaches. In an effort to explore the unconscious, the Psychology of Depth has been mainly focused, such as, for example, the psychoanalytic approach.

This term is a synthesis of two verbal factors. The term soul and the term reason. We could say that basically Psychology means the discourse about the soul, that is, a system of thought, study and research that concerns the events of the spiritual space but also the touch and essence of this space.

Psychology as a science is defined as that which studies the mental functions, the human spirit. In other words, it is the branch that aims to investigate the inner world of a person and to understand human behavior in the social becoming and its generative causes.

1.2. School psychology

School Psychology concerns the provision of psychological services throughout the school community (students, teachers, parents and family, other related bodies, and systems), with the aim of promoting mental health, school adaptation and improving the learning process.

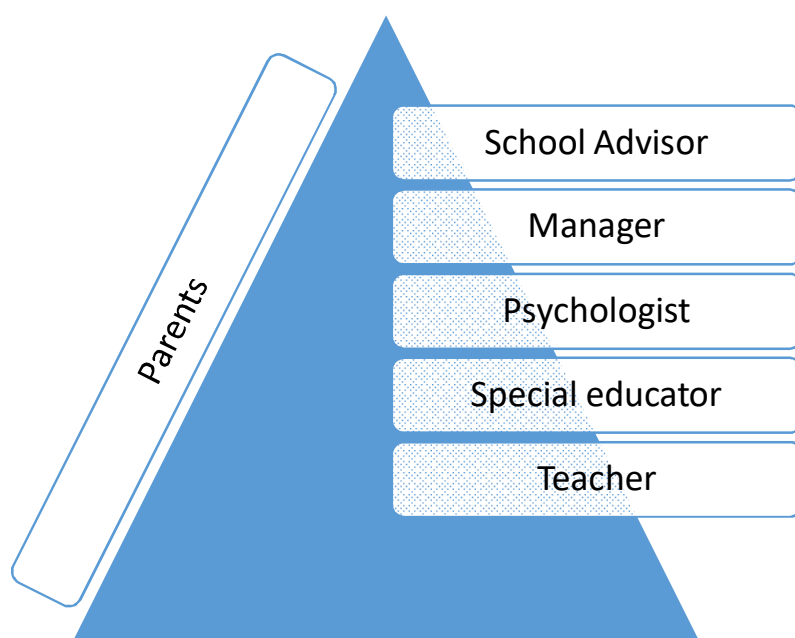
1.3. School counseling

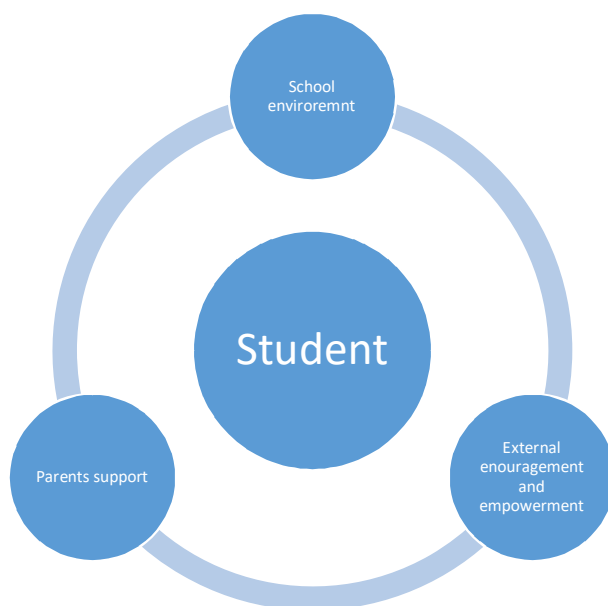
School counseling is not the first time that concerns scholars and practitioners. From the years of Socrates and Aristotle, Counseling was one of the main areas of education and upbringing of young people. Every educator then practiced, as today, in the context of his/her didactic and pedagogical work, consciously or unconsciously and counseling work (Triarch-Herrmann, 2004)

The "Counseling Psychology" is a branch of psychology that deals with the promotion or restoration of human mental health, which has disorders from a variety of environmental influences or from internal conflicts (Malikiosi-Loizou, 1998).

The term "Counselling" is a compound word. Thus, we can conclude that the term Counseling refers to that process where two or more people think together about an issue that concerns them (Triarch-Herrmann, 2004). We can say that it is difficult to give a clear and complete definition of Counseling, but there are several definitions that each of them emphasizes different aspects and characteristics of Counseling. For example, C. Rogers, who is considered the "father" of Counseling, claims that it is "... a purely structured relationship that enables the client to get to know himself to such an extent that he is able to take positive steps, based on a new orientation" (Triarch-Herrmann, 2004: 161). According to Albert Ellis's theory of reasoning, Counseling is a "... process that cures the lack of reason in man through the use of reason" (Triarch-Herrmann, 2004).

Roles and responsibilities for the Early School Leaving System





	Roles	Responsibilities
Teachers	Recognition of a problem Student approach & building relationship Trust and emotional reinforcement Investigation of the treaty Positive intervention to classroom	Informing Psychologist Informing Educator Informing Manager Informing of parents student
Psychologists	Investigation of the treaty Support the teacher for special classroom sessions Individual sessions with the student Individual sessions with the parents	Communicate with teacher Communicate with parents Communicate with special educator Communicate with manager
Special Educator	Speciad designed classroom lessons-courses Positive reinforcement of the student Design differentiated homework	Communicate with teacher Communicate with psychologist
Manager / Principal	Exploratory discussion for school and psychosocial performance of student Management of the situation	Communicate with teacher Communicate with psychologist Communicate with parents

	Decision for change of school environment	Communicate with school advisor
School advisor	Final decision for change of school environment	Communicate with manager Communicate with parents

1.3.1. What are the goals of School Counseling and the activities of the Advisor-Teacher?

Student support in choosing school path and vocational training: It is not uncommon for students, parents, and teachers to give the “right advice” about the possibility of school or professional development for the student. This type of counseling is given in three different cases: a) when school maturity is not apparent when the child enters school, b) when the child for other reasons has to attend another type of school, and c) when choosing of vocational education. The Advisor-Teacher by conducting various tests and interviews etc. will identify the student’s abilities. In the context of a person-centered discussion with the student and the parents, he/she will present the results to them and finally, he/she will suggest them to make and implement the right decisions, emphasizing mainly his/her abilities and skills.

The provision of personalized psychopedagogical Counseling: For students who have difficulties or serious problems to learn or finally show behavioral disorders. In the above cases, the Advisor-Teacher follows the following “steps”:

First the Advisor-Teacher should understand the problem, and thus make some assumptions about the causal factors to which the problem is occurred. In order to reach his/her final conclusion, he/she will collect data (test, observation during the lesson, discussion with family environment). Based on these, h/she will verify or reject his/her hypotheses and will proceed to the Consultative discussion and the proposal of intervention measures.

Providing Counseling to the school as a system

It is given to teachers for a problem that needs information or to deal with problems that the school faces as an institution. The Advisor-Teacher supports teachers by providing information on pedagogical or functional issues. The Advisor-Teacher assists the school director with his/her contribution to the smooth operation of the school, and with his/her support in problematic situations (Triarhi – Herrmann, 2002 335).

The provision of Counseling to parents and members of other pedagogical institutions

The activities / responsibilities of the Advisor-Teacher are not limited only to the school unit, on the contrary they are extended to areas that are directly or indirectly related to school (Mental Health Centers, and kindergartens). His/her role in these cases is informative. The Advisor-Teacher

participates in workshops and refers mainly to issues related to learning or student behavior, which refer to the possibilities that exist in the context of the school course or vocational guidance. Finally, it refers to current issues related to the education of children and adolescents (Triarch-Herrmann, 2002).

1.3.2. Characteristics of School Counseling: (Schmitz)

Consulting should be a permanent and public service that will be subject to a legal framework and will be governed by specific rules. To be provided on an optional basis. It starts with the initiative of the people who face the problem. Finally, it should be in constant contact and cooperation with school and non-school bodies.

The work and role of the Advisor - Teacher

The Advisor - Teacher has acquired the skills, knowledge, and experience during his studies in the specialty of School Counseling. His/her main role lies in two main areas. A) It helps the student to develop the ability to orient and make decisions. The **Advisor - Teacher** helps the child to know himself, his interests, abilities, and skills but also his weaknesses. B) In addition, it helps the student to develop the ability to be able to act on his own. Many modern educators believe that this is the humanitarian significance of School Counseling. That is: Through the discussion the student realizes his problem in all its dimensions and an attempt is made to give the following emotions: care, interest, and finally encouragement. According to Aurin, the **Advisor - Teacher** is the "student's lawyer", name that, s/he has the role of "the mediator" when problems arise. Finally, the **Advisor - Teacher** plays an important role in the process of development and renewal of the school unit.

1.3.3. The stages of the Consulting process

A) Start the discussion and build the relationship: The main goal of the discussion is to gain mutual trust, and to strengthen the interest in Counseling. It must be made clear from the outset that both members have an active role to play in this endeavor. In addition, the Advisor must inform the Advisor about the structure and limits of their relationship, the confidentiality, the possibilities and the expectations. People with disabilities often show distrust, hostility, and despair towards the Advisor.

B) Investigation and definition of the problem: This stage can be considered the most critical. Its main purpose is to investigate the problem and the Advisor to understand what is actually what causes him anxiety, fear, anxiety, sadness, and anger. Recognition and acceptance by the Advisor of his feelings and thoughts, is the first step to a deeper understanding of the emotional background

that affects the whole situation. If he understands what is bothering him he can delimit his goals. Some even seek change when faced with change.

C) Boundaries of the objectives: At this stage the Advisor and the Advisor are asked to answer the following question: what does the Advisor want to achieve? and how does he think things would be if this difficulty were solved? Goals must be understood. If the goals are set correctly then the success rate increases.

D) Search and production of alternative solutions: At this point the consultant tries to develop himself/herself new perspectives for his/her problem. He/she has to be aware that his/her decisions will change his/her life in all areas. The role of the Advisor is very important. Apart from the possible scenarios that he/she will suggest to him/her, he/she must show him the right path, so that he follows them consciously and deliberately. In addition, he has to show him the best alternative, since he has first presented the pros and cons.

E) Application: As mentioned above, many are those who do not accept the change. For this reason it is considered even more difficult to maintain any change in thought and emotions. In order for the whole effort to pay off, everything that was decided together must be transferred to everyday life. There is a risk of recurrence if the Advisor fails to pressure the Advisor to apply them in his daily life. To accomplish the process there are the following ways: precise motion planning, role play, and time tracking. The consultant must choose how he will work.

F) Evaluation: The evaluation stage can have two outcomes. The first is the positive one. Evaluation can mean the end of the Counseling process, as the individuals are now able to deal with the same situations on their own as they have achieved their goals. The other outcome is negative. This means that the goal isn't achieved, either because the goals were not implemented properly, or because the planning was not right and finally because the relationship between both parts was problematic.

1.4. Signs

School is the place where children spend most of their lives. It is the place where learning is transmitted and many behaviors take place. It is the introduction of students into society. There are many behavioral problems that the teacher can safely manage and with the appropriate intervention to help children. Behavioral problems as phenomena are inextricably linked to the lives and stories of children who belong to relationship systems and experience negative emotional experiences and difficulties in their daily lives, transferring them, then, as models of behavior, emotion and relationships with others, to school and social contexts. Where they are recorded as a problem. Here are some cases that need special care and indicative ways of management by teachers.

Behavioral and Emotional difficulties between children

Learning and Behavioral difficulties in the classroom

Learning difficulties

Behavioral and Emotional difficulties between children

1. Abuses
2. School bullying (Physical / emotional / verbal violence)
3. Psychological manipulation
4. Racist behavior
5. Aggression
6. Delinquent behavior
7. Absence of students from the school environment
8. Domestic violence
9. Multiculturalism-different religions.
10. Internet addiction

Learning and Behavioral difficulties in the classroom

1. Lesson problems
 - Lack of attention
 - Does not complete his / her work
 - Does not follow the teacher's instructions
2. Behavioral problems in the classroom
 - Does not ask for the floor, but is thrown away
 - Starts discussions with his / her neighbors about extracurricular activities It disturbs its neighbors with noises, teasing, orphans
 - Interrupts others when they speak
 - Does not cooperate in groups
 - Throws small objects at others
 - Arrives late to Psathia

- Leaves his desk without reason and permission or leaves the classroom
 - Uses swearing, abusive or threatening language when communicating with the teacher and classmates
 - Absent unjustifiably
3. Problems of interpersonal relationships between classmates inside and outside the classroom
- Involved in verbal sabotage
 - Involved in physical, violent attacks
 - Lies in a row
 - Steals other people's items

Learning difficulties

1. Symptoms of Learning Disabilities

- Difficulty perceiving - right and left - both in oneself and in others.
- Hyperactivity - with the result - not being able to concentrate on something for a long time
- He does not remember exactly what we told him because he easily forgets
- Difficulty in sequencing events and orientation
- Reverse letters and misplacement
- Difficulty reading
- Delayed language development
- Difficulty perceiving time concepts
- Difficulty in processing information
- Reduced visual perception, which makes it difficult to perceive and distinguish shapes, symbols and shapes.
- Difficulties in perceiving, paying attention, coding and retaining information stimuli.

2. Dyslexia

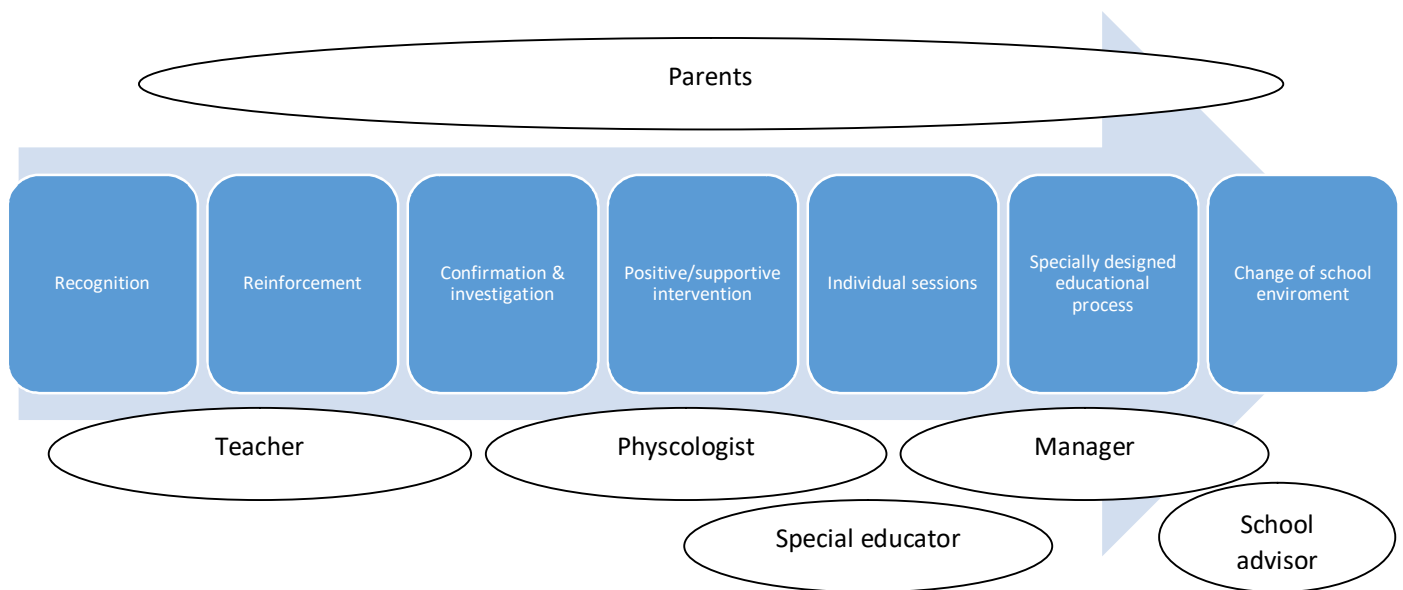
- Have difficulty reading, which is syllabic
- Add phonemes, syllables or words when reading
- They confuse letters or words, when they look like each other acoustically or visually (a → o, b → D, only → law etc)
- They lose order as they read
- They are unable to understand and narrate what they are reading
- Display "mirror reading" (light / shuffle, ah, ha)
- They make a lot of spelling mistakes
- Skip, replace and replace letters-words-syllables

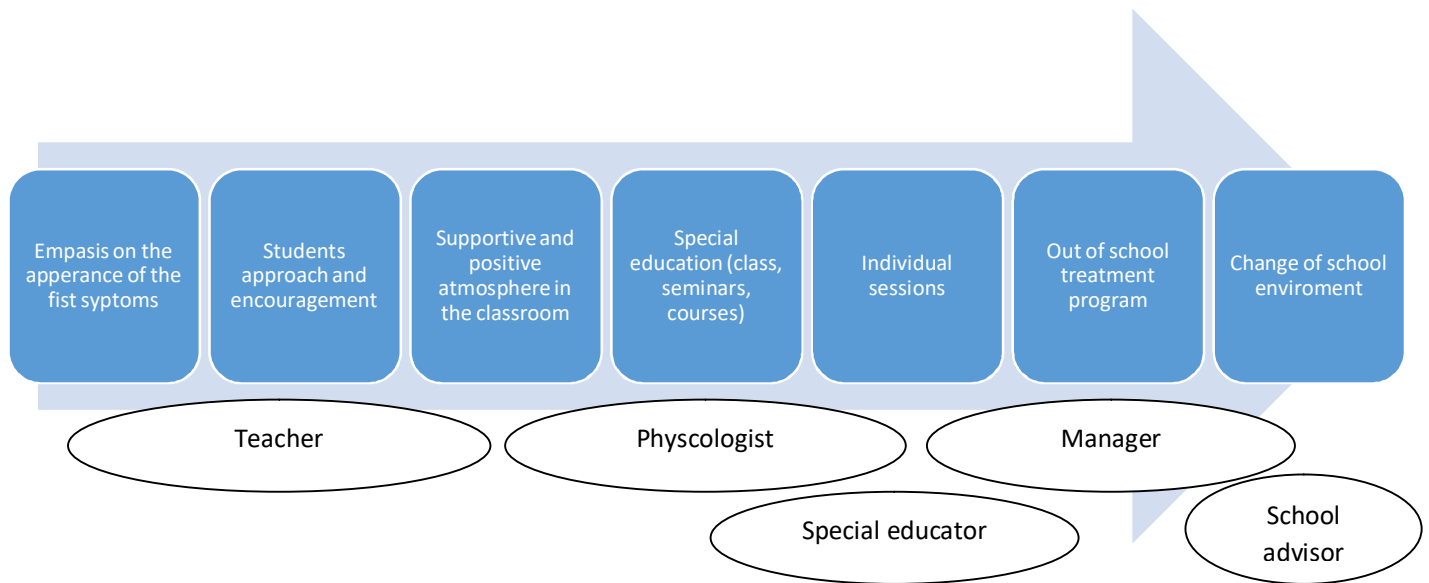
- Their writing has many smudges
 - Punctuation marks are used inappropriately
 - Replace words with other related ones
 - Skip uppercase or lowercase letters
 - Have difficulty doing arithmetic operations
 - They find it difficult to learn propaedy
3. Countless
- Difficulty in performing mathematical operations and in understanding quantitative concepts and quantities.
 - Confusion of concepts right and left
 - Difficulty in choosing the right actions for the correct solution of problems
 - Obsession with counting with fingers
 - Short-term memory
4. Dysgraphia
- Do not place letters on the line
 - Their letters are illegible, as they put a lot of pressure on the pencil
 - Their writing is very slow
 - They do not leave gaps between the words so that what they write does not make sense
 - They often change the size of the letters and omit punctuation marks
5. Dysorthography
- Add or omit letters.
 - Invert vowels, consonants, or even the whole word.
 - They make spelling mistakes in both the thematic and the final spelling
 - They find it difficult to perceive similar words
 - The use of letters in words of the same sound is incorrect (ear, ear)
 - Replace double-digit pacts that look like each other
 - They leave large spaces between words or stick letters between them.
 - They repeat the same words
 - Children with learning disabilities are generally characterized by:
 - Low self-esteem
 - High levels of stress
 - Rejection by their peers.
 - Concentration difficulties

- Memory difficulty
- Lack of organization
- High levels of anxiety and fear
- Social isolation
- Rejection by peers and loneliness
- Conduct disorder, delinquency

1.5. Steps

Behavioral and Emotional difficulties between children



Learning and Behavioral difficulties in the classroom& Learning Difficulties**1.6. School adaptation - performance**

Psychosocial adaptation problems are directly related to the improvement of students' academic skills and their school performance associated with the successful adaptation of students to school. Accordingly, enhancing students' social and emotional skills contributes greatly to school success. School success, in addition to school performance (grades, curriculum achievement, test performance), occurs in a variety of areas, such as attitudes toward school (e.g., student mobilization, responsibility, commitment) and behavior within in it (involvement, presence, study habits) (Zins et al, 2004, Elias, Wang, Weissberg, Zins & Walberg, 2002).

In order to acquire knowledge and adapt well to the school context, what is required of students, in addition to the basic skills of reading, writing and arithmetic, is to have and use specific skills and characteristics related to careful attendance in the lesson, the ability to organize their learning effort by following specific stages and completing tasks. It has been found that students with learning difficulties have difficulty in organizing the study, in determining how to approach the text or any source of information and in collecting the necessary information that they are called to "learn". As most school lessons are based on a form of reading, learning for these students is a difficult and arduous endeavor. Thus the student sees that while he tries and gets tired (perhaps more than the rest of his classmates), his efforts are ineffective resulting in his frustration and "withdrawal" from the learning process and school life in general.

This section assesses the child's strengths and weaknesses in relation to the following criteria:

- school efficiency (e.g., completes his homework, listens to the teacher's instructions, brings with him the school supplies he needs)
- mental planning (e.g., decides before doing something what he needs to know and how to find it, decides which problem is the most important and sets priorities)
- school adaptation (e.g., pays attention to the lesson, listens carefully, and follows instructions from a teacher, adapts to the different requirements -cognitive and behavioral- in the school environment)
- motives (e.g., causal performance, metacognitive strategies)

1.7. Mental or emotional adjustment and daily life

The emphasis that our society places on school performance seals the whole school life of the child. Consequently, learning difficulties may affect the child's psychological balance.

The dyslectic child begins to feel that he/she is different from the other kids from the moment he enters the school area. Because his/her problem is not visible, he/she usually tries to hide it when he/she is among people who are unaware of it, because this child may feel ashamed, embarrassed, or even that it is not "normal". This situation puts a lot of pressure on the child, because he/she lives constantly with the anxiety that they will find out. Thus, he/she begins to be coward and do everything in his/her power to avoid these situations that put him/her in a difficult position or may reveal his/her problem.

We usually focus on problems related to school performance. However, we must realize that dyslexia affect a child's life every day, from the time he/she wakes up in the morning until the night he/she goes to bed. In fact, it brings obstacles to many other aspects of the child's life that - at first glance - do not seem so closely linked to his/her learning particularity.

Research related to the emotions (mental adjustment) that students experience in educational contexts and during the learning process argues that these emotions have a significant impact on learning, memory, development, and the promotion of positive adjustment in children (Lewis & Haviland-Jones, 2000). For example, positive emotions can affect children's academic performance and learning, as long as they can direct their attention and the use of cognitive processes (Meinhardt & Pekrun, 2003). They can also stimulate and maintain students' interest in specific learning material (Ainley, Corrigan, & Richardson, 2005; Krapp, 2005), activate problem-solving processes (Isen, 2000), facilitate self-regulatory processes related to learning and performance (Pekrun, Goetz, Titz & Perry, 2002). Recent theories and studies on the subject of emotions propose a multiple conceptual model

that deals with the effects of emotions on academic performance, student involvement in learning, self-regulation and motivation (Pekrun, 2000. Pekrun, Frenzel, Goetz, & Perry, 2007. Pekrun, Goetz, Titz, & Perry, 2002).

Although the nature of the relationship between dyslexia and emotional factors has not been clearly elucidated, it is undeniable that special learning disabilities are associated with secondary behavioral and emotional problems as well as low self-esteem. It has been found that positive emotions and effective stress management may help improve performance in tests of memory, discernment and learning new information, lead to more efficient use of cognitive material, and contribute to more effective assimilation of new information and organization of old.

This section assesses the child's strengths and weaknesses in relation to the following criteria:

- emotion management (stays in control when someone teases him / her)
- empathy (shows interest and respect for the feelings of others)
- adaptability (it is elastic, and easily adapts to changes)
- emotional perception (has the ability to perceive his emotions)
- Effective stress management

1.8. Social adjustment

The social and emotional (mental) dimension of learning and the fact that psychosocial factors also play an important role in the learning process is documented by empirical data. A systematic review of the literature, where the main goal was to identify the most important factors influencing learning, found that of the 11 most important categories considered to have an impact on learning, eight were related to social and emotional factors, such as classroom management, teacher-student social interactions, peer group, school climate and classroom climate (Wang, Haertel& Walberg, 1997). In contrast, it was found that other factors such as curriculum, teaching, and student demographic characteristics had a lesser proportional effect on the learning process (Pekrun et al, 2002; Wang, Haertel& Walberg, 1997).

Social competence is seen as the ability to interact with others in a given social context in specific ways that are socially acceptable, functional, and non-harmful to others. It has been found that children with special language learning disabilities may have inadequate social skills and have difficulty in interpersonal relationships and inappropriate social behavior. These difficulties can lead to the formation of a negative self-image, lack of acceptance by peers or awkwardness in social occasions (Polychroni, Hadjichristou&Bibou, published by Doikou, 2002; Hatzochristou&Hopf, 1993).

Adequacy in social skills contributes to the emergence of functional behaviors that are adapted to the requirements of the environment as well as to social expectations suitable to the age of the child. Social skills may include areas such as peer relationships, parent-teacher relationships, homework, and school adjustment.

This section assesses the child's strengths and weaknesses in relation to the following criteria:

- interpersonal communication (e.g., the child welcomes his/her peers, invites them to play, offers assistance)
- collaboration (e.g., helping others, sharing)
- self-control (e.g., anger control, compromise at conflicts)
- assertive skills (e.g., takes initiatives, asks for information, starts a discussion)
- compliance skills (e.g., follow rules, follow instructions)

1.9. Self-perception

Learning disabilities in a great degree cause frustration and anger in children, who face not only their own lack of confidence in their abilities, but also the awareness that their low progress is often the focus of commentary and negative criticism. others. It has been highlighted that child with learning disabilities shows low self-esteem not only in relation to his/her performance in classes but also in his/her relationships with peers and adults as well as in the general view of himself/herself. This section assesses the child's strengths and weaknesses in relation to the following criteria:

- **perception of the ability to learn**
- **perception of the performance at classes**
- **perception of interpersonal relationships (e.g., relationships with teachers and parents)**
- **general perception of self and self-esteem**

1.10. Problematic behavior

Research results show the existence of intrapersonal and interpersonal adjustment problems in children with special learning difficulties (Handwerk& Marshall, 1998). The coexistence of these problems with learning disabilities usually exacerbates the child's difficulties in reading and writing and can lead to serious negative consequences in adulthood (e.g., delinquency). In terms of internalized behavior, it has been documented that the psychological stress experienced by children with learning disabilities as a result of the frustration they experience from the constant effort they make in order to achieve a satisfactory performance, makes children particularly vulnerable. Self-esteem and self-perception are considered to be one of the most important protective factors for a child's intrapersonal adjustment. In addition, with regard to externalized behavior, learning

disabilities have been associated with hyperactivity, impulsivity, attention deficit, antisocial behavior, and behavioral disorders and delinquency.

This section assesses the child's difficulties regarding:

- **externalized behavior (antisocial - aggressive behavior)**
- **internalized behavior (anxiety, depression, melancholy, fears, withdrawal)**
- **hyperactivity – impulsivity**

1.11. Educational treatment and support at home

Educational therapy should combine teaching with the investigation of psychological problems that hinder learning. The goal is to understand the child's reactions and understanding of his emotional needs when he "refuses" to learn. The therapeutic approach can be done in the following ways:

- play therapy (Aslin 1969), which enables the child to be creative and to discover himself/herself as well as to explore reality through imagination. The purpose is to experiment with imaginary conditions that scare him/her less than the real ones and are controlled by himself/herself (Winnicott 1979)
- techniques of artistic expression, with plasticine, painting, and handicrafts
- special teaching methods of reading, writing and arithmetic, done in the form of a game in a safe and non-competitive environment, where performance is not evaluated, and mistakes are treated as positive experiences
- Behavioral therapy techniques, in which teaching is scheduled, is based on frequent repetition and the desired answers are encouraged and rewarded
- techniques from psychoanalytic methods, with stability of time, space that helps the student in discovering and interpreting the emotions that hinder learning.

In addition to the support and interest of the teacher, the dyslexic child needs the undivided daily support, understanding, care and love from his family. Parents should first of all realize that their own supportive attitude can change his life. It is necessary for them to understand that their child needs to try harder and in a different way than other children to achieve his dreams. In addition, it is important to remember that a learning disability can put obstacles in the way of a child succeeding but these obstacles can be overcome. That is why they should aim to help the child to overcome his difficulty and to pursue his dreams and ambitions.

It is a fact that daily study is often a source of stress, tension and irritation for both the parents and the child. It would be right for parents not to focus only on the child's school performance. But also

to engage in other activities. It is also important to show and be patient with the child who has learning difficulties. It takes patience and perseverance until progress is made. He must be taught independence and how to help himself when he is having difficulty in something. Reinforcement and reward help in this direction, but also keep the motivation for learning alive. Any comparison should be avoided as it may create feelings of inferiority. The house should give the child security.

Belief in the dyslectic abilities of the child is an important key to his success in life. The right emotional and educational approach of the child can decisively change his attitude towards school. It can give him the optimism and strength he needs to achieve his goals and later boast about his successes. On the contrary, criticism and rejection will lead to failure, low self-esteem and withdrawal.

1.12. School Performance in the child with Dyslexia

In the Greek educational system, parents attach great importance to the school performance of the child, considering it as one of the most important criteria of psychological competence of the child (Motti-Stefanidis, 2004), while the children themselves associate school success with their self-worth. In fact, children with low academic performance tend to have lower self-esteem and lower social prestige in the classroom, while improved performance is associated with improved self-esteem and social prestige, as assessed by classmates (Syngollitou, 1977). Therefore, children with dyslexia seem to carry a heavy burden, as they often fail in one area, the academic, which occupies a large part of their daily lives and is considered particularly important by both parents and teachers (Leodari, 1993).

The daily activities of reading, spelling, completing exercises and competitions are for children with dyslexia visible signs of their difficulties and cause stress and anxiety.

1.13. Emotions and thoughts experienced by a dyslectic child

For children with dyslexia, reading, writing, and spelling are their primary problems. But these lead to secondary problems such as disinterest, low motivation, divisive behavior, which have social and emotional implications. Numerous studies show that school failure in these children negatively affects their behavior at school and at home and can drive them away from it or cause psychosocial symptoms, isolation, the development of low self-esteem and the adoption of unacceptable behaviors.

Upon entering the school community, children begin to clearly understand their difficulties and diversity. Once they find out about their problem, they start trying to hide it from their peers. They

are overwhelmed by the fear that the other children will understand it and make fun of them or marginalize them or stigmatize them with the label of "problematic".

To keep their dyslexia a secret they avoid reading, writing, saying the spelling of a word, speaking loudly or recalling knowledge from their memory. This situation creates a huge pressure on them, who are constantly living in anxiety if they will discover them. Fear is deeply rooted in the secret life of dyslectic children and often makes it more difficult for them than the difficulty itself.

Through my experience as a teacher in integration classes, it is not a few times that I have asked dyslectic children to read the lesson aloud (individualized teaching) and to get up to close the door in case someone from outside comes and listens to them.

In their daily lives, children, at school and at home, have the feeling of frustration. The feeling that no matter what they do, no matter how hard they try, they will never succeed in meeting the learning school requirements. The psychological pressure that results from such a situation turns into intense stress.

Also, a dyslectic child needs more time to solve an exercise and many times he/she is unable to concentrate, he looks on the right and, on the left, he/she goes to the next exercise without realizing that he/she has not completed the previous one, he/she starts a thought and its development deviates from what is asked. All this disorganization and disorientation breed feelings of confusion and despair.

According to Frank, dyslectic children often have a lot of anger inside. Because they cannot channel it into an activity, they are often involved in fights in the schoolyard. They also avoid many activities in the yard because they find it difficult and thus, they feel lonely and isolated. Many times, we see these children alone during the breaks, envying the relaxation and carefreeness of the other kids.

Finally, a very important difficulty they face is developing a positive image of themselves. Children who experience failure and frustration feel that they are inferior and that their efforts are not worth it. So instead of feeling successful and productive, the person learns not to exercise any control over his/her environment by considering himself/herself incompetent and weak. When people with dyslexia succeed in cognitive or even in the social-emotional field they attribute their success to luck, degrading the value of their efforts. When they fail, they consider themselves inadequate or simply "stupid".

Important others play an important role in shaping self-perception. The way parents raise their children plays a crucial role in their smooth socialization and in shaping their self-perception. In

families where authoritarianism, indifference, lack of love prevail, the conditions are created for the child to have a negative attitude towards himself (Zafeiropoulou, 1995). The influence of the family on the child's self-perception is more pronounced in early childhood, because as the child enters school the important others are added by teachers and friends. Thus, during adolescence, the influence of peers increases dramatically (Brawn, 1990; Savin - Williams & Berndt, 1990).

1.14. The role of developing social skills

The development of social skills is one of the biggest challenges that parents of children with disabilities have to face. The child's sociability will ultimately determine to a large extent his/her self-confidence, his/her friendships, and his/her adaptation to school life. However, the most important thing is that the child's social skills will determine his/her success and his/her adaptation to adulthood. The quality of life of adults with dyslexia depends first and foremost on the degree to which they have developed their social skills, and not only from their academic performance.

1.15. The effect of prejudices-stereotypes

Within the school system, children with dyslexia appear to be a different social group, with difficulties and specific characteristics that differentiate them from other children and degrade them in terms of ability and school performance (Higgins et al., 2002). Dyslexia is associated with stereotypes, which although they do not have been well explored, do exist and are the basis for the exclusion of these children from academic, social and sports activities as well as for discrimination against them such as low expectations from teachers and peers (Ho, 2004). More precisely, Guterman (1995) found that children with dyslexia felt that their classmates had negative stereotypes about dyslexia and treated them as less intelligent. Dyslexia is also a label, which functions as a "lens" through which children perceive the social world and affects social interactions and relationships with the dominant group of "normal" children (Barga, 1996 & Meadan, Halle, 2004).

The greatest impact of dyslexia is found in childhood, due to academic failure, fear of social humiliation and experiences of victimization and teasing at school (Goldberg, 2003). Still, the negative attitudes of peers towards children with dyslexia are considered particularly harmful, so much that the social difficulties of the children with dyslexia may be due to their own behavior as well as to the prejudice and discrimination they receive from their peers (Pearl, Bay, 1999 & Mishna, 2003).

1.16. How to help children get rid of bad emotions

Both the parents and the teachers play a significant role in shaping the feelings and views of the child about his/her later life. Therefore, they need to find ways to help children deal with the negative emotions they experience every day and the struggles to achieve learning success. They will achieve

this starting with something basic. Accept the child's personality, abilities and difficulties. There are several ways to help children get rid of their fears and any other kind of negative emotions. I will mention one of them below.

- Encourage children to identify and express their feelings.
- Respect their diversity and individuality.
- Accept their difficulties and do not be ashamed of them.
- Try to cultivate their own talents.
- Free them from the negative thoughts that they are responsible for what is happening to them.
- Explain to them that it is not an end in itself to get "Excellent" in lessons.
- Reward their daily efforts beyond any result.
- Offer them paths to express their imagination and creativity.
- Ensure success with small steps easy to achieve
- Provide feedback to students on their individual progress.
- Use teamwork effectively.
- Highlight their curiosity about what is happening around them.
- Encourage his independence by offering him understanding and support at the same time
- Development of student responsibility
- Help them to believe in his abilities.
- Ask them about their dreams and ambitions and encourage them to try to make them come true.
- Show them your love and acceptance for what they are and everything they achieve.

1.17. DYSLEXIA

- **Special developmental dyslexia** is a serious disorder of the child which concerns the learning (i.e. the use and comprehension) of written speech and is not associated with causal factors at the level of mental, cultural, emotional and physical function (Stasinis, 2003). Etymologically, the Greek term "dyslexia" is composed of the molecule dys-, which indicates the term "difficulty" and the word "speech" which in ancient Greek means "the word said" and therefore this term simply refers to "difficulty with words" (Cruickshank, 1986). The term "dyslexia" refers to a group of special learning difficulties with the main distinguishing feature being the problems of neurological origin in the accurate and easy recognition of

- individual words, in the decoding of texts and in the spelling. Most likely, dyslexia exist from the moment of birth and its effects last throughout the life of the individual (Agaliotis, 2013).
- The word dyslexia derives from the Greek language and means “difficulty with words”. The term dyslexia was first used in 1872 and slowly began to evolve to include both congenital (congenital) dyslexia and dyslexia caused by external factors. That same year a neurologist discovered that a patient was suffering from word blindness after a cerebral hemorrhage. The same patient could distinguish the letters and his eyesight was good.
 - Congenital visual dyslexia is the most common and presents difficulty in reading and decoding words. It has nothing to do with lack of intelligence or social and cultural background. In addition, there is an audio version of dyslexia where there is difficulty in connecting reading and writing because it is not possible to understand phonemes. Children with this type of dyslexia do not perceive high or low frequency sounds so they cannot distinguish certain vowels and consonants.
 - The IDAC (International Dyslexia Association) argues that dyslexia is a specific type and these learning disabilities have to do with neurological causes. The International Federation of Neurology defines dyslexia as a syndrome that manifests itself in failure to learn speech, especially reading, and is due to a neurological disorder that affects basic learning functions.

1.18.SUMMARISED TABLE FOR SIGNS AND STEPS

CATEGORIES	SIGNS	STEPS
Behavioral and Emotional difficulties between children	11. Abuses 12. School bullying (Physical / emotional / verbal violence) 13. Psychological manipulation 14. Racist behavior 15. Aggression 16. Delinquent behavior 17. Absence of students from the school environment 18. Domestic violence 19. Multiculturalism-different religions. 20. Internet addiction	<p><u>Intervention-Management by the teacher</u></p> <ol style="list-style-type: none"> 1. Recognition, acceptance of treaty and student approach 2. Building relationships of trust and emotional reinforcement 3. Student confirmation and investigation of the treaty (with psychologist) (first time of psychologist) 4. Positive / supportive <u>intervention</u> of the teacher and the psychologist <ul style="list-style-type: none"> ▪ Create and enhance the child's motivation ▪ Integration to achieve social goals ▪ Give the child the opportunity to get to know the positive versions of school life ▪ Use of "behavioral" techniques in children with disruptive behaviors ▪ Provide alternative behaviors to emulate ▪ The promotion of positive behavioral patterns ▪ Create a receptive and supportive atmosphere in the classroom ▪ Promoting communication and collaboration between students <p>If further intervention is needed:</p> <p><u>Intervention to the child by the psychologist</u></p> <ol style="list-style-type: none"> 5. Individual sessions with child: <ul style="list-style-type: none"> ▪ Institutionalization and teaching of clear rules ▪ Personalized interventionbased

		<p>on a personal relationship and knowledge of the child, concerns the peculiarities of the case, and the peculiarities of the approach</p> <ul style="list-style-type: none"> ▪ Framing and decisive control of children's behavior ▪ Promoting and enhancing the social / interpersonal and emotional skills of the child, who presents difficulties in integration <p>6. Informing manager of the situation (first time of manager)</p> <p>7. Involvement and cooperation of parents in various levels and activities related to both the academic and psychosocial "performance" of children (with manager)</p> <p><u>Supervision of the teacher by the psychologist</u></p> <p>8. Specially designed educational process</p> <ul style="list-style-type: none"> ▪ Constant reference to these rules, as a key element of class dynamics ▪ Organized and structured management of classroom dynamics, combined with flexible attitudes and strategies (attitudes that enhance students' self-efficacy and positive spontaneous initiatives) ▪ Interventions based on functional and individualized evaluations ▪ Use of cultural tools for the management and approach of students (art, music, theater, photography) <p>If further intervention is needed: <u>Intervention of the manager</u></p>
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		<p>9. Information and exploratory discussion with local/regional school advisor</p> <p>10. Communication with parents and school advisor for immediate management of the situation</p> <p>11. Change of school environment</p>
Learning and Behavioral difficulties in the classroom	<p>4. Lesson problems</p> <ul style="list-style-type: none"> ▪ Lack of attention ▪ Does not complete his / her work ▪ Does not follow the teacher's instructions <p>5. Behavioral problems in the classroom</p> <ul style="list-style-type: none"> ▪ Does not ask for the floor, but is thrown away ▪ Starts discussions with his / her neighbors about extracurricular activities It disturbs its neighbors with noises, teasing, orphans ▪ Interrupts others when they speak ▪ Does not cooperate in groups ▪ Throws small objects at others ▪ Arrives late to Psathia ▪ Leaves his desk without reason and permission or leaves the classroom ▪ Uses swearing, abusive or threatening language when communicating with the teacher and classmates ▪ Absent unjustifiably 	<p><u>Management-Intervention by teachers</u></p> <ol style="list-style-type: none"> 1. Special emphasis on the appearance of the first symptoms 2. Students approach and building emotional reinforcement 3. Rewarding and encouraging the student 4. Creating a supportive and positive atmosphere in the classroom 5. Assigning responsibilities to the student (responsibilities in the classroom) 6. Informing the special educator and the school psychologist (first time special educator and psychologist) <p>If further intervention is needed:</p> <p><u>Supervision of special educator and psychologist</u></p> <ol style="list-style-type: none"> 7. Informing parents and guardians (with manager) (first time manager) 8. Individual sessions to explore the symptoms of the difficulties 9. Support courses <ul style="list-style-type: none"> ▪ Positive reinforcement and complacency of the student ▪ Use of behavioral techniques with disruptive behaviors ▪ Provide alternative behaviors to emulate

	<p>6. Problems of interpersonal relationships between classmates inside and outside the classroom</p> <ul style="list-style-type: none"> ▪ Involved in verbal sabotage ▪ Involved in physical, violent attacks ▪ Lies in a row ▪ Steals other people's items 	<ul style="list-style-type: none"> ▪ Differentiated homework <p>If further intervention is needed:</p> <p>10. Encouragement for intervention and framing of the child with an out-of-school treatment program</p> <p>If further intervention is needed:</p> <p><u>Intervention of the manager</u></p> <p>11. Information and exploratory discussion with local/regional school advisor</p> <p>12. Communication with parents and school advisor for immediate management of the situation</p> <p>13. Change of school environment</p>
Learning difficulties	<p>6. Symptoms of Learning Disabilities</p> <ul style="list-style-type: none"> ▪ Difficulty perceiving - right and left - both in oneself and in others. ▪ Hyperactivity - with the result - not being able to concentrate on something for a long time ▪ He does not remember exactly what we told him because he easily forgets ▪ Difficulty in sequencing events and orientation ▪ Reverse letters and misplacement ▪ Difficulty reading ▪ Delayed language development ▪ Difficulty perceiving time concepts ▪ Difficulty in processing information ▪ Reduced visual perception, 	<p><u>Management-Intervention by teachers</u></p> <ol style="list-style-type: none"> 1. Special emphasis on the appearance of the first symptoms 2. Students approach and building emotional reinforcement 3. Rewarding and encouraging the student 4. Creating a supportive and positive atmosphere in the classroom 5. Assigning responsibilities to the student (responsibilities in the classroom) 6. Informing the special educator and the school psychologist (first time special educator and psychologist) <p>If further intervention is needed:</p> <p><u>Supervision of special educator and psychologist</u></p> <ol style="list-style-type: none"> 7. Specialization of the teacher with seminars on Special Education and Learning Disabilities 8. Informing parents and guardians (with

	<p>which makes it difficult to perceive and distinguish shapes, symbols and shapes.</p> <ul style="list-style-type: none"> ▪ Difficulties in perceiving, paying attention, coding and retaining information stimuli. <p>7. Dyslexia</p> <ul style="list-style-type: none"> ▪ Have difficulty reading, which is syllabic ▪ Add phonemes, syllables or words when reading ▪ They confuse letters or words, when they look like each other acoustically or visually (a → o, b → D, only → law etc) ▪ They lose order as they read ▪ They are unable to understand and narrate what they are reading ▪ Display "mirror reading" (light / shuffle, ah, ha) ▪ They make a lot of spelling mistakes ▪ Skip, replace and replace letters-words-syllables ▪ Their writing has many smudges ▪ Punctuation marks are used inappropriately ▪ Replace words with other related ones ▪ Skip uppercase or lowercase letters ▪ Have difficulty doing arithmetic operations ▪ They find it difficult to learn 	<p>manager) (first time manager)</p> <p>9. Individual sessions to explore the symptoms of the difficulties</p> <p>10. Support courses</p> <ul style="list-style-type: none"> ▪ Positive reinforcement and complacency of the student ▪ Use of behavioral techniques with disruptive behaviors ▪ Provide alternative behaviors to emulate ▪ Differentiated homework <p>If further intervention is needed:</p> <p>11. Encouragement for intervention and framing of the child with an out-of-school treatment program</p> <p>If further intervention is needed:</p> <p><u>Intervention of the manager</u></p> <p>12. Information and exploratory discussion with local/regional school advisor</p> <p>13. Communication with parents and school advisor for immediate management of the situation</p> <p>Change of school environment to a special needs school</p>
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	<p>propaedy</p> <p>8. Countless</p> <ul style="list-style-type: none"> ▪ Difficulty in performing mathematical operations and in understanding quantitative concepts and quantities. ▪ Confusion of concepts right and left ▪ Difficulty in choosing the right actions for the correct solution of problems ▪ Obsession with counting with fingers ▪ Short-term memory <p>9. Dysgraphia</p> <ul style="list-style-type: none"> ▪ Do not place letters on the line ▪ Their letters are illegible, as they put a lot of pressure on the pencil ▪ Their writing is very slow ▪ They do not leave gaps between the words so that what they write does not make sense ▪ They often change the size of the letters and omit punctuation marks <p>10. Dysorthography</p> <ul style="list-style-type: none"> ▪ Add or omit letters. ▪ Invert vowels, consonants, or even the whole word. ▪ They make spelling mistakes in both the thematic and the final spelling ▪ They find it difficult to perceive similar words 	
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	<ul style="list-style-type: none"> ▪ The use of letters in words of the same sound is incorrect (ear, ear) ▪ Replace double-digit pairs that look like each other ▪ They leave large spaces between words or stick letters between them. ▪ They repeat the same words ▪ Children with learning disabilities are generally characterized by: <ul style="list-style-type: none"> ▪ Low self-esteem ▪ High levels of stress ▪ Rejection by their peers. ▪ Concentration difficulties ▪ Memory difficulty ▪ Lack of organization ▪ High levels of anxiety and fear ▪ Social isolation ▪ Rejection by peers and loneliness ▪ Conduct disorder, delinquency 	
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2. CHAPTER II- Guideline for practical using of ESLMS software application

2.1. Introduction

Early School Leaving Monitoring System (ESLMS) is a desktop application created in the frame of Erasmus + project ESL Preventers, with aim to support the primary school teachers and responsible school staff, with basic information about potential challenges that students are facing. Additionally, this software application is offering a database where teachers can input notified cases and measures that they take in over-passing the challenges.

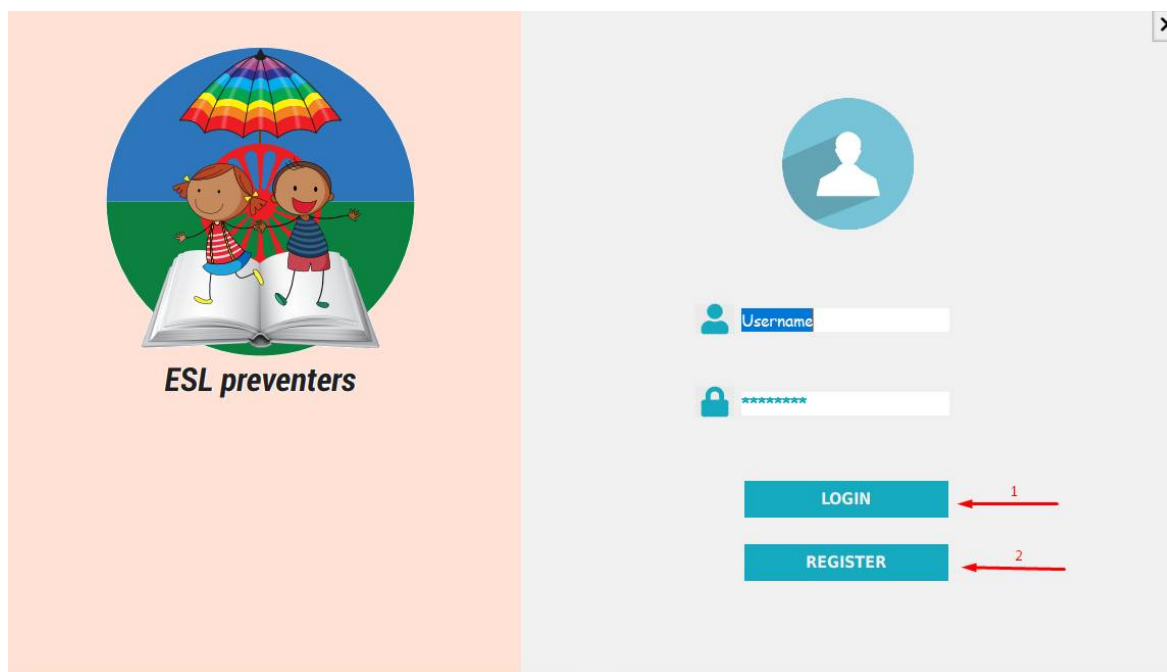
2.2. Installation

In order to get and use the application, Users need to

1. Download the App Installer (will be available for free downloading from the project web site)
2. Follow the Installer instructions
3. Have access to internet (Internet is required for getting access to the database)

2.3. Login Screen

When the Users will open the application, the first thing they will see is the login screen. If a User (teacher or responsible school staff) already has an account, he/she can use his/her username and password to login and get access to the application (see Picture 1, Arrow 1). If a User doesn't have an account, he/she can press on the Register button and create an own account (see Picture 1, Arrow 2).

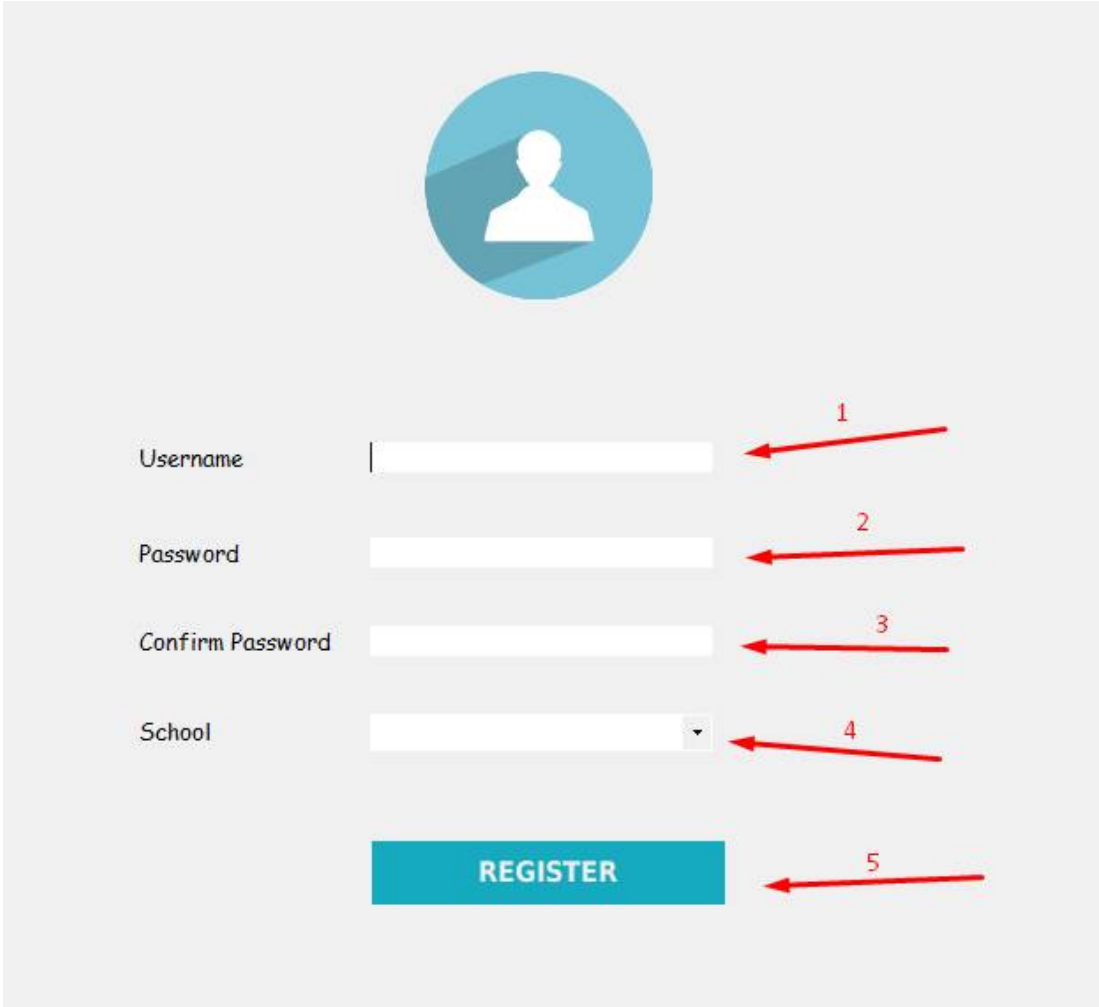


Picture 1

After the User will click on the Register Button, he/she can see the registration form. A User need to fill every field with corresponding data.

1. Username (Picture 2, Arrow 1)
2. Password (Picture 2, Arrow 2)
3. Confirm Password (Picture 2, Arrow 3)
4. School (This field is very important, you have to pick your own school: Picture 2, Arrow 4)

After the User will finish registration procedure,he/she can click on Register Button (Picture 2, Arrow 5) and if everything is okay the User will get confirmation message and software will automatically returnedUser back to Login Screen (Picture 1 from previous page).

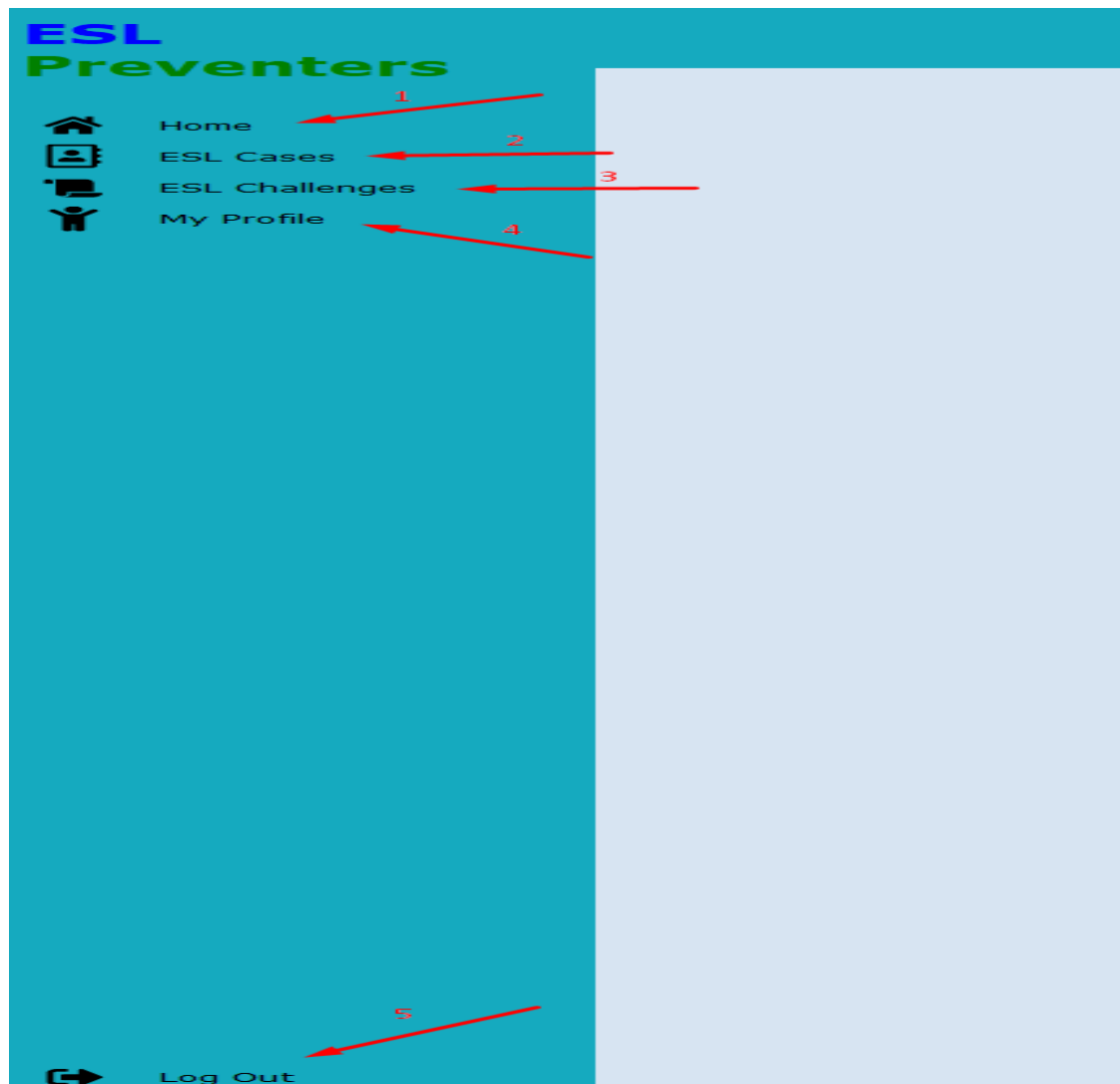
The image shows a registration form on a light gray background. At the top center is a circular blue icon with a white silhouette of a person. Below the icon are four input fields, each with a red arrow pointing to it from the right, labeled with numbers 1 through 4. The fields are: 'Username' (a text input), 'Password' (a text input), 'Confirm Password' (a text input), and 'School' (a dropdown menu). Below these fields is a blue rectangular button with the word 'REGISTER' in white capital letters. A red arrow labeled '5' points to the 'REGISTER' button from the right.

Picture 2

2.4.Main Menu

After the User will be logged in, on the left side he/she can see the Main Menu from which adifferent parts of the application can be assessed.

- Home (Some general information's and link to download the main document for ESL Challenges: Picture 3, Arrow1)
- ESL Cases (Picture 3, Arrow 2)
- ESL Challenges (General information's about the difficulties that primary school kids are facing: Picture 3, Arrow 3)
- My Profile (Picture 3, Arrow 4)
- LogOut (Picture 3, Arrow 5)



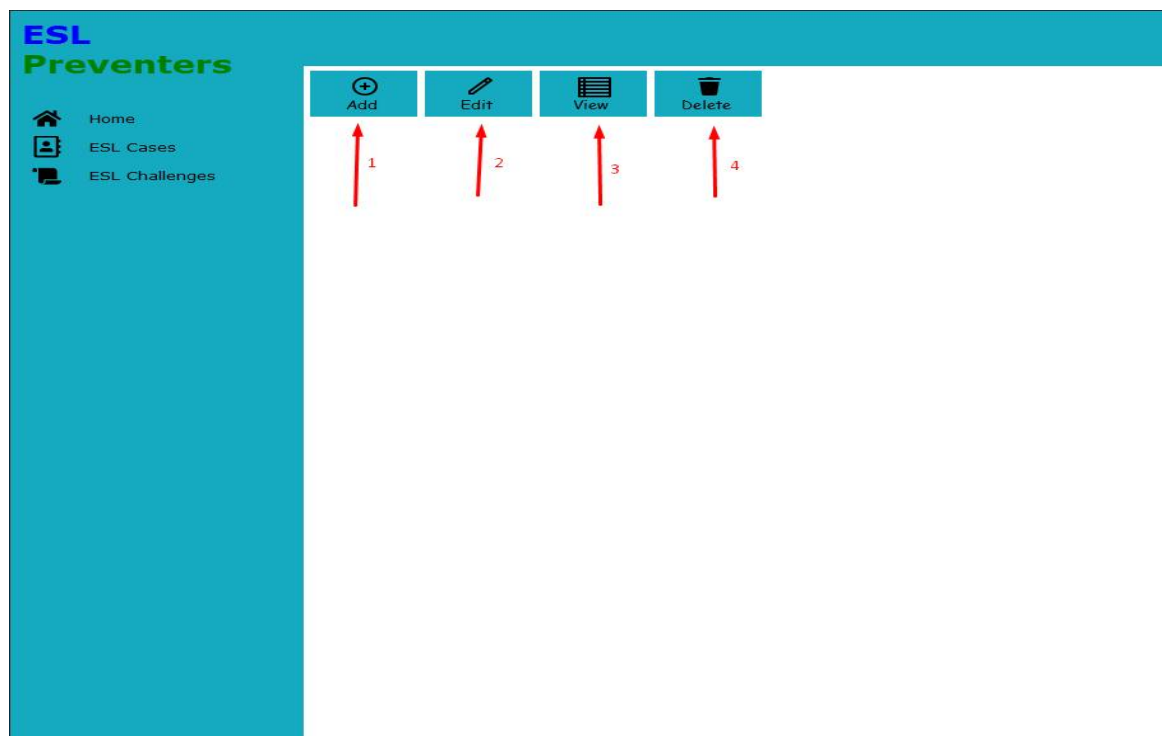
Picture 3

2.5.Home

In the Tab named Homethere is an option to download the general file for ESL Challenges where in details are explained all challenges that primary school pupils are facing.

2.6.ESL Cases

The Tab named ESL Cases, will be used if the teacher notify some primary school pupil who is facing a challenges and there is a possibility to enter the case into the created database. Additionally, in the database the teacher can place information about steps that he/she taken with aim to resolve the challenge. The notes that will be input in the database can be also seen by the responsible school staff (principal and school psychologist), so they can also contribute with support to the teachers' actions.



Picture 4

Add Case Form

In order to add a new case,the User should press the Add button (Picture 4, Arrow 1) and the Add Case form will show up.

A User should fill the fields with corresponding data

1. First Name (Picture 5, Arrow 1)
2. Last Name (Picture 5, Arrow 2)
3. Class (Picture 5, Arrow 3)

4. Case (Click on the dropdown menu to see all cases, Picture 5, Arrow 4)
5. Report (User doesn't need to fill this field when he/she is adding a new case. The User can edit this later and use this field to keep track of the progress for his/her case, Picture 5, Arrow 5)

After the User will finish data input, he/she should click on the Button Save (Picture 5, Arrow 7) to complete saving of the case in the database. In order to close the Add Form a User should click on the button Close (Picture 5, Arrow 6)

The screenshot shows a web interface for adding a student. At the top left, there is a navigation bar with four buttons: 'Add', 'Edit', 'View', and 'Delete'. The main content area is titled 'Add Student' and contains a form with the following fields: 'First Name' (text input), 'Last Name' (text input), 'Class' (text input), 'Case' (dropdown menu), and 'Report' (text area). A 'Save' button (indicated by arrow 7) and a 'Close' button (indicated by arrow 6) are located at the top right of the form. Red arrows numbered 1 through 5 point to the respective input fields.

Picture 5

Edit Student

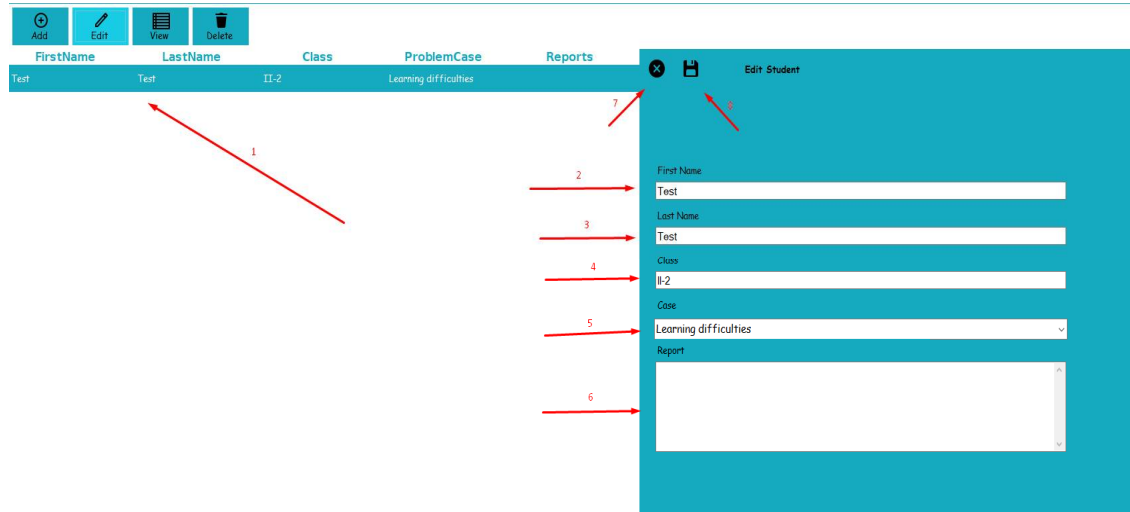
In order to edit a case, the User should press the Edit button (Picture 4, Arrow 2) and the Edit Form will show up.

By selecting which case (Picture 6, Arrow 1) a User want to edit, all fields will be filled with the correct data automatically.

Edit the fields with corresponding data

1. First Name (Picture 6, Arrow 2)
2. Last Name (Picture 6, Arrow 3)
3. Class (Picture 6, Arrow 4)
4. Case (Click on the dropdown menu to see all cases, Picture 6, Arrow 5)
5. Report (If there is a progress about this case you can start filling this field, Picture 6, Arrow 6)

After you are done, click on the Button Save (Picture 6, Arrow 8) to save the changes. In order to close the Edit Form, click on the button Close (Picture 6, Arrow 7)



Picture 6

View Case

In order to see all the cases,a User should press on the View button (Picture 4, Arrow 3).



Picture 7

Delete Case

In order to delete a case, User need to press on the View button (Picture 4, Arrow 3) then select the case (Picture 8, Arrow 1)he/she want to delete andclick on Delete button (Picture 8, Arrow 2)

+	✎	☰	🗑️	
Add	Edit	View	Delete	
FirstName	LastName	Class	ProblemCase	Reports
Test1	Test1	II-2	Common behaviors of childr...	
Test2	Test2	II-3	Learning difficulties	
Test3	Test3	II-1	Behavioral and Emotional di...	

Picture 8

2.7.ESL Challenges

In order to get familiar with all the difficulties that kids encounter in school, the User should press on the ESL Challenges button (Picture 3, Arrow 3). Here, User can read information'about the Cases as well as a proposed Intervention/Measures that he/she should take.

1. Case 1: Behavioral and Emotional difficulties (Picture 9, Arrow 1)
2. Case 2: Learning and behavioral difficulties in the classroom (Picture 9, Arrow 2)
3. Case 3: Learning difficulties (Picture 9, Arrow 3)

Behavioral and Emotional difficulties	Learning and Behavioral difficulties in the classroom	Learning difficulties
← 1	← 2	→ 3
Situations Teachers encounter in the school	Intervention/Actions by the School Staff	
<ul style="list-style-type: none"> Abuses School bullying (Physical / emotional / verbal violence) Psychological manipulation Racist behavior Aggression Delinquent behavior Absence of students from the school environment Domestic violence Multiculturalism-different religions. Internet addiction 	<p>INTERVENTION-MANAGEMENT BY THE TEACHER</p> <ol style="list-style-type: none"> 1. Recognition, acceptance of treaty and student approach 2. Building relationships of trust and emotional reinforcement 3. Student confirmation and investigation of the treaty (with psychologist) (first time of psychologist) 4. Positive / supportive intervention of the teacher and the psychologist <ul style="list-style-type: none"> • Create and enhance the child's motivation • Integration to achieve social goals • Give the child the opportunity to get to know the positive versions of school life • Use of "behavioral" techniques in children with disruptive behaviors • Provide alternative behaviors to emulate • The promotion of positive behavioral patterns • Create a receptive and supportive atmosphere in the classroom • Promoting communication and collaboration between students <p>IF FURTHER INTERVENTION IS NEEDED: INTERVENTION TO THE CHILD BY THE PSYCHOLOGIST</p> <ol style="list-style-type: none"> 5. Individual sessions with child: <ul style="list-style-type: none"> • Institutionalization and teaching of clear rules • Personalized intervention based on a personal relationship and knowledge of the child, concerns the peculiarities of the case, and the peculiarities of the approach • Framing and decisive control of children's behavior 	

Picture 9

Case 1

In order to get more information about Case type 1, User should press on the Behavioral and Emotional difficulties button (Picture 10, Arrow 1).

1. From the left side a User can read about the Situations Teachers encounter in school (Picture 10, Arrow 2)
2. From the right side a User can read about the Interventions/Actions that has to be taken by teachers or by the responsible School Staff (Picture 10, Arrow 3)

The screenshot shows a user interface with three buttons at the top: "Behavioral and Emotional difficulties", "Learning and Behavioral difficulties in the classroom", and "Learning difficulties". Below these are two main content areas. The left area, titled "Situations Teachers encounter in the school", lists various issues such as "Abuses", "School bullying (Physical / emotional / verbal violence)", "Psychological manipulation", "Racist behavior", "Aggression", "Delinquent behavior", "Absence of students from the school environment", "Domestic violence", "Multiculturalism-different religions", and "Internet addiction". The right area, titled "Intervention/Actions by the School Staff", provides a detailed list of interventions for teachers and psychologists. Red arrows indicate navigation: Arrow 1 points to the "Behavioral and Emotional difficulties" button, Arrow 2 points to the list of situations, and Arrow 3 points to the intervention list.

Behavioral and Emotional difficulties

Situations Teachers encounter in the school

- Abuses
- School bullying (Physical / emotional / verbal violence)
- Psychological manipulation
- Racist behavior
- Aggression
- Delinquent behavior
- Absence of students from the school environment
- Domestic violence
- Multiculturalism-different religions.
- Internet addiction

Learning and Behavioral difficulties in the classroom

Intervention/Actions by the School Staff

INTERVENTION-MANAGEMENT BY THE TEACHER

1. Recognition, acceptance of treaty and student approach
2. Building relationships of trust and emotional reinforcement
3. Student confirmation and investigation of the treaty (with psychologist) (first time of psychologist)
4. Positive / supportive intervention of the teacher and the psychologist

- Create and enhance the child's motivation
- Integration to achieve social goals
- Give the child the opportunity to get to know the positive versions of school life
- Use of "behavioral" techniques in children with disruptive behaviors
- Provide alternative behaviors to emulate
- The promotion of positive behavioral patterns
- Create a receptive and supportive atmosphere in the classroom
- Promoting communication and collaboration between students

IF FURTHER INTERVENTION IS NEEDED:
INTERVENTION TO THE CHILD BY THE PSYCHOLOGIST

5. Individual sessions with child:
 - Institutionalization and teaching of clear rules
 - Personalized intervention based on a personal relationship and knowledge of the child, concerns the peculiarities of the case, and the peculiarities of the approach
 - Framing and decisive control of children's behavior
 - Promoting and enhancing the social / interpersonal and emotional skills of the child, who presents difficulties in integration
6. Informing manager of the situation (first time of manager)
7. Involvement and cooperation of parents in various levels and activities related to both the academic and psychosocial "performance" of children (with manager)

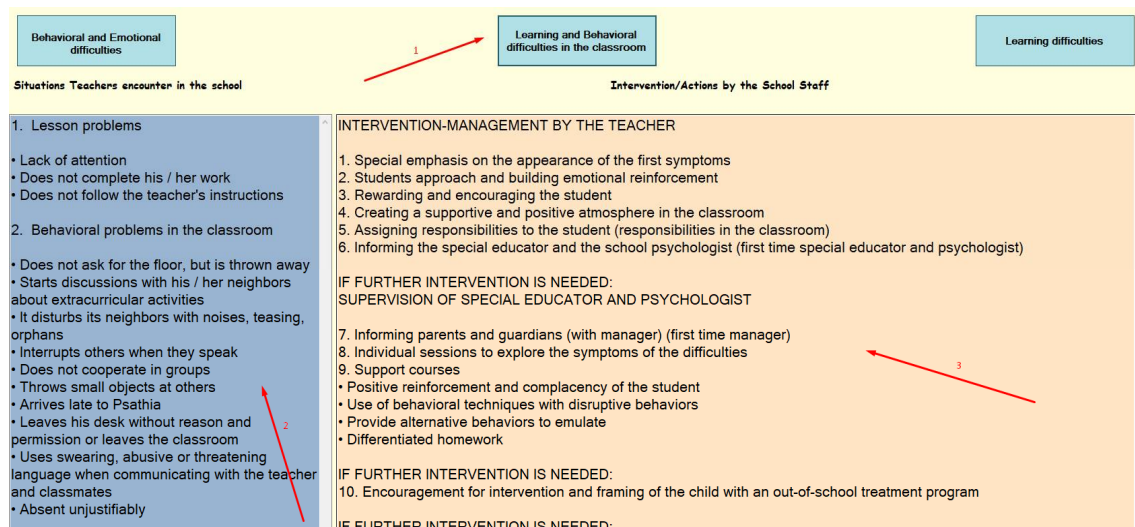
Learning difficulties

Picture 10

Case 2

In order to get more information about Case Type 2, User should press on the Learning and behavioral difficulties in the classroom button (Picture 11, Arrow 1).

1. From the left side a User can read about the Situations Teachers encounter in school (Picture 11, Arrow 2)
2. From the right side a User can read about the Interventions/Actions that has to be taken by teachers or by the responsible School Staff (Picture 11, Arrow 3)

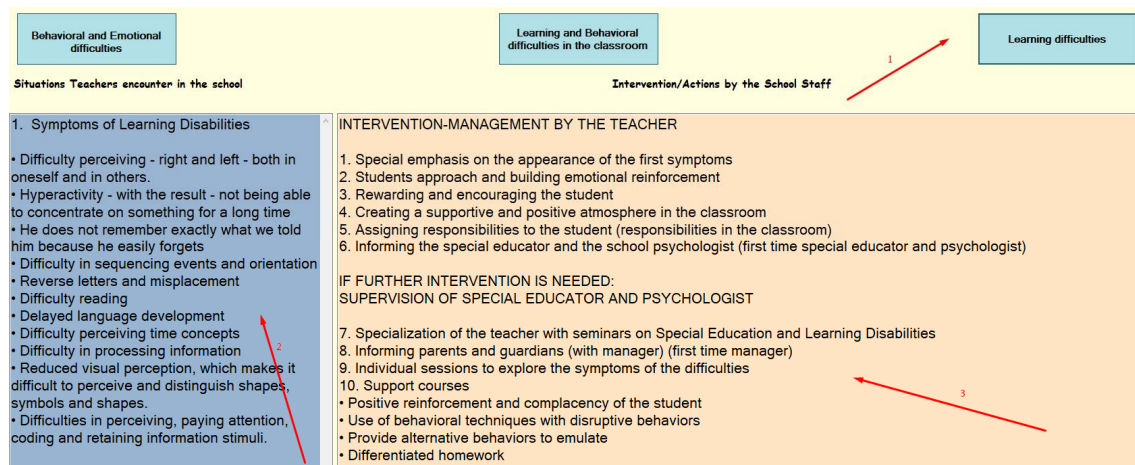


Picture 11

Case 3

In order to get more information about Case Type 3, User should press on the Learning difficulties button (Picture 12, Arrow 1).

1. From the left side a User can read about the Situations Teachers encounter in school (Picture 12, Arrow 2)
2. From the right side a User can read about the Interventions/Actions that has to be taken by teachers or by the School Staff (Picture 12, Arrow 3)



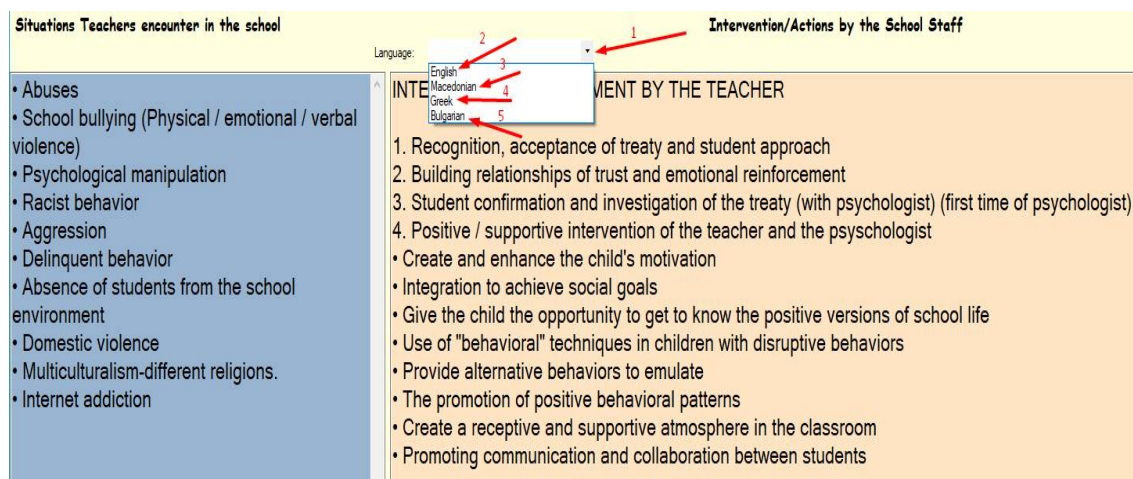
Picture 12

Language

In order to change the language of the text, Users need to click on the language list (Picture 13, Arrow 1) and select one of the languages.

1. English (Picture 13, Arrow 2)
2. Macedonian (Picture 13, Arrow 3)
3. Greek ((Picture 13, Arrow 4)
4. Bulgarian (Picture 13, Arrow 5)

After the preferred language is selected, the text will be automatically translated.



Picture 13

3. CHAPTER III- Guidelines for adequate approach towards inclusion of Roma students and active involvement of Roma parents in education of their children

3.1. Inclusion of Roma Students

Key strategies for fostering social inclusion of Roma students in the classroom

Key Strategies for fostering social inclusion in the classroom are those strategies that may assist all children in the classroom to generate knowledge in a sustainable manner and to promote an interactive and enjoyable learning environment. Interactive teaching methods can be of immense assistance in helping community pupils to develop interest in participation in the educational process. The use of interactive teaching and learning methods could be combined with establishing inter-ethnic contact and cooperation if teachers are aware of these chances to mix groups of children. The benefits of interactive and learner-centred methodologies are widely recognized. These methods can be particularly useful for enhancing intercultural contact and cooperation if teachers arrange cooperation in mixed groups of children. Children will learn to work together as individuals and develop a sense of belonging to a learning community. Such activities are important insofar as they build up a positive, supportive environment in which Roma children can express themselves honestly without fear, and can talk about their ideas and perceptions, emphasize the key role of language in enabling children to come to terms with their world, and in developing an understanding of what they experience and observe, deal with emotional issues in a safe and age-appropriate way enable children to discuss and make sense of real-life situations and to develop empathy for others.

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3.2. Inclusion of Roma parents

Building strong links between schools and community parents Establishing strong links with parents is an essential part of supporting the education of minority pupils. The most successful of schools that work with these pupils are those that foster Guidelines for teachers for Social Inclusion of Roma, in schools. Such schools usually have good links with community initiatives, learning centres and local projects, including minority community groups. Parents play a crucial role in the education of their children. They are a child's key educator and know them better than anyone else. There is a wealth of research evidence that shows that children do better when there is a close working partnership between home and school. The involvement of parents and their relationship to a school is crucial for improving school attendance and completion of education. Parental involvement is thus a key factor in pupils' achievement and this is the case across all ethnic groups. If a child experiences difficulties at school it is essential to develop good communications with parents and other key persons. Sometimes parents' and children's problems may be closely interlinked. In case of returnees, leaving their home country often disrupts family relationships: children may lose parents or key carers. More frequently, children lose the attention of their parents, who may be so preoccupied by basic survival and their own problems that they cannot give young children the attention they need. Where parents are emotionally absent, it is important to ensure that the children receive social support within and across ethnic groups. A starting point for encouraging more parental and community involvement is to acknowledge that there are different communities with different experiences. Individuals from within and across different communities should not be viewed in ways that label or stereotype them as a homogeneous group. Parents and children may anticipate and fear experiences of discrimination. They may face a range of economic, social and practical barriers to being involved in schools, such as lack of clothes, lack of transportation, need for child labour, language problems, and lack of material resources for participation in school activities. For many children, isolation and lack of support are significant risk factors. If children are experiencing difficulties at school, teachers should check that they and their families have the support of community groups, after-school clubs, access to playgroups and language classes.

- Parents should be considered as partners,
- Parents should be invited to visit the school and teachers.
- Support will help build trust between them and the teachers.
- Special attention needs to be paid to parents who lack education or are themselves illiterate.
- If necessary, translation or interpretation services should be organized to facilitate communication.

3.2.1. Fostering access to education and school attendance

A child drop-out from school is not the result of an isolated decision at a certain moment, but is the consequence of a process. The issues of irregular attendance and drop-out call for comprehensive school guidelines and practices, as they cannot be solved by individual teachers. The school has to emphasize the right to education for all children and develop coherent approaches to prevent drop-out and early school leaving. The strategies chosen by the school community should be implemented in the school development plan and communicated to all teachers.

In case the dropout prevention team needs to conduct a conversation with a parent or with a child who has dropped out of school, the subsequent steps must be followed:

1. Identify the case,
2. Prepare questions for conversation,
3. Determine conclusions,
4. Propose solution and discuss further steps with colleagues

Find teachers who individually or in group will go forward as volunteers to communicate with parents whose children don't attend school regularly. These meetings can be held in school or in the

homes, and their aim is to inform parents on the importance of their children' education and to encourage them to return their children in school. Besides meetings with parents, they also can organize meetings with pupils who have dropped-out, who are usually forced to do this due to the socio-economic situation, which sometimes happens to be initially initiated by the parents themselves.

5. cooperation of teachers with school mediator: this will have impact in overcoming a very hard economic situation of a pupil who had dropped-out. The collection of clothes and other necessary items could be initiated to help the pupil in need.

6. Cooperation and school development seminars for teachers for Social Inclusion of Roma students in school

- Address school mediator to re-establish communication with the family
- Organize events and activities that those children who have dropped out from school also want to attend
- Organize meetings with parents where parents of children who still attend school can encourage those whose children have dropped out to send them back to school
- Plan catch-up activities for those who have left, and for those who return

Cooperation with mediators, learning centres and external partners cannot single-handedly master the challenge of responding to social and educational needs of Roma children . It is important that schools develop good links with community organizations in their locality. If a school wishes to improve the involvement of parents from communities in its activities, it can ask the relevant community groups to respond to the school's overtures. The more stakeholders are involved in the process of social improvement, the more effectively existing practices can be evaluated, modified and disseminated. There are many non-governmental organizations, international support services and services offered by local and national authorities which can complement the efforts of schools. Schools and teachers would benefit from support networks, such as:

- school mediators
- Learning centre support;
- Supplementary classes for languages, cultural-educational activities, sports;
- Youth activities;
- Women's groups;
 - Local cultural events and excursions;
- sports events;

3.2.2.School mediators

Education mediators aim to increase access to education for pupils from Roma communities. They are mainly based in schools and they are in continuous contact with the pupils' families. Mediators are usually very well informed about the situation of each family in the neighbourhood they work, and the children in school. Main tasks of mediators are:

- Ensure pupils enrolment in school
- Mediation among families, schools and municipal administrations
- Prevent interruption of their school attendance
- Supporting pupils overcoming individual problems that may face regarding their schooling

3.2.3. Schools have to prepare a Checklist to gather information about a newly arrived child

- How is the child named by the parents and friends?
- What language competences does the child have, and what is his or her level of proficiency in each language (understanding, speaking, writing)?

- What is the child's religion, how is it practiced, and does this have any implications for school and classroom planning?
- Are there any cultural practices that might affect classroom interaction? Are there actions deemed inappropriate or rude in the child's home culture, but which may not cause offense to members of the dominant ethnic group or vice versa?
- What elements of the child's background represent valuable assets and can be used for further learning (e.g. extracurricular activities; ability to play a musical instrument, places visited, ICT skills, etc

ANNEX I- a Guidelines with proposed proactive measures in facing of challenges of discrimination, segregation, bullying and racism

HOW IS RACIAL DISCRIMINATION DEFINED?

Racial discrimination is any conduct that treats a student differently and unfavorably because of the student's race, color, ancestry, national origin, personal characteristics associated with race (such as hair texture or wearing one's hair in natural or protective styles), or association with a person of a certain race or color. Racial discrimination includes any denial of equal educational opportunities based on race. Racial discrimination in school can take many forms. It can involve racist comments, racist behavior, or entire school policies and practices that perpetuate racism or allow it to continue. Racism does not happen in isolation. It impacts and harms school communities as a whole, even when it happens between students. Some examples include:

- ♣ Qualified students are denied admission or "counseled out" of a school or class for racially discriminatory reasons – e.g., school officials underestimate a student's academic abilities because of their race, color, national origin, English language skills, or immigration status.
- ♣ Students are denied opportunities in school, in extracurriculars, or for scholarships because of their race, color, national origin, or immigration status.
- ♣ Classmates harass a peer based on race, ancestry, or national origin.
- ♣ School officials create a climate where students are treated with disrespect or hostility because of their race, ancestry, national origin, or immigration status.
- ♣ In a school, Black students and other students of color are disciplined more often and more harshly, when compared to white peers who engage in the same behavior just as frequently.

WHAT IS THE RIGHT TO BE FREE FROM RACIAL HARASSMENT AT SCHOOL?

Students have the right to be free from harassment based on race. The school has a duty to protect students from racial discrimination. If you are being harassed based on race, color, national origin, or immigration status, you should:

- o Keep notes for yourself of when and how you are harassed and by whom;
- o Tell an adult at the school – like a teacher, a principal, or counselor – about it;
- o Report the harassment in writing to the principal or superintendent, using any process the school may have, such as an online complaint form;
- o Complain to external agencies,
- o Follow up with your school in writing if they fail to take action.

SIGNS OF BULLYING

No one should have to put up with bullying. It can make people feel unsafe at school and miserable when they get home.

The following will equip you with the skills to spot different signs of bullying and some of the symptoms that could come from this.

Emotional and behavioural signs of bullying

- Changes in sleep patterns
- Changes in eating patterns
- Frequent tears or anger
- Mood swings
- Feels ill in the morning
- Becomes withdrawn or starts stammering
- Becomes aggressive and unreasonable
- Refuses to talk about what is wrong
- Begins to target siblings
- Continually 'loses' money or starts stealing.

Physical signs of bullying

- Has unexplained bruises, cuts, scratches
- Comes home with missing or damaged belongings or clothes
- Comes home hungry.

School signs of bullying

- Doesn't want to go to school
- Changes their route to school or are frightened of walking to school
- Doesn't want to go to school on the bus/tram/train
- School grades begin to fall.

Other signs of bullying

Sometimes signs bullying can be far more hidden. They can include:

- Often alone or excluded from friendship groups at school
- A frequent target for teasing, mimicking or ridicule at school
- Unable to speak up in class and appears insecure or frightened.

MANAGING BULLYING INCIDENTS

Universal efforts to improve the social skills, attitudes and behaviour of all students can be implemented through curricula and pedagogical approaches involving the teaching of social skills and groupings encouraging positive interactions between students, inclusiveness and acceptance.

These approaches include a heightened focus on relationships, engagement and positive classroom and behaviour management. Their intention is to produce school cultures where bullying is less likely to thrive.

Targeted approaches focus specifically on students who are involved in bullying incidents, either as perpetrator or target, giving specialised treatment

The approaches are complementary: universal approaches when consistently and persistently applied tend to lead to fewer cases of bullying requiring specialised intervention.

Management of bullying incidents will depend on the individual school's approaches to student behaviour. The most effective management methods are non-hostile and non-punitive, and the most useful approach to student discipline is as a learning tool rather than as a punitive device. Naturally very serious incidents will invoke a response consistent with department, jurisdictional or board requirements.

Key steps

- All teachers need the skills to recognise and respond to bullying situations and teachers who do not feel confident they have the skills to tackle a bullying situation will require professional learning activities
- Ensure that policies require that all teachers accept they are responsible for bullying in the school even if they do not teach or are directly responsible for the students involved
- Ensure all teachers are familiar with the school's commonly accepted definition of bullying
- The approach used by teachers will depend on the policies and implementation guidelines of their particular school. Teachers should be familiar with particular approaches, such as:
 - The traditional disciplinary approach
 - Strengthening the target of bullying
 - Mediation
 - Restorative Justice
 - The Support Group Method
 - The Method of Shared Concern

Tips

- Provide secure opportunities for students to disclose bullying incidents
- Ensure these are regularly monitored (daily)
- Ensure responses are provided by a staff member who has appropriate training, and who is in a position to respond to the situation effectively

- Students need to know they will be listened to in a supportive way (some schools allow students to identify particular teachers to whom they are prepared to talk).

SEGREGATION

Whats does segregation mean?- the **act or practice of segregating**; a setting apart or separation of people or things from others or from the main body or group: gender segregation in some fundamentalist religions. the institutional separation of an ethnic, racial, religious, or other minority group from the dominant majority.

STRATEGIES TO ADDRESS SEGREGATION

Much of segregation, whether in schools or neighborhoods, traces back to a history of discriminatory policies. For example, redlining, the practice of denying loans to people of color trying to purchase homes in predominantly white neighborhoods, prevented many families of color from moving into areas with well-funded schools.

Overcoming such legacies has proven a painfully slow process. However, some leaders in education point to solutions that can help address problems of inequity even if they can't change segregated housing patterns. Here are several initiatives to bolster integration in schools including:

- Addressing transportation needs
- Building schools using a 50-50 enrollment model based on family income
- Redrawing attendance zone lines or eliminating them altogether
- Adding specialized academic programs to encourage enrollment

In addition to these solutions, educators can use classroom strategies to help offset the negative effects of segregation. Even though public policy and systemic racism have caused segregation, "culturally relevant teaching practices, teacher coaching and strategic use of technology could help us overcome the barriers that our neighborhoods present to desegregation."

Some ideas to offset the effects of classroom segregation are:

Strategic use of technology: Use the internet and meeting platforms like Zoom in the classroom to connect with schools across the city and country. While teaching students sth, for instance, connect with other classrooms to explore the differences and similarities about what's being taught. Follow up with discussions exploring the different perspectives on the topic and how to discuss ideas with those holding conflicting viewpoints.

- **Focus questions and activities on the world:** Rather than relying on textbooks to direct activity, drive student engagement by exploring topics relevant beyond the walls of the classroom and investigating issues that students find meaningful.
- **Establish a culture of coaching in schools:** Teachers need encouragement and feedback to improve their teaching practice. Coaching can offer this, and it can give teachers a chance to discuss their mindsets and discover their own racial biases that might get in the way of activating the potential of all their students.
- **transform education through leadership**

Tackling challenges like classroom segregation calls for well-prepared leaders. To ensure all students have access to schools where they can grow and thrive, educators must know how to disrupt the status quo with creative solutions to problems and inequities.

USEFUL WEBSITES

- 🔗 Council of Europe: www.coe.int.

- 🔗 Directorate of Youth and Sport, Council of Europe: www.coe.int/youth
- 🔗 Enabling Education Network: www.eenet.org.uk
- 🔗 Right to Education Project: www.right-to-education.org
- 🔗 UNESCO: portal.unesco.org/education
- 🔗 'All Different – All Equal': <http://alldifferent-allequal.info>
- 🔗 Office of the UN High Commissioner for HR: www.ohchr.org/english/
- 🔗 The European Wergeland Center Library: <http://www.theewc.org/library/>
- 🔗 Roma Education Fund: <http://www.romaeducationfund.hu/>
- 🔗 Building Resilience online portal:
www.education.vic.gov.au/Documents/about/department/resiliencelitreview.pdf
- 🔗 European Commission Roma Portal: <http://ec.europa.eu/roma>
- 🔗 UNESCO, Peace and Human Rights Education: www.portal.unesco.org/education

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