

Prove di Volo Project



Early evaluation and intervention for children needs and disease at school

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Introduction

1. Education

Clients using Addiction Services of Parma in 2003:

- 10% left without 8th class degree
- 60% has just 8th class degree
- 23% left higher education, and remained with 8th class degree

2. Youth distress and school distress

3. School drop out

(Unesco, 1972; CM 275/94; CENSIS, 2003)

Main aims

Detect, measure and manage types of **distress** lived in school context :

- Individual level (affective, cognitive and behavioral) or class group level. E.g.: behavioral problem, difficult relations, adaptation and functioning diseases, etc.
- Complex relational dynamics (E.g.: perceived distress by children, teachers, class) and relations between teachers
- Relations with Institutional Services: family, Social Services, NHS Services, Social volunteers, local organizations

Specific aims

Develop psycho-educational intervention of **mediation** and **support**, which elicit educational practices able to promote wellness in terms of functional relations and appropriate behaviors

Method

Target: school children (1th to 6th grades; from 6 to 14 years old)

Subjects: 11 schools in Parma, about 160 individual and classroom situations examined in 2005 and 2006

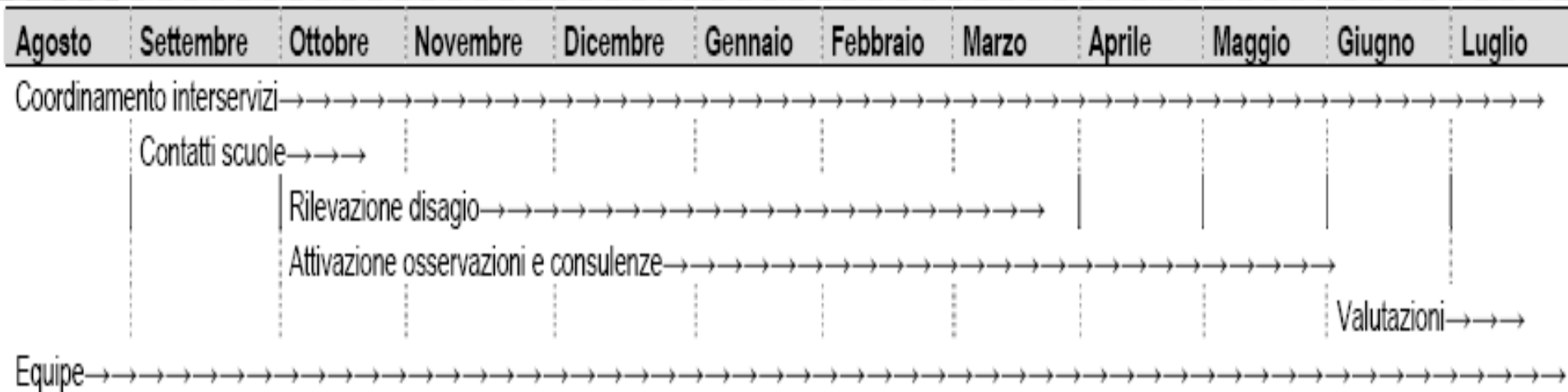
Resources: 4 chartered psychologists and 4-8 trainees

Actions:

- Consultancy and mediation for teachers
- Structured observation of children and classroom
- Specific interventions (E.g.: Functional assessment; Structured education; Precision Teaching; Schedules of reinforcement for learning; Cooperative learning; Rules and self-regulation; Behavior management; Assertiveness Training; Role-playing; Rational-Emotive education; Problem solving; Self-esteem elicitation, self-determination and inclusion)
- Facilitation and collaboration with Social and NHS Services
- Facilitation and collaboration with families
- Facilitation and collaboration with GPs and paediatrics
- Facilitation and collaboration with social volunteers

Time phases

- 2+3 years
- Typical steps:



Results

Improvement in:

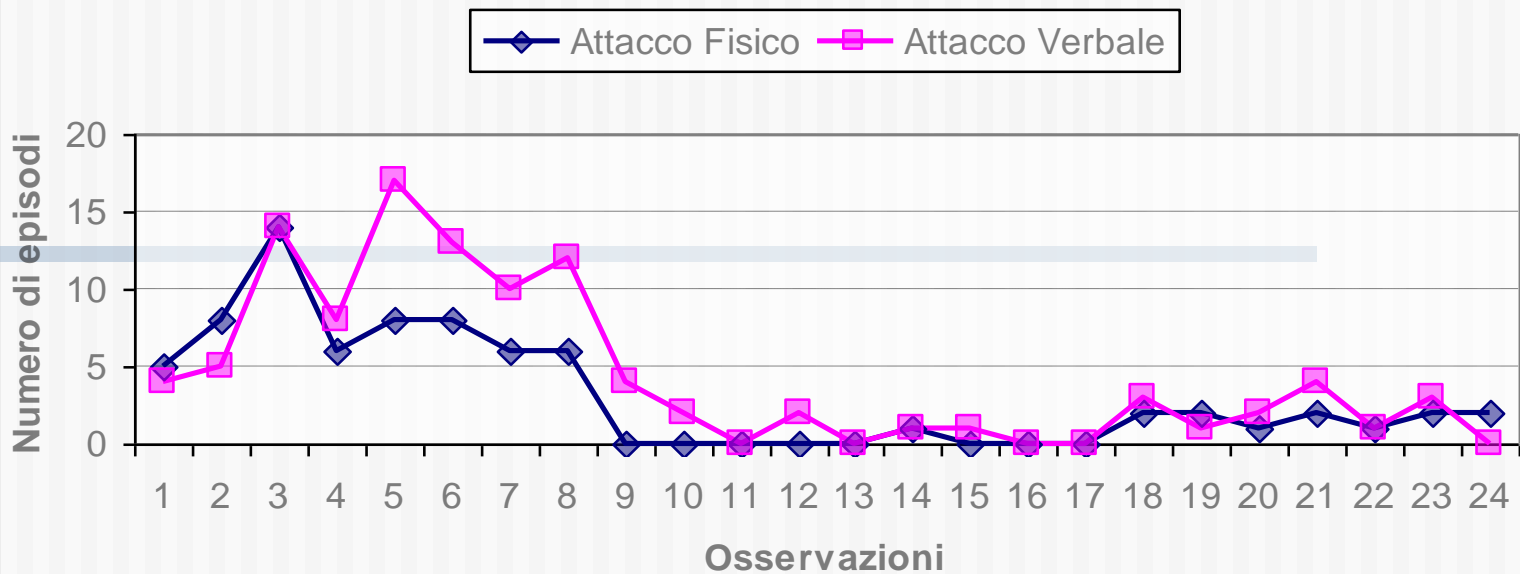
- **Teachers competences** in managing complex classroom situation, and relations within group and with social net

Quality of Life indicators:

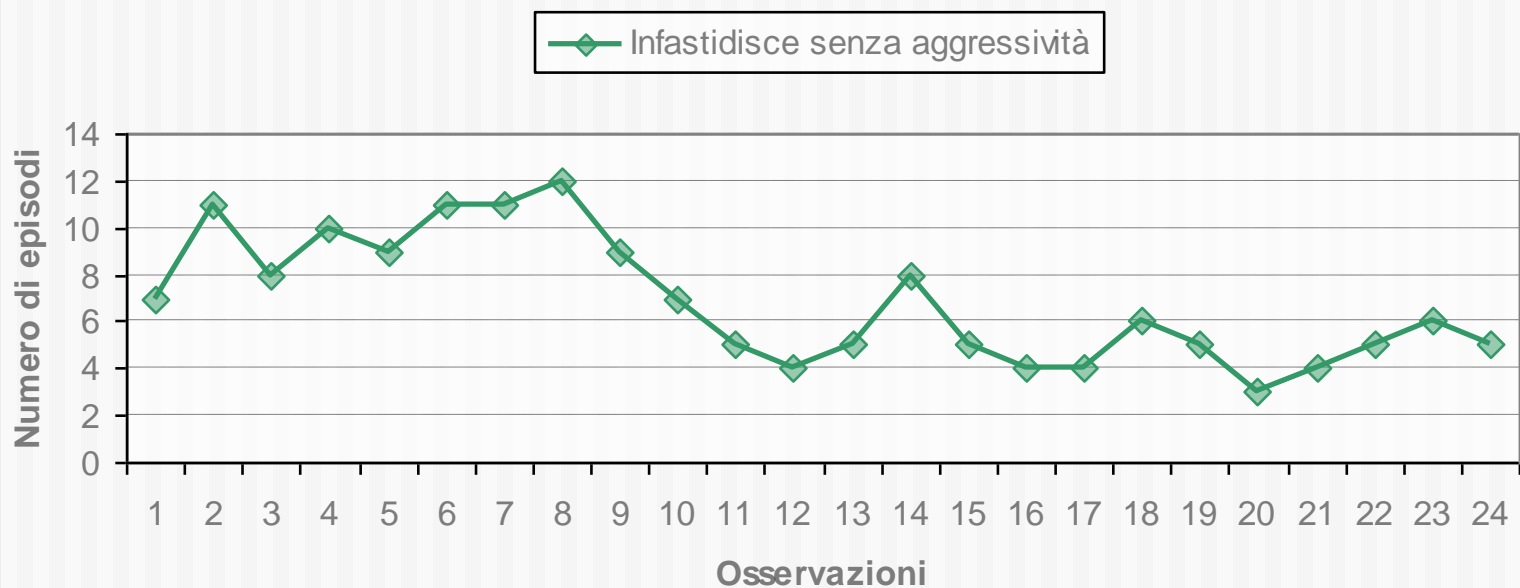
- Percentages of situations with significant modifications
- Levels of perceived quality by teachers
- Levels of perceived quality about the intervention protocol (process)

- **View examples** (pics & video)

Comportamenti target primari



Comportamento target secondario





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