



Erasmus+



Individuals programmes of work with the student/ward.

***Co-funded by the Erasmus+ Programme of the European Union
2017***

The project partners:

Fundacja Centrum Edukacji, Przedsiębiorczości i Aktywności - Poland
Complexe de de Pagès (École de Pagès)-France

*The programmes developed in the project **For the young and with the young we discover the world** - implemented in the program Erasmus +, co-funded by the European Commission.*

This publication reflects the views only of the author, and the European Commission and the National Agency are not responsible for placed on their part. This material is distributed free of charge.

Table of Contents:

Introduction	- 4
The structure of an individual programme	- 5
Individual programmes of work with the student/ward:	
1 Programme	- 6
2 Programme	- 21
3 Programme	- 34
4 Programme	- 47
5 Programme	- 56
6 Programme	- 73
7 Programme	- 83
8 Programme	- 100
9 Programme	- 109
10 Programme	- 125
11 Programme	- 134
12 Programme	- 152
13 Programme	- 161
14 Programme	- 178
15 Programme	- 191
16 Programme	- 199
17 Programme	- 209
18 Programme	- 222
19 Programme	- 233
20 Programme	- 249
Appendix for Programme 17	- 264
Appendix for Programme 19	- 272

Introduction

Dear Sirs,

we hereby offer you, for inspiration purpose or as base for adapting to individual needs, 20 individual programs of work with a student / ward, which were created by the Fundacja Centrum Edukacji, Przedsiębiorczości i Aktywności Społecznej located in Warsaw and the Complexe de Pages (Ecole de Pages) located in France, as a part of the project entitled "For the young and with the young we discover the world" within the Erasmus+ Program, co-financed by the European Commission.

All programs contain elements of the proposed structure for such documents as well as some modifications proposed by the authors. Programs were created in cooperation with students, because each of their elements was a result of individual meetings of the authors working with the youth with a particular mentee. It should also be emphasized that these programs have been implemented at work with youth at risk of social exclusion due to slight intellectual disability or social maladjustment. The programs have served to equalize educational opportunities and strengthen the self-confidence and self-esteem of young people.

It was also very instructive and competence-improving professional experience for the authors.

We hope that this publication will inspire you to create new and creative solutions in work with youth.

**Yours faithfully
Authors**

The structure of an individual programme of work with the student/ward

Stages	Content	How to implement (materials, sources, aids)	Example number of hours
I.	What do I know about the student/ward – collecting and analysing information	Analysis of documentation (documentation from specialists, medical documentation Conversation, meetings with Parents (questionnaires, surveys).	5
II.	Getting to know myself” – self-assessment of the student with the help of the coach	Conversation with the student/ward (<i>Student’s booklet</i>), Unfinished sentences, picture contract, other – as needed.	5
III.	Psychological profile (intrapersonal)		2
	Social profile (interpersonal)		2
	Educational and vocational profile		2
	Synthesis of the diagnosis – determining priorities (from one or more areas but not more than 3).	E.g. pyramid of priorities, target, criteria poker.	2
	Defining areas for development	Diagnostic tools e.g. questionnaire, Wheel of satisfaction/ Wheel of life, „a figure” (other described in the programme „I am a coach, mentor – a guide of a young person”).	2
	Development goals	Coaching conversation – GROW model; STROM, SMART model	4
	Expected results		
Plan of coaching activities			
IV.	Milestones.	Plan of a coaching trip, planning from the future, „The road”, creative planning according to W. Disney, a cone by R. Dilts, Socratic questions, star of questions.	2
	Coaching sessions (implementation of activities): Session No.1: Session No. 2:	GOLD model, Silver model, feedback	30/40
V.	Evaluation of the programme of work with the student	Balloon, a letter to myself, a dustbin and a suitcase, coaching conversation, self-diagnosis of effectiveness of the educator – guardian and guide of youth (Appendixes to the programme „I am a coach, mentor – a guide of a young person”).	4

1. Individual programme of work with the student/ward.

The time of the programme implementation:

Name and surname of the teacher - coach: A

First name and surname of the student/ward: B.....

Stage I.

Collecting and analysing the information about the student/ward:

The student was brought up in a full family until 2010. After her mother's death she has been brought up by her father. According to what her father said in the interview, she improved her behavior. She behaves well on leaves, helps him with home activities. She improved her relationship with her brother.

Knowledge and skills:

a) academic skills

Reading: slow reading speed, limited understanding of the read text, confuses similar words.

Writing: She has difficulties in mastering the correct spelling and punctuation, unable to apply spelling rules, has difficulties in formulating sentences and written statements, slow pace of writing.

b) social skills:

She observes norms and rules, rarely enters into conflicts, shows respect to friends and tutors, controls her emotions, values the opinion of others, is open, polite, has common sense, is courageous, accepts praise with pleasure.

c) personal skills:

She has the ability to motivate herself to act, skillfully builds her authority in a familiar environment, has the qualities of a leader, the ability to strive for a set goal. Empathic.

Anne quickly establishes social contacts. She is calm, balanced. She is happy to answer questions. Proper intellectual development. She knows and understands the principles governing the society in a correct way. She is responsible for the tasks performed, emotionally mature. She has good general knowledge, is perceptive and properly links facts in terms of cause and effect. She reluctantly reveals her own feelings. The student has low self-esteem (especially in contacts with new people), she is distrustful to other people, not accurate enough. She lacks perseverance and diligence.

The student during the classes is motivated and her attitude motivates other participants of the group. She pays attention to her appearance, makes eye contact, is aware of the existence of non-verbal communication and its meaning

In terms of emotional functioning, the student has a good insight into her own feelings, reacts adequately to the situation. The situations when she is unable to control strong emotions or when they are inadequate to the situation are rare. The student has the competence to recognise her emotions, determine their sources, and understand the feelings of others. She experiences family and personal problems that intensify stress.

The student is eager to take up activities allowing acquisition of new knowledge, getting to know herself, and realising the reasons for her own behavior.

In terms of interpersonal competences, she gradually develops skills in particular areas: communication with adults, culturally desirable relationships with peers. The

development of the skills of active listening, expressing and accepting criticism, sometimes dealing with anger and other emotions should be continued.

The student tries to use polite forms, addresses teachers politely. During free time, she is willing to get involved in additional activities. She values order and rules prevailing in the Center. She tries to look after her neat appearance and keeps order in the room and the closest surroundings. She is getting better and better in different life situations. She tries to be nice and friendly. Occasionally, she behaves inappropriately using verbal aggression. She is an open person with the ability to empathise. She tries to help others. She is motivated to work on changing her behavior.

Anne fulfills the assigned tasks, performs the duties in the kitchen conscientiously and with accuracy. She never refuses when asked for help. She addresses the service staff with respect.

Stage II.

"Getting to know myself" - self-assessment of a student/ward with the help of a coach / mentor based on the programme "Getting to know myself" - appendix No. 1. Five sessions with the student.

I....

My name is Anne. During our meetings, I realised many things that are important and valuable to me. I understood what my life should look like. I know that I want to graduate from school, get a job, start a family - show my relatives that I can also „go straight". I realised who I can rely upon, count on in my life, who is my friend. I appreciate now what I lost because of my behaviour. My dream is to become a firefighter. I like helping others. I am an empathic person. I often do not trust other people. I do not like criticism and I cannot accept it - but I listen to complements with pleasure. They give me a lot of joy and satisfaction. I can not cope with stress. I am tolerant and loyal to my friends and strangers. I have my own opinion and I value people who have it. I try to achieve the goal I have set. I am a good person with a lot of positive energy and enthusiasm for life. I consider myself a hard-working and responsible person.

Stage III

Synthesis of the diagnosis – student's profile:

Student's profile	Student's strong points	Areas for development
Psychological profile (intrapersonal)	Obeying moral norms and social rules. Awareness of mistakes made.	Low self-esteem . Distrustful towards other people.
Social profile (interpersonal)	Ability to strive for a set goal. Helping the weaker, empathy. Leadership abilities.	Lack of ability to cope with stress and other emotions. Inability to accept criticism.
Educational and vocational profile	Taking responsibility for tasks performed. Interested in music and dance.	Inaccurate execution of tasks. Lack of perseverance and conscientiousness.

Selected areas for development:

Areas for development within intrapersonal competence:

1. Raising self-esteem.

Areas for development within interpersonal competence:

2. Developing the ability to deal with emotions, including stress.

Areas for development within educational and vocational competence:

3. Developing the ability to persistently strive for the goal and be accurate in the activities performed.

Goals to achieve with the pupil:

Raising self-esteem.

1. Developing the skills of proper self assessment.
2. Developing student's strengths.
3. Developing skills to build her own value system.

Developing skills to deal with emotions and stress

1. Developing the ability to express thoughts and feelings, defusing bad emotional states.
2. Implementing new effective ways of coping with stress in everyday life.
3. Improving the ability to solve stressful and conflict situations.

Developing the skills of determination in the achievement of goals and accuracy in the implementation of tasks.

1. Indicating examples of proper attitudes related to accuracy and determination in action in the student's environment and motivating her to imitate them.
2. Improving conscientiousness, reliability in action, e.g. by positive reinforcement.
3. Teaching patience and determination.

Expected results.

The student/ward:

- 1) can determine her strengths.
- 2) understands the importance of self-esteem.
- 3) is aware of the need to have her own value system.
- 4) can talk about her emotions.
- 5) knows how to deal with her emotions and problems.
- 6) knows the reasons for inability to cope with stress.
- 7) copes better in stressful situations.
- 8) can conscientiously and diligently perform the assigned task.
- 9) can be patient and determined in performing tasks.
- 10) can do the task to the very end.

Stage IV

Planning activities - milestones.

1. I know that I can.
2. I know my emotions, I can deal with them.
3. Accuracy and persistence as a way to achieve success.

Plan of coaching sessions:

Milestones	Coaching sessions	Methods and tools used during the session
Concluding a contract	The rules for work of the teacher-coach with the student/ward during coaching sessions.	Conversation with the student, technique of unfinished sentences. Contract visualisation.
I know I can. Raising self-esteem.	Me and my self-esteem.	Coaching conversation, the wheel of satisfaction, the film <i>Akeelah and the Bee</i> , „I am ” list
	I express myself in music (projektowanie układu muzycznego – mój portret).	Project method, coaching conversation, show, presentation
	I build my system of values.	Coaching conversation, list of values, visualisation of values
I recognise my emotions, I can deal with them . Developing the ability to	Talking about emotions.	Coaching conversation, a list of emotions and their intentions

cope with emotions, including stress. •	My emotions, feelings and thoughts – how I express them.	Coaching conversation, drama method
	Emotional expression – how can I use it.	Coaching conversation, method of practical action, drawing a comic book by the student
	I sponsor student's potential.	Coaching conversation, method of practical action – a poster, a letter to oneself
	What stresses me.	Coaching conversation, a poster with a human silhouette, coloured pens
	How to cope with stress.	Coaching conversation, a set of relaxing exercises
	My relations with the environment.	Coaching conversation, interview method, editorial work, work on a text
	Can I solve conflicts?	Coaching conversation, message structure of the type „you” and „I”
Accuracy and determination as a way to achieve success. Developing the ability Kształtowanie umiejętności wytrwałego dążenia do celu i dokładności w wykonywanych działaniach.	Step by step to the goal.	Coaching conversation, a star of questions, time matrix, a poster
	How I manage my time.	Pomodoro technique, a list of tasks, a pyramid of priorities
	Pomodoro helps me.	Pomodoro technique, a list of tasks, technique of unfinished sentences
	My future	Coaching conversation, „My future” workshit, timeline – time matrix

Session No 1

Principles of teacher's/coach's work with a student/ward during coaching sessions.

This session is focused on establishing the rules for cooperation with the student/ward- a contract setting out the principles of cooperation.

It is determined by the following steps:

1. Creating space for conversation - eliminating communication barriers.
2. Talking about expectations - what is important for the student/ward in cooperation with the teacher - coach, how she imagines this cooperation; how the teacher-coach imagines cooperation?
3. Creating a contract: practical information that you can refer to at any time; determining:
 - dates, places and hours of meetings,
 - organisational rules related to the course of meetings, including the possibility to talk with other people, participation of other people in the meetings, rules regarding unplanned events such as cancelling a meeting, being late,
 - principles that both sides will follow during the coaching relationship, e.g. openness, honesty, confidentiality, respect,
 - the scope of rights and obligations of both parties, e.g. who is responsible for setting the goals of coaching, what they are, etc.

Relying on the potential (strengths) of the student/ward. Strengthening and making use of self-awareness of her strengths. Using strengths (skills and attitudes) in working on areas for development. Establishing that at any time during the coaching meetings a conversation about the agreed contract can be initiated and changes can be introduced if necessary.

- ✓ Conversation about the principles using the technique of unfinished sentences: e.g. I would like the meetings to be our secret, because Writing a contract in a positive language, without using the word "no".
- ✓ Contract visualization.
- ✓ Summary and end of the session.

Sessions No 2 -7

Sessions from stage II

Sessions No 8, 9.

Me and my self-esteem

1. The session begins with watching a few episodes from the movie *Akeelah and the Bee*, 2006, USA, scen. and dir. Doug Atchison.
2. Coaching conversation according to the GROW model.
 - searching for an answer to the question: what the self-esteem is?
 - who is the main character of the film?
 - how does she perceive herself? what is her self-esteem?
 - what values are important to her? what goals does she set for herself?
 - what are her successes? what does she think about them?
 - what is the biggest challenge for her?
 - who is the authority for her? what does she admire in this person / these people?
 - what does she receive from that person / persons?
 - how do other people perceive her?
 - is it important to her?

3. Know yourself: **Exercise: I am List** Write on a sheet of paper 15-20 sentences (or more) starting with the word "I am ...". They can be absolutely arbitrary sentences about yourself. Carefully look at your sentences, read them quietly and then write the following sentences on the card:

- a sentence which describes me best: ...
- an opinion about myself that most often appears in my mind is: ...
- a sentence about myself which is the most significant for me (personal, intimate): ...

In place of dots, you can rewrite the sentence from the "I am" list or a completely new sentence. Assign a "+" to each of your sentences, if you think the sentence contains a positive self-assessment, "-" if the sentence contains a negative self-assessment and "o" if the sentence does not contain any self-assessment.

Think about what moved you in this exercise?

Have you discovered something interesting for yourself?

Have you learned something new about yourself?

What are your afterthoughts after this work?

4. Satisfaction wheel - use it to think about yourself. The student/ward creates her own satisfaction wheel. First, complete the labels - name six areas of your life. When the labels are completed, in each area select (on a scale from 0 to 10), what is the current level of your satisfaction with the area.

3. Conversation:

- ✓ *What do you see when you look at your level of satisfaction with various aspects of life?*
- ✓ *What relationships do you see between different areas? Were these relationships clear to you before doing the "satisfaction wheel" exercise?*
- ✓ *Which area is the most important for you? Why do you perceive this area as the most important one?*
- ✓ *Which of the areas has the greatest impact on the remaining / on the level of satisfaction in other areas? Why do you think so?*
- ✓ *Which area, in your opinion, requires the most attention and worries? Indicate the area in which the change can positively affect other areas.*
- ✓ *mark on your circle (in another colour) the level of satisfaction you want to achieve in the area that you considered the most important.*

4. Self-assessment and self-acceptance

Constructive conversation with oneself: I like / do not like

Think and fill in the table below. Remember that an overall self-assessment consists of partial self-assessments, that is, individual areas of your life in which you value and assess yourself.

<p>1. In my appearance, in my body:</p> <p>1) I don't like in myself (consider it a flaw):</p> <p>a)</p> <p>b)</p> <p>c)</p> <p>d)</p> <p>2) I like in myself (consider it my advantage):</p> <p>a)</p> <p>b)</p> <p>c)</p> <p>d)</p>	<p>1. As a woman:</p> <p>1) I don't like in myself (consider it a flaw):</p> <p>a)</p> <p>b)</p> <p>c)</p> <p>d)</p> <p>2) I like in myself (consider it my advantage):</p> <p>a)</p> <p>b)</p> <p>c)</p> <p>d)</p>
<p>1. In my intelligence, wisdom, skills:</p> <p>1) I don't like in myself (consider it a flaw):</p> <p>a)</p> <p>b)</p> <p>c)</p> <p>d)</p> <p>2) I like in myself (consider it my advantage):</p> <p>a)</p> <p>b)</p> <p>c)</p> <p>d)</p>	<p>1. In relationships with people, social contacts:</p> <p>1) I don't like in myself (consider it a flaw):</p> <p>a)</p> <p>b)</p> <p>c)</p> <p>d)</p> <p>2) I like in myself (consider it my advantage):</p> <p>a)</p> <p>b)</p> <p>c)</p> <p>d)</p>
<p>1. In my character, moral attitude:</p> <p>1) I don't like in myself (consider it a flaw):</p> <p>a)</p> <p>b)</p> <p>c)</p> <p>d)</p> <p>2) I like in myself (consider it my advantage):</p> <p>a)</p> <p>b)</p> <p>c)</p> <p>d)</p>	<p>1. In other issues which are important to me, missing in the previous categories:</p> <p>1) I don't like in myself (consider it a flaw):</p> <p>a)</p> <p>b)</p> <p>c)</p> <p>d)</p> <p>2) I like in myself (consider it my advantage):</p> <p>a)</p> <p>b)</p> <p>c)</p> <p>d)</p>

5. Self-evaluation of the student/ward - summary - how I perceive myself, what successes I have achieved, what I can do, what is difficult for me, what values are important to me, what makes them important, how others see me, what I receive

- from others.
6. What could you do to increase your self-esteem in selected areas. Think about your goal. What do you need to achieve it. Pointing out potential opportunities, selecting 2 to be implemented in the coming months.

Sessions No 10 -14.

I express myself in music (preparing a choreography - My portrait).

1. Starting the session with the self-assessment of activities undertaken by the student in the inter-session period, paying special attention to those she was satisfied with; emphasising her skills and abilities; discussion about failures, countermeasures.
2. We create a musical project "My portrait" - discussion about project elements, individual stages of its implementation; description of the project.
3. Creating choreography at subsequent sessions; a meeting with music. Several other students are present at the meeting. The choreography becomes a dance.
4. Practicing the dance on subsequent sessions; coaching conversation about self-presentation; expressing emotions in dance.
5. Every time the session ends with discussion - emphasising the student's skills, conversation about feelings, moods. Determining the possibility of presenting the dance. Perfecting the dance during extra-curricular activities.
6. Dance show during an event at the Centre.

Session No 15

I'm building my system of values

1. The session begins with the transfer of information about the project prepared for the earlier sessions by the student.
2. The teacher/coach uses this to talk about values. The aim of the session is to find out motivation by the student by defining the key values: name your values.
3. The student answers the question as her intuition tells:
 - 1) What is really important for you in life? (this will be the first value).
 - 2) What do you gain thanks to this? (second value).
 - 3) What else is important for you in life? (third value).
 - 4) What do you gain from this value? (fourth value)
 - 5) What do you like to do? (fifth value)
 - 6) What are you getting from it? (fifth value)
 - 7) What irritates you and annoys you?
 - 8) If you are angry with the behaviour you pointed out in point 7, for example, that friends are shouting at you, tell what it negates and why it is important to you. Maybe this value appeared earlier (sixth value).
4. In the next stage of the exercise, the student writes her values in the table and assesses how much her life is currently in line with these values. She evaluates them on a scale of 1 to 10, where 1 means no match and 10 means complete compliance:

Value	Assessment
1.	
2.	
3.	

4.	
5.	
6.	

- Which above mentioned values motivate you to action in your private life and life in the Centre?

In private life	In the Centre

What do you know about yourself now? Summing up the conversation.

Sessions No 16, 17

We talk about emotions

- We talk about emotions:
 - Find in your memory a situation in which you did not feel good, comfortably.
 - What did you feel in this situation? Where did you feel this feeling?
 - How can you name it? What emotion was it?
 - What does this feeling signal? What sign does it give you? What is the intention?
- The teacher/coach listens to the student, observes her body language and shares his/her opinions at the end.
- They continue talking about self-awareness. Self-awareness is recognising ones feelings and learning how to deal with them, manage them.
- Creating a list of emotions and their intentions - a list is created - a poster on which on one side there are emotions, on the other intentions they express, e.g. aggression - come closer, see me.
- Summary of the meeting - emotional challenge taken by the student - I listen carefully to myself.

Session No 18

My emotions, feelings and thoughts - how I express them

- A conversation about the past week, accompanying emotions.
- Exercise - My emotions

In what situations have you experienced the emotions listed below?

- Anger
- Sadness
- Anxiety
- Shame

Which of the following feelings did you experience most often? Why? In what situations?
 Which of the following emotions do you experience the least often? Why?
 Is it difficult for you to experience any of these emotions? How does it manifest?
 Which of the emotions you experience, you show to your environment?
 Are there any emotions that you only experience in loneliness and do not share them even with your loved ones?
 In which situations do you find it difficult to show your emotions?
 3. Role-play, imagined emotional situations. How can you manage them?
 4. Summary of the session - a conversation about what you can do to deal better with the emotions you experience.
 5. Between the sessions, think about an idea for a comic book.

Sessions No 19, 20

Emotional expression - how can I use it

1. A comic book - drawing a comic book as one of the ways to use emotional expression. Expressing emotions through a comic book.
2. Conversation about the story presented in the comic book: why such subject matter, source of the idea, sense of satisfaction, feeling of joy after the work done or boredom or fear of assessment by other people; what emotions accompanied the work on the comic book, was it pleasant.
3. The teacher/coach inspires the student to describe her emotional state, its influence on others and on herself.
4. While working on the comic - a series of breathing exercises aimed at recognising and eliminating - with the help of breath - tension caused by difficult emotions such as anger, regret, fear, lack of faith in one's own abilities, lack of self-confidence or discomfort due to sticking to the pattern that causes a problem in our lives.
5. Summary of the meeting.

Sessions No 21, 22

I sponsor the student's potential.

- 1 Sponsorship in the coaching perspective – explaining the meaning to the student - from the Latin *spondere* - to promise, support the other person in development.
- 2 Conversation with the student: remind yourself your life and think about who was a sponsor in special moments.
- 3 Making a poster "My sponsors", with information: how did they influence my life, what was important in relation with them, what have I learned from them?
- 4 Talking about the student's potential, her skills.
- 5 Letter to myself - I will read it in 20 years. Describing dreams and goals that I want to achieve. What would I like to be? What profession would I like to perform? What will my family be like, my home, my friends.
- 6 Summary of the session.

Session No 23

What stresses me?

1. A conversation with the student about the situation that stresses her.
 I was scared the most in my life

2. What is stress?
3. Impact of stress on body systems - searching for information together.
4. The board with the contour of the human silhouette - MY SILHOUETTE – marking the reaction to stress on it.

Session No 24

How to deal with stress.

1. Interpretation of a stressful situation: stressor - positive assessment of a situation (positive emotions, finding ways to deal with stress), negative assessment of a situation (negative emotions, finding reasons, failure in a stressful situation).
2. Analysis of a situation from student's life which was stressful, e.g. public speech, and can repeat. A reference to the film *Akeelah and the Bee* - development of relationship - proper work on set goals (defining the skills, providing feedback, discovering alternative solutions together, supporting, inspiring). Readiness to achieve goals on your own.
- 3. Methods of coping with stress:**
 - **positive thinking** (the way we think about something, depends on our attitude)
 - turning a difficult situation into a joke (sometimes it is the only sensible way out from a difficult, embarrassing situation, it can relieve tension)
 - **conversation with a close person** (always helps to reduce the level of stress, it also helps to look at a problem from a different point of view - indispensable!)
 - **relaxation exercises** (usually under stress, we have an increased muscle tension, this is expressed, for example, by the trembling of voice, hands, breath.) Relaxation helps to release tension and calm down
 - **hobbies** – doing things that you like makes you forget about problems and your body regenerates
 - **physical exercises** (they also relax, unload negative energy).
4. Summary of the session. Which method is the best for me?

Sessions No 25-27

My relations with the environment

1. Coaching sessions outside - building relationships with the environment, overcoming stress.
2. Planning, time management - a way to lower stress.
3. Establishing a short-term goal: an article on traditions and habits of the inhabitants of the local community. Interviews with inhabitants - preparing a questionnaire for the interview, setting deadlines, choosing respondents, making a schedule of meetings.
4. Conducting interviews, preparing the article for the Centre's website.
5. Summary of the session - strengthening the student, achieving the goal. Conversation - what helped me in my activities, what good things did I experience, what was a disturbance in the implementation of the task

Sessions No 28, 29

Can I solve conflicts?

1. Coaching conversation according to the GROW model.
A poster session
Defining a goal - minimise, eliminate conflicts with other students.

Analysis of the current situation - when the conflicts occur, what are the reasons of the most frequent conflicts, how often they happen, etc.

Opportunities for action - how to avoid conflicts, what resources have I got, what can I change in my behaviour,

Setting the action plan, choosing the best solutions - Setting the action plan with the next steps. Precise definition of the first step and promise to take it.

2. The second coaching session with the participation of several other students - the "You" message as a cause of a conflict.
3. Exercise – changing the "You" message into an "I" message.
 3. Feedback and its elements.
 4. Return to the plan of action proposed by the student, setting a common goal, common actions to eliminate conflicts.
 5. Summary of the session - planning activities between sessions.

Session No 30

Step by step to the goal

1. Coaching conversation according to the GROW model, the star of questions - "a flash in the pan" is my problem:

a) defining the educational objective which is a challenge for the student - improving the grades in mathematics, determining the date of reaching the goal, benefits from the achieved goal,

b) reality - the question: what the situation in mathematics currently looks like, why, what caused it,

c) options - what can you do to achieve the goal - solutions proposed by the student, reinforced by the feedback from the teacher/coach, emphasising the strengths that the student can use to achieve the goal,

d) the first step - what will be the first step - preparing for classes for the next day, listening to the lesson attentively, systematic work; what can be an obstacle - lack of proper time management, laziness,

e) next steps and the way of their implementation.

2. During the session, write on the poster all information: assessment of the situation, solution proposals, time matrix.

3. Summary of the session- think about the next to-do list.

Session No 31

How do I manage my time

1. How can I manage my time? - Pomodoro technique exercise: preparing a list of tasks to be performed and listing tasks according to their importance, preparing an alarm clock.

Stages of the exercise:

a) selecting a task from the list,

b) setting the timer for 25 minutes - 25 minutes, one Pomodoro, it is the time for completing a part or the whole task,

c) the work over the task for 25 minutes, not stopping work, putting the timer in a visible place; if the work is not completed as a whole, a part is completed in 25 minutes,

d) if the task is done entirely, mark it on the task list, if not, indicate what has already been done,

e) after one Pomodoro, one 5-minute break,

f) second Pomodoro lasting for 25 minutes - the second task from the list of tasks.

5. Summary of the session - was it a motivating task, or was it difficult to persevere to the end, what was the most difficult, did the completion of the task give you satisfaction.

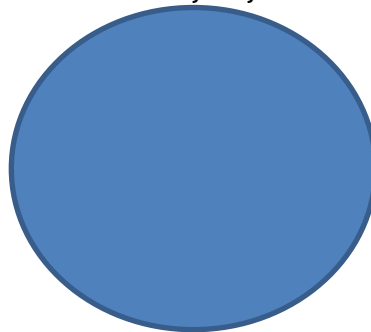
The technique shapes perseverance in pursuing a goal, determination in the implementation of the task, patience, concentration on the task. Calms down negative emotions, allows you to work in a planned way, without stress. The creator of this technique is an Italian, Francesco Cirillo. And the name comes from a kitchen timer in the shape of a tomato



Session No 32
Pomodoro helps me.

1. The next session is devoted to the implementation of the next tasks from the task list using the Pomodoro technique.
2. Summary - "My day" exercise: This is the circle that shows your day and night. Divide it into parts. Select individual activities that you perform during the day. Remember that the size of a given part should correspond with the amount of time you spend on a given activity within 24 hours. On each part write the name of the activity.

My day



3. Discussion after marking activities on the circle: which activities take you most time, for what reason, can you limit them, what effects can it cause, which activities take you the least time, for what reason, what would happen if you devoted twice as much time to these activities?
4. Conclusions: activities that I should limit:; activities that I should do more often; paying attention to developing interests, hobbies; activities important for the student's future life - social and professional.

Session No 33

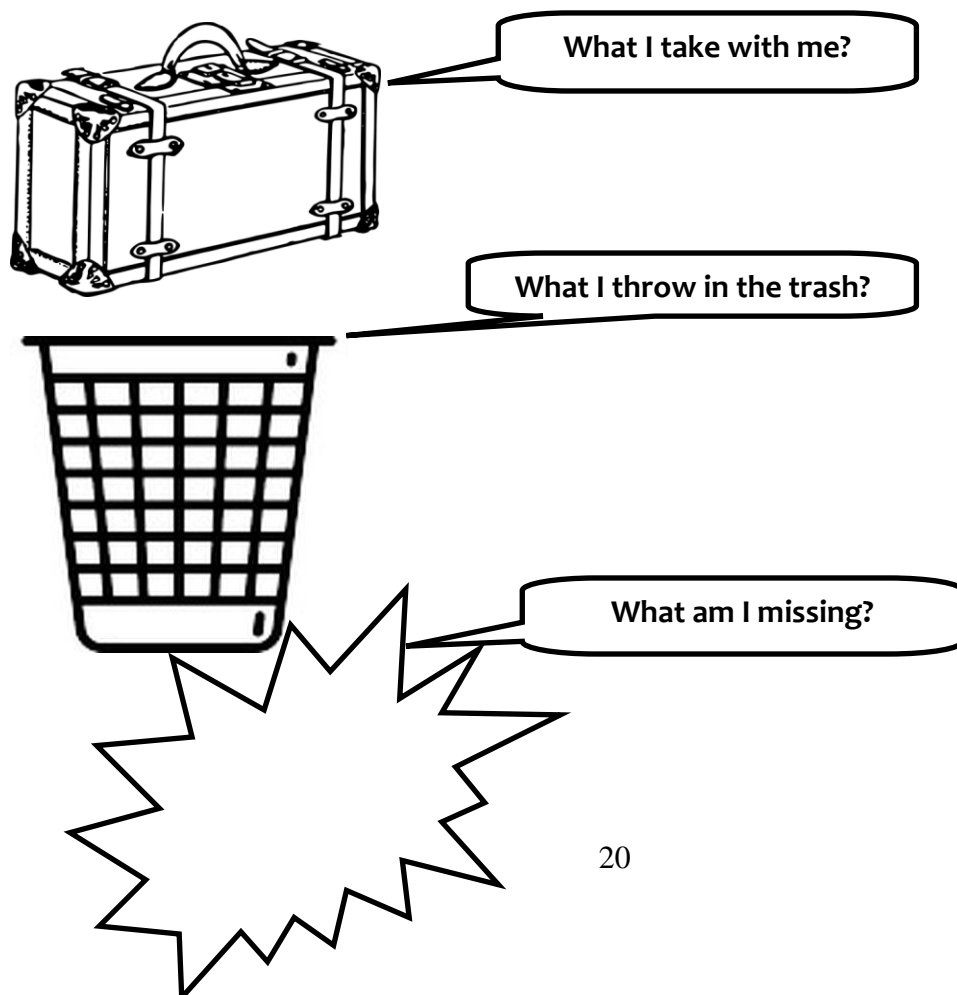
My future

1. The session begins with the technique of unfinished sentences:
 - I would like to be
 - For me being an adult means..... ..
 - When I think about my future I
 - The most important thing in life is
 - I will definitely not be..... ..
2. Think about your passions and interests. Are there any professions/jobs that allow you to pursue them. What professions/jobs are they?. Would you like to practise them in the future?
3. Summary of the session - how do you understand the words of Edison, who invented the light bulb "I have not worked a single day in my life. Everything I did was a pleasure."

Stage V

Evaluation of the programme.

The evaluation of the programme will be carried out with the use of "Suitcase and basket" method. We draw a suitcase. Next to it, we write: What do I take with me? The student is supposed to write what was especially important for her, what she liked during the programme implementation or what will be useful to her in the future. Below we draw a basket and a white spot. Next to the basket, we write: What will not help me? And next to the white spot: What's missing? The student writes short sentences or key words. It is also an opportunity to analyse the classes and quickly remind their course.



All the student's opinions are important. What is missing should be included in the current work with the student. Similarly, the things that were satisfying, enjoyed. Then the student writes "A letter to friends", including the written opinions and supports them with arguments.

2. Individual programme of work with the student/ward.

Therefore, the personal application of this programme made by a logopedist : P C and a young institution user: N.

This work was conducted in the framework and in the field of my speech therapist service, during the speech therapy of N.

Stage I.

Collecting and analysing the information about the student/ward:

N is 16 and a half years old. He is met at the Improv of Pages since September 2016.

1 - Situation on his arrival in the institution and in the first months

1/1 Through different balances of the professionals of the institution and the collection of N's expectations:

At the social level : N is a young man who, since his birth, lived situations and family relations very difficult, divisive and painful. There are many separations, ruptures of parental relationships, foster home placements and judgments of educational assistance. He lived, upon arrival (and since 2012) to his father and his stepmother and had not seen her mother for several years. He already had an institutional course before arriving in Pages (ambulatory CATTP then EMI). Very shortly after his arrival, N asks a placement in foster **care**. All these elements make the partnership work a priority of work: dynamic partnership, family project for N and his family.

Medical and psychological level is necessary for this teenager weakened and disturbed by this chaotic course, who needs support to work his relationship to peers and adults. He also needs to be appeased. It can be invaded by his emotions, sometimes has trouble managing his frustration as well as certain events and her life project. In addition, his verbal understanding is sometimes altered, so accompany the decoding of information, communications and of course learning.

At the educational level : in addition to support and work with peers and adults relationally, reinsurance, appeasement, the encouragement of his personal expression, there was a big support to self-government of daily tasks and in particular on everything affecting health and to food.

At the school level : N was before arriving in Pages, schooled in ULIS part-time at his home in IME. He had, at its entry to the IMPRO, a CE2 level in mathematics, the goal was to improve his knowledge of the large numbers, operating techniques (including the division), gaps in geometry (parallel and perpendicular lines). In french he owned a CE2 level in reading comprehension and CE1 in writing (difficulty sometimes to write a sentence even with the support of the image). N was wrong to be wrong, and could get

upset when he could not achieve an exercise (crumpled page, movement in the mood), however with the help and sometimes a certain firmness, he could finish his work. He lacked confidence in him and could reject the new activities for fear of not getting.

Speech therapy level: in the project assistance and support of the user of the Pages IMPRO, the speech therapist comes in at different levels of language and communication, of which the most common are listed below which are listed below.

- Skills and interpersonal attitudes
- The joint
- The word
- Vocabulary and syntax
- Reading
- The reasoning (deductive and inductive)
- Written production
- Working memory
- Attention, concentration
- Time tracking

Following the initial report, directed to the arrival of N, speech and language therapy support began in place, to improve the control of auditory perceptual disorders who appeared in fairly light way oral but more supported in written language and therefore needed a specific job. In addition, N had developed an aversion to reading, which put him in a posture of avoiding work. So, it was also interesting to work with him on the side pleasure of reading that he invest this area better and keeps improving. There was also a deficit in working memory, a twitchy graphic gesture, a certain rigidity of reasoning. With respect to speech and language therapy support in the broad sense, we could also note from view very important issues on his arrival that had been quickly resolved by a new pair of glasses (which had a direct positive effect on his reading)

We can also note that emotional appeasement of N, who moved slowly because of its psychological, medical, educational, academic and social follow-up helped his relational mode with adults and peers and better also worked his verbal expression during the sessions: more confidence, less opposition and more serenity. Therefore identified four objectives:

objective 1: improve the hearing of certain sounds through a work on awareness of articulatory movements and thus to reduce the phenomena of confusion

objective 2 - use the speaking skills to improve written expression through oral skills of production steps before moving on to writing; Example: describe orally a situation, an object, a memory, etc. before you write it

objective 3 - use its own productions written to stimulate his attention and concentration and improve playback. It was also to encourage his productions so that it has a positive return on his writings

objective 4 - suggest readings- fun who encouraged him to invest positively this area and promote the improvement of comprehension and production.

Psychomotor level

There was a job to do on body awareness, social skills in relation to the expression of the emotions, the improvement of the visuoconstruction and the acceptance of his weaknesses and his frustrations.

Sport level

N is spotted as a young very dynamic, with a quite versatile, disciplined and applied skills registry in his driving accomplishments. However, he could occasionally be aggressive or even violent toward the material or its peers, after a strained relationship, frustration or failure. He was to improve his social behavior with his fellow Pages or outside by multiplying group situations to develop the spirit of collaboration or cooperation.

Technical level pre-professional

N is voluntary and motivated, actively participating in the three workshops.

N's expectations

N, on his arrival, meant to integrate into school and it has quickly felt good. He asked to be in foster care and again his mom, which is set up in the months that followed. He asked to integrate training service: this is done for the new school year 2015/2016.

2 - Current situation

2/1 Through different balances of the professionals of the establishment and collection of the expectations of N and his host family:

From the social point of view: he is currently in foster care and has no contact with his father who moved (or mother-in-law). In recent months, high-profile tours are put in place with his mother (roughly quarterly). The main objective of the social monitoring is to support and participate in the partnership set up around N dynamics to ensure his well-being

Medical and psychological level: N has a follow-up in order to appease him and help him in his relational difficulties.

Educational level

The identified objectives are to accompany him in his social relations by engaging in various group activities, to meet regularly to defuse some bad situations and to take stock, to work various acts of daily: storage of his life, management of its affairs, Sunrise, hygiene, body and clothing.

School level

State of play: N is back from vacation decided to make progress in their learning. Since the beginning of the year, he participated in class and is involved in the work. He still hurt to work outside the classroom when he must memorize the conjugation or read a prepared dictation in class.

Objective N ° 1 - get N to a beginning the CM2 in mathematics level so that it can handle large numbers as well as the decimal, solve problems making call to the 4 operations, convert units of measures, gain some geometric properties of quadrilaterals and solids.

Objective N ° 2 - get N to a level CE2 in writing so that his writings are short but consistent. Similarly, in reading and understanding he knows navigate various types of texts and grasp the essential information.

Objective N ° 3 - help N to take the time to analyze what is requested, so that it can perform the requested work.

Speech therapy level

Auditory perceptual disorders seem to currently better controlled oral but parasitize yet written. N seems more reconciled with reading: it reads even sometimes with a lot of fun and no longer seeks to avoid activity.

In terms of writing, there is also less reluctance with the school year opening, confirming this quarter.

Objective N ° 1 - improve the investment of all written media focusing work on the benefits he can get: autonomy, information, personal expression.

Objective N ° 2 - continue to use his mastery of the articulation of the correct pronunciation of a Word to write it properly using the best code grapho-Phonics. We'll also for description of situations, stories exercises to improve vocabulary, the syntactic construction.

Objective N ° 3 - like last year, using its own productions written to stimulate his attention and concentration and improve playback. It was also to encourage his productions so that it has a positive return on his writings. This year, N seems willing to work with writing strategies related to its training of service.

Psychomotor level

Judgment of management after a very positive year where he was able to work through the theatrical expressions workshop: social relations and the management of emotions. In addition, the knowledge of the body, limits, management of emotions, techniques of relaxation or other implement... are acquired and fairly well known by N.

Sport level

N has improved a lot in his social behaviour. He seems more relaxed, released in its evolution motor, even if this new mastery of himself still seems fragile and requires great vigilance and close to the adult. Having major issues in sports learning, the previous focus on social behavior is renewed. Goal 1 - improve its social behavior with his fellow Pages or outside by multiplying group situations to develop the spirit of collaboration or cooperation. Action: EPS courses, workshop bodybuilding, ASEI 32, workshop swimming.

Technical level

N is in 1st year of vocational training in workshop server in restoration. He is active in the workshop, well integrated in the group, it seems motivated. However him sometimes to take initiatives that are not appropriate. He made mistakes during the implementation or service but this is normal for a beginner. He participated well also in theory despite difficulties of comprehension and concentration. A vigilant at the level of hygiene.

Objective N ° 1 - Validation of module 1 of the training

- Cleaning of the premises

-Implementation

Objective N ° 2 - internship (1 week) last quarter

Objective N ° 3 - getting the internal review.

The balance sheet and the expectations of N:

Obj.1: Make him actor in his project and its development personal

I've grown and I made a lot of effort to the level of autonomy I better clean my room. I love the sports activities, the various transfers, I liked the theater, I like go to Asei especially for football. I found my career path, I love the service. I feel good about my host family. School, I do not like because we work too much.

Obj. 2: Work the relationship to peers and management of emotions

I can talk more about how I feel with the adults. I always feel the need to go see Sabine (the psychologist).

It always annoys me when I can't, when changing me my habits.

To go to the Center psychological Medico no problem me it does me good.

Expectations:

- 1) how does it feel to Pages? *I feel very good in Pages;*
- 2) that is what is important to you, this year? *Go take a weekend a month at Mummy and pass my training;*
- 3) what do you want for years to come? *I don't want to go to an establishment and work assistance service,, I want to live in an apartment near my mother.*

The expectations of the host family :

1/ Expectations compared to the support offered to Pages?

-increase the focus on hygiene

- clarification of its capabilities, its professional possibilities, wondered if N really want to do the service. Indeed, for her, N is more interested in outdoor activities. Moreover, it arises the question of service capabilities given his hygiene problems. Suddenly she asked "How does?

2/ How you feel N to Pages?

-N quite a few talk pages. He said that the week is long and that he would like to make a break in the middle of the week

N doesn't tell him what he needs for Pages (clothing, shoes...) or then it request for the things he let then (foam shaving for example) home.

3 / How does at home? outside?

Overall, describes a helpful young, recognizing when we do something for him, but for which no automatism is acquired in terms of hygiene. He uses all his stuff very quickly. It may also tend to rush through the storage and cleaning his room or dishes. Still on his clothing, N can also take things that don't belong to or instead give him clothes to him.

4 / you talked about his future? And you, how do you see the future?

N speaks little of a future long-term. He is still too young. He talks about projects that motivate it to more short-term

Stage II.**"Getting to know myself" - 5 sessions.****Summary information:**

My areas of interest: the bike, the bike, the circus, listening to rap, TV (movies), football, face-book, walks in the city.

My family is very important to me, except my father.

I am in Pages to learn a trade and I'm here for 3 years.

Before coming to Pages, I fought a lot with others, I was looking for problems, I could not stand to be with disabled in my former school.

With my friends, I like to share moments of fun, sport, trust them and they trust me.

Since I'm Pages, I have well evolved in hygiene, in the learning of the reading, writing, **interviews with psychologist allow me to work my family problems.**

My feelings about my Home Pages: it is positive, I think learn how to server, I have the diploma. Now, it's that I'm still working on orders: write fast and readable way, increase my memory, know how to use a crate.

At school I love math (because I'm doing well, I'm good at mental arithmetic) and English and I do not like the french and reading. I like either the rules of the road because I find it hard, and I don't understand anything in health prevention. Class I would like to learn to do

a letter, make progress in English, **make progress in the code, to spend my certificate of training General and later have my license.**

I know that I've already made progress even though it's still hard: I know better to write, I answer questions of a text because I understand better what I read. I'm better at dictation, I remember better. I also have to work the oral presentation to the Certificate. I like also to take care of animals, I have patience to walk them, to style it, give them food. I know take care of the inside of a House, so I'll figure it out alone in an apartment to Cook, clean and take care of the garden.

Later, I have my own place and a job. I would like to work in the hairstyle, but for now, I don't know how I could do to get there.

I know I can get there.

You will find in annex the complete young booklet.

Stage III.

Synthesis of the diagnosis.

Psychological profile:

-determination, commitment and curiosity

Social profile:

-a desire to share pleasant moments with his entourage, wants to live with his family, the notion of trust is important to N

Profile education (scolar, technical, educational and therapeutic):

- acquisitions and the scolar and technical skills has its difficulties and may engage positively to overcome them, projects for the future on which it takes support to get involved in his project.

Synthesis of the diagnosis.

-The findings of N

Good evolution in school, has made efforts at autonomy and health level. Like sports, transfers. Has found her professional calling: the service feels well in foster care. Find school too difficult. Can better express what he feels with adults. Always gets into trouble when he is unable to do something "it annoys him and he wants to give up, it's too hard." Is still struggling to manage or accept changes (e.g. changes of schedule when he is not warned)

-Expectations of N

- Family plan: go spend weekends with his mother
- Personal plan: continue discussions with the psychologist and the psychological medical center that make him good
- School plan: know how to write a letter, make progress in English for the Certificate, to progress to the code for its license later
- Technical plan : write fast and readable way to know take orders at the restaurant, increase my memory, know how to use a crate. This for the diploma at the end of the training.

Goals.

General goals:

- They appear in the project homepage and support custom of N .
- They are multidisciplinary team proposals

Goal 1: Work the relationship to peers and management of emotions.

Means:

Regular meetings with its referent educator in order to defuse situations that bad experiences and take stock of the past week.

Multiply group situations to develop the spirit of collaboration, cooperation: ASEI, summer transfer, winter, group projects, activity football Monday, Gino, games, project London project, questioning the possibility to participate in the workshop theatre, body expression. Psychological follow-up, Medical Psychological Center

Goal 2: Develop autonomy and ensure its good be to allow him to continue his course of training with confidence.

Means :

Work the various acts of daily life with Visual support: storage of his life, the management of its affairs, lift, body and clothing hygiene and assessment every month with its refer to to make the point.

On the professional level: Validation of module 1 of the training (cleaning of the premises and implementation).

Speech and language therapy follow up weekly, school support order:

-to improve the investment of all media written by focusing work on the benefits he can get: autonomy, information, personal expression.

-to do the same for description of situations, stories exercises to improve the vocabulary, the syntactic construction.

-use its own productions written to stimulate his attention and concentration and improve playback.

-to continue learning in mathematics to a level beginning the CM2: reinvestment of knowledge in problem situations, working on the set.

Social: support and participate in the partnership set up around N dynamics. This led to regular links with the multidisciplinary team, the referring social assistance to childhood, family assistance, if possible parents, the Medical Psychological Center... (Participation in the partnership and if necessary writings drafting meetings)

Operational goals:

In view of all these elements, with N, we can, clear and work priorities directly related expectations and objectives of the PAAP (Projet d'Accueil et d'Accompagnement Personnalisé) Personalized Welcome and Accompaniment Project and difficulties that meets N, all this of course in the field of speech and language therapy and in connection with

- verbal and non-verbal expression

-communication with peers, with adults

-the oral and written language in relation to his schooling, vocational training

- development goals

It will be to reach towards a better relationship to peers and management of emotions and develop autonomy ensuring their well-being to allow him to pursue and successfully complete his training course.

In each objective, it will be important to work the trust in hi, because N has a tendency to give up or to oppose, when he thinks that he's going to the target, so to get into failure and bad living situation.

To clarify the objectives, was used, a session during which, N was able as a conversation, and then layout table, chose concrete, positively formulated objectives measurable, in determining the means to be implemented and steps to be taken.

Expected results:

1. Know how to write a letter.

This fall within objectives 1 and 3 of the draft speech therapy (improve the investment of all written media focusing work on the benefits he can get: autonomy, information, personal expression, use its own productions written to stimulate his attention and concentration and improve reading.) It was also to encourage his productions so that it has a positive return on his writings, encourage him to express his feelings and emotions.

2. Make progress in the rules of the road to get his license later.

It enters the field of the understanding and the use of reading (vocabulary, syntax, finding elements of sense) and working memory which remains essential for

learning. A progression on the media "code of the road" of course will be reinvested in other media.

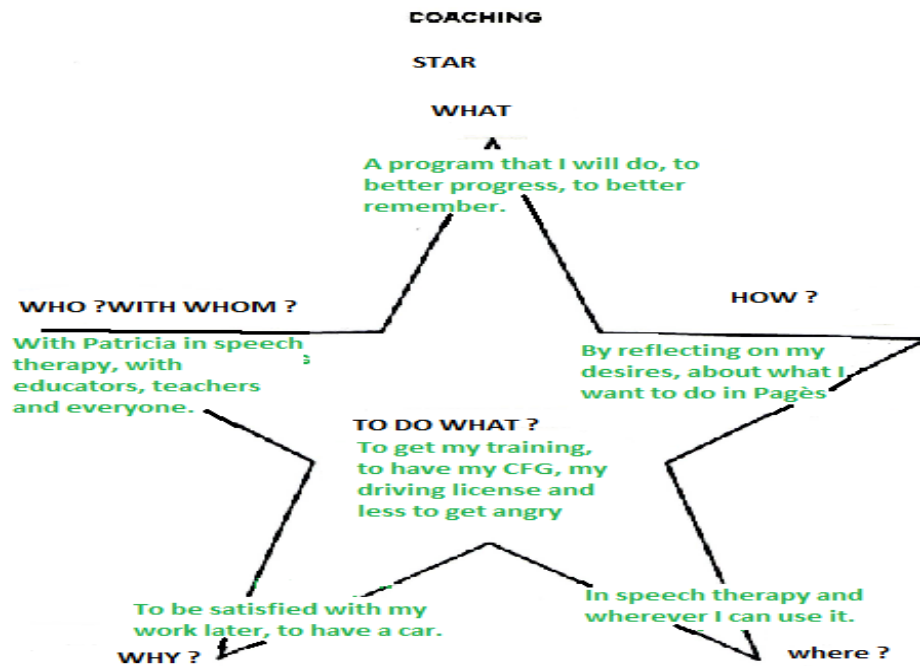
3. **Write fast and readable way to take orders at the restaurant,** increase my memory: this means working on speed, action, memory, note-taking strategies, etc. In many objectives, there are a factor of stress related to the test for the code of the road situation and the relationship with the customer to take the orders. So, we can defuse this by using experimental materials, type role play.
4. **Improve communication with peers:** expressing oneself, positioning oneself in an appropriate way. It is a question of not being overwhelmed by its affects, but of expressing clearly its choices, its thoughts, its feelings.

Clarification of the steps

We started the sessions that are scheduled on Tuesday afternoon after two hours and a half. The Tuesday, N is in training at the hotel's restaurant « Beau Marché » located in the heart of the village of Beaumarchès and so we meet after his service. This is important, because N is sometimes a bit tired, the service went more or less well and affecting its availability. We must therefore help him put words on his emotions, on his feelings, it often helps him to overcome a state of closure or resignation from the relational or learning difficulties.

January 3	March 7	May 16
January 10	March 14	May 23
January 17	March 21	May 30
January 24	March 28	June 6
January 31	April 18	June 13
February 7	April 25	June 20
February 21	May 2	June 27
February 28	May 9	July 4

N. built the star with the computer. It's to better understand and visualize the work project. It will be necessary to return to it several times during the sessions.



Stage IV.

Coaching sessions.

During each session, several objectives are approached through discussions, games and short exercises. This involves listening to requests, N's priorities, not to exhaust his ability to focus and concentrate.

Goal 1: Knowing how to write a letter .

Several sessions take place on this objective but quickly N expresses the fact that he was afraid of not knowing how to write a letter because it was on the programme of his examination that he is afraid to miss but that since he works this in the classroom and we talked about it, it has already made a lot of progress.

In the course of a few sessions one plays to write to: a friend, an employer, the sweetheart, he writes me, I answer him.

Organizations of small games of writing: one has fun to make a list of recipients and senders and a list of subjects of letters and one writes, example "Superman" writes to "director" to "relate him his holidays"

N quickly says that the "model" is actually an aid and then uses it appropriately.

This request to write a letter disappears rather quickly, it is no longer a priority because N understood that he was able to do so.

Goal 2: Make progress on the Highway Code to get a license later.

In this objective, also, N expresses the stress of not succeeding, the examination. I ask him, what is a difficulty for him and he answers that it is the fear of not understanding the question.

We organize in several sessions a small report of the sessions of code that it makes to the school. N is pleased to announce that the number of faults decreases, that he is less stressed and that he thinks he will succeed.

At the same time, there is a great deal of understanding of writing and instruction through language games in which there is no notion of stress. N realizes that it has progressed because you can now use long instructions, double or complex instructions.

Goal 3: Writing quickly and legibly to take orders at the restaurant, improve my memory

There are two main axes to work in this objective: writing and working memory.

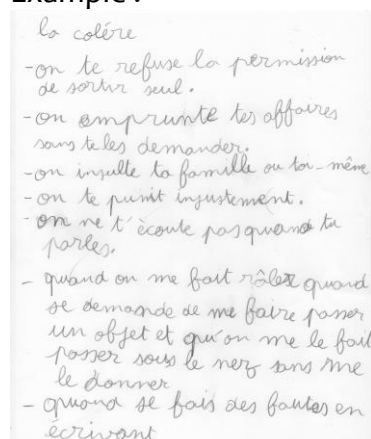
Once again, stress disturbs N's competencies. It is therefore a matter of reassuring him on the one hand, and on the other hand he can create tools to increase his speed and memory. N says his main concern is still about his doubts about his possibilities to memorize. He would like to train his memory, to have "tricks" to improve it. We choose different exercises putting meaning on the notions to remember. One reads the notes that it took to the computer. He then remembers the mediations used during the past weeks and it is a satisfaction for him. We sometimes end up with a little game used last year and on which N was able to verify its progress and the memorization of certain data, which is also positive. When N prefers to work his graphic gesture, I can offer him exercises in which the dimension personal expression is important, we work thus jointly objective 4, production is free but the work of the gesture is also effective.

Sometimes N does not seem very available when he comes to the session. He said he was tired, and then over the conversation talked of anger over an altercation with one of his friends. He also says that he is angry with him because he can not memorize what he learns.

I ask him if it would help him write about it and he agrees.

He seems more peaceful at the end of the session and he is very satisfied with his writing.

Example :



Anger

You are denied permission to go out alone

You borrow your things without asking you

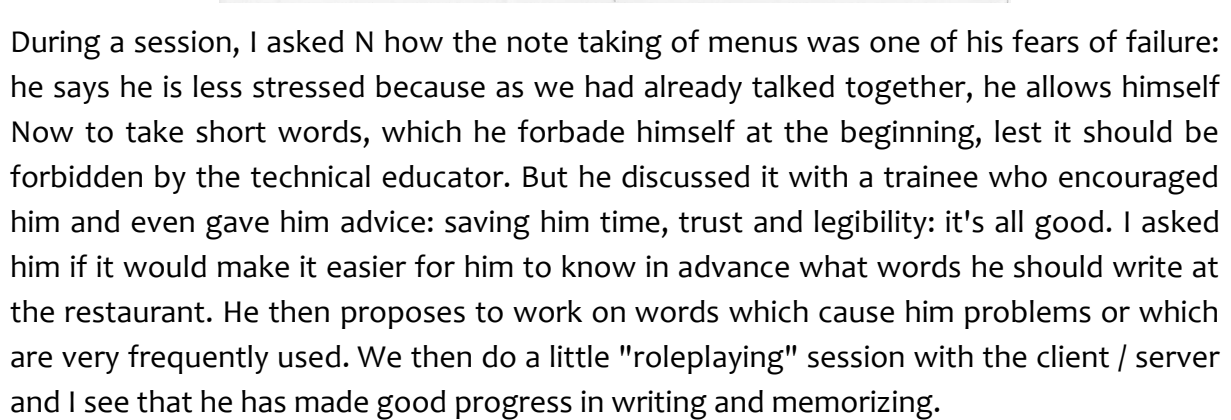
Insult your family or yourself

They punish you unjustly

We do not listen to you when you speak

They make me moan when I ask for an object and that it makes me pass under the nose

When I make mistakes in writing.

[illegible]

Goal 4 - Improve communication with peers

When working on the circle of satisfaction, N takes back the fact that in his positive points, he gets along great with some young people, he laughs well with them.

Points to improve: I do not know how to say no. I have to learn.

The points +: I feel well my emotions to be improved: I do not quite show to others what I feel to illustrate this work, here is the content of a session:

N says he is in trouble to say “no” in a suitable way. We will therefore train ourselves to say no in a suitable way: N imagined two situations in which he wanted to say no and where he did not succeed.

1 / C asks me for a cigarette

N plays the role of C, P that of N. P in the role of N said: "sorry, I can not pass you because I have enough stack for the week if I do not have enough it will irritate me."

2 / *S asks me to leave him the computer*: N in his own role, P in that of S

P said "clear" N answers "your answer is not acceptable!"

Then P says "what should we say then?" And N answers: "sorry, I have just arrived I will call you in 30 minutes"

After this little game, N says that he understood that to say no it had to: speak quietly, think before you answer, give explanations.

At a subsequent meeting I asked him if he had to say "no" and he said to me: when C asked me a cigarette. I told her, calmly and quietly 'no sorry I can't, I stack enough for the week.» She did a little whim, but I stood my ground. For taking notes orders: I write badly but I'm following the command because before I was not holding the dishes before writing and now I have a technique: I remember the name of the dishes, then I go to the bar and write them.

In this fourth objective, we have worked regularly on the expression of emotions and their communication to others in a suitable way, most often through small role plays. In which N seemed to take pleasure.

Stage V.

Evaluation of the programme.

One can first evaluate the programme by taking up each objective

Goal 1/ Knowing how to write a letter

N surpassed the stress of the future examination but mainly understood the structure of the letter, appropriated this model and seemed comfortable with this type of written production. For him, the objective is achieved after a few sessions. Personally, I think he could certainly make further progress in this type of writing but the progress is sensitive and he has other priorities that seem more important to him, and in which he will be more involved.

Goal 2/ Make progress on the Highway Code to get a license later

Stress was still the driving force behind this choice. N was able to measure his progression with an objective way by observing the reduction of errors during the tests at school. The session work on the understanding of instructions was well invested and source

of reinforcement of his personal esteem. The objective is thus achieved and N will certainly get his license and will have a car later ...

Goal 3 / Writing quickly and legibly to take orders at the restaurant, improve my memory

It is certainly the improvement of the memory that the best worked in this double objective. It was moreover this domain which held most heart N, when he said that he wanted to have "trick" to make a success, he even made him and it worked and he was very proud of it. Although his graphic gesture is still very tight, N finds that he has made progress, so he is less afraid and shows less opposition in class for this type of exercises.

Goal 4 -/Improve communication with peers

What emerges from the sessions is that N feels at ease with his peers, but he may find himself in difficulty when it comes to positioning himself in a suitable manner, during an exchange or even a conflict: that is to say without fading or without getting angry and with an inappropriate behavior. He liked the little role-playing games he put into practice. He will be able to transpose these situations to all those he is likely to encounter,

hopefully this will help him to move forward. In any case he has no resistance in expressing his feelings and emotions and it is a good work support.

One can also evaluate this work in a more global way by highlighting the commitment of N. He himself set the objectives and this is certainly one of the reasons for his involvement. He is able to evaluate himself in terms of his old productions, the overcoming of certain problems. We naturally reinforced this positive impression, but he has seized it. One can also notice that during sessions where he arrived, tired, demobilized by an external problem, he could refocus himself using the tools he had built as the star of the objectives. The self-assessment also worked well in the exercise of the target: it visualized its progress and could discover, verbalize and start spontaneously for new objectives.

To conclude on this positive experience, I greatly appreciated finding in the training and in the materials provided the notions that I had discovered and used through my initial training of speech therapist, which are very essential. They are here, highlighted and reinforced. I will therefore cite in a listened way and very summarized what helped me and will always help me in my work with young people:

- The quality of the relationship to work together, let choices, listen, be attentive, be flexible, trust.
- The use of active learning strategies
- Promoting a comfortable environment to fight the harmful effects of stress
- The need to always seek meaning, authenticity, accountability, interaction
- The reinforcement of the self-esteem by positives words and looks
- The clarification of objectives (precise, concrete, evaluable, realistic)

3. Individual programme of work with the student/ward.

The time of the programme implementation:

Name and surname of the teacher-coach: E.....

Name and surname of the student/ward: V.....

Stage I.

Collecting and analysing information about the student/ward:

The student is brought up in an incomplete family, the father is dead. V.... was very emotionally involved with her father. V.... on passes visits her mother or grandmother. Relation with her mother is disturbed. The mother is suffering from schizophrenia, she does not want to be treated. This situation has a negative impact on her contact with her daughter. From the information obtained from V...’s mother and grandmother is evident that during her stay at home, V.... often does not come back in time, she sometimes abuses alcohol and psychoactive substances, which she admits.

Knowledge and skills.

a) Academic skills

V..... has a rich vocabulary as for her age, does not make grammatical and spelling mistakes, likes to read, reads fluently, with understanding. V..... is a committed and hard-working student. She is a multitasker, works actively. She works well in a group of people who are close to her. She is happy to take part in school and out-of-school events. She belongs to the School Dance Team. The performances in front of the audience boosts her self-esteem, give her a lot of satisfaction, although they are still a source of stress for her.

b) Social skills

She observes the norms and rules in the center, is not conflictual. She addresses her mates and teachers with respect, controls her emotions, takes the opinion of other people into consideration.

c) Personal skills

The girl eagerly runs, jumps, climbs the climbing frames, joins movement games. She is interested in sports, likes outdoor games. She can dance well and willingly.

The student knows and understands the social and moral rules of conduct, although she does not always act in accordance with them. She pays attentions to her appearance, makes eye contact, is aware of the existence of non-verbal communication and its meaning. In terms of emotional functioning of the student/ward, she can monitor her own feelings, reacts adequately to the situation. The situations when she is unable to control strong emotions are very rare. The student is able to recognise her emotions, determine their sources, and understand the feelings of other people. Though her ability to deal with anger, as well as the ability to deal with stressful situations should be still developed. The pupil is eager to take up activities in the field of acquiring new knowledge, getting to know oneself, realising the causes of one's behavior, In the sphere of interpersonal competences, she gradually develops skills in particular areas: communication with adults, culturally desirable relationships with peers. The student is a person who motivates other people in the group to take up activity. V..... is independent, takes care of her appearance, hygiene and order. V..... can adapt to changing conditions and situations, follows the rules in force in the centre. She can be creative and persevering in areas in the scope of her interest, such as dancing.

Stage II.

"Getting to know myself" - self-assessment of the student/ward with the help of a coach/mentor based on the programme "Getting to know myself" – appendix No. 1.
Five sessions with the student/ward.

I...

My name is V..... During our meetings, I realised that my behaviour was very incorrect. I got a little lost. I regret that I once abused alcohol and participated in fights. Such behaviour complicated my life very much. I have been placed in the center. During my stay here, I realised what is important to me, who I can rely on in life, who is my true friend. I really like dancing and singing. I'm happy when I can perform in front of the audience, although I'm a little shy. I am most ashamed of people I do not know. I am always afraid that something will not work, I will forget something and everyone will laugh at me and criticize me. Physical activity helps me to release bad emotions. My dream is to start a happy family. I will do a lot to achieve my goals

Stage III

Synthesis of the diagnosis – student's profile:

Student's profile	Student's strong points	Student's weak points – areas for development
Psychological profile (intrapersonal)	-ability to recognise her own feelings, emotions -awareness of mistakes made -ability to observe norms and rules in force in the centre	- not fully accepted the norms and rules as hers - lack of self-confidence, -lowered self-esteem,
Social profile (interpersonal)	-good cooperation with people she knows well, -expressing the need to become open to people and new situations	- shy -has difficulties to cope with her emotions when performing in public
Educational and vocational profile	-involved in topics which are of interest to her - likes dancing and singing	- weak perseverance to achieve goals, frustration, stage fright, resigning when difficulties arise

Selected areas for development:

Areas for development within intrapersonal competence:

1. Work on increasing self-esteem.

Areas for development within interpersonal competence:

1. Eliminating the feeling of stress when performing in public.

Areas for development within educational and vocational competence:

1. Perseverance when pursuing the goal.

Goals to achieve with the student:

Work on strengthening self-esteem.

1. Knowing yourself - strengths and weaknesses.
2. Strengthening self-esteem.
3. Aiming for self-acceptance.

Eliminating the feeling of stress when performing in public

1. Becoming aware of what stress is and how to eliminate it.
2. Shaping the ability to control somatic reactions.
3. Developing sports interests - as a form of stress relieving.

Persistence in pursuing a goal

1. Shaping perseverance in actions.
2. Creating a sense of responsibility.
3. Improving planning skills.

Expected results.

The student/ward:

- 1) believes in herself.
- 2) can see her strengths and weaknesses.
- 3) knows stressors.
- 4) controls somatic reactions in stressful situations.
- 5) can relieve stress through sport.
- 6) can see the effects of her actions.
- 7) can overcome her internal resistance.
- 8) can work with the small steps method

Stage IV

Planning activities - milestones.

1. I get to know my strengths.
2. I constructively cope with stress and frustration.
3. I persistently pursue my goal

Plan of coaching sessions:

Milestones	Coaching sessions	Methods and tools used during the session
Concluding a contract	The rules for work of the teacher-coach with the student/ward during coaching sessions.	Conversation with the student, technique of unfinished sentences. Contract visualisation.
I get to know my	I get to know my strengths.	Coaching conversation, the

strengths.		wheel of satisfaction, exercise „Acronym”, “Hand of my successes”, „Gifts of four fairies”
	I know who I am.	„My business card” show, presentation, coaching conversation
	Values and people important for me.	Coaching conversation, „a wheel of satisfaction
	What gives me satisfaction	Coaching conversation, „Hand of my successes”
I constructively cope with stress and frustration.	Stress – what is it?	Mini lecture, coaching conversation, „My reaction to stress” worksheet, books on stress, stressors, Internet
	Sport for stress.	Instructions, method of practical actions, „Lumberjack’s breath,
	Choreotherapy.	Coaching conversation, show, method of practical actions, writing a text
I persistently pursue my goal	What I do makes sense and brings expected results.	Show, presentation of achievements
	Dance – a strategy of small steps.	Coaching conversation, method of practical actions, time matrix
	Support	Coaching conversation
Evaluation	Evaluation session.	Active evaluation method „Faces”

Session No 1

Principles of teacher’s/coach’s work with a student/ward during coaching sessions.

This session is focused on establishing the rules for cooperation with the student/ward- a contract setting out the principles of cooperation.

It is determined by the following steps:

1. Creating space for conversation - eliminating communication barriers.
2. Talking about expectations - what is important for the student/ward in cooperation with the teacher - coach, how she imagines this cooperation; how the teacher-coach imagines cooperation?

3. Creating a contract: practical information that you can refer to at any time; determining:
- dates, places and hours of meetings,
 - organisational rules related to the course of meetings, including the possibility to talk with other people, participation of other people in the meetings, rules regarding unplanned events such as cancelling a meeting, being late,
 - principles that both sides will follow during the coaching relationship, e.g. openness, honesty, confidentiality, respect,
 - the scope of rights and obligations of both parties, e.g. who is responsible for setting the goals of coaching, what they are, etc.

Relying on the potential (strengths) of the student/ward. Strengthening and making use of self-awareness of her strengths. Using strengths (skills and attitudes) in working on areas for development. Establishing that at any time during the coaching meetings a conversation about the agreed contract can be initiated and changes can be introduced if necessary.

- ✓ Conversation about the principles using the technique of unfinished sentences: e.g. I would like the meetings to be our secret, because Writing a contract in a positive language, without using the word "no".
- ✓ Contract visualization.
- ✓ Summary and end of the session.

Sessions No 2 -6

Sessions from stage II

Sessions No 7, 8

I get to know my strengths and work on them.

1. Coaching conversation, introduction to the session. The meaning of the word "strong", "weak".
2. Exercise **"I am proud of ..."**. Visualising successes.

The teacher draws the sun on the paper, but without rays. The student/ward draws rays and writes her achievements and briefly describes them (when it was, in what circumstances, why it was a success for you, would you like to change something).

The drawing is placed in a visible place so that it can remind the student/ward about her successes.

3. Exercise **"Gifts of four fairies"**

The teacher asks the student/ward to read a fairy tale about a Sleeping Beauty - for the end of the first session.

At the beginning of the next meeting the student/ward tells the fairy tale about the Sleeping Beauty, who at the time of birth received gifts from good fairies. The student/ward lists the gifts she has received from fate (e.g. health, intelligence, height, etc.). In any art form, she presents the "gifts of four fairies".

The summary of the exercise is the presentation of the work and discussion about it.

4. Exercise: **"Acronym"**

The student/ward receives a card with her own name written vertically and her task is to write her positive qualities, her strengths beginning with the letters from her name.

O – often smile

L - like to clean up

A – ambitious

After completing the task, the ward presents her acronyms. Then during a conversation the teacher asks the student/ward to think about herself and look for what she likes/values most in herself, what she likes best about her.

My strong point is...

I like in myself ...

I rate highly that ...

5. The summary of the session is reminding the student/ward about gifts she received from fate in order to motivate her to action

Session No 9

I know who I am.

1. Coaching conversation, referring to the last sessions and the past week.
2. Exercise: **"The hand of my successes"**

On a sheet of paper, the student/ward draws her hand. On every finger of the hand she writes her success, or the name of the field in which he feels the best, e.g. sports, cooking, the Internet, etc. After completing the student/ward presents her results.

Discussion about the results, student's reflection.

3. Individual work: **"My business card"**

The student/ward is asked to create a business card in the form of a drawing. She is to draw something that characterises her, symbolises her strengths. After completing the task, the student/ward presents her business card. She can clearly notice her strengths.

Session No 10

Values and people important for me.

1. Coaching conversation according to the GROW model.

- searching for the answer to the question about my self-esteem?
- what satisfies me?
- how do I perceive myself?
- what values are important to me?
- what goals do I set for myself?
- what are my successes? what do I think about them?
- what is the biggest challenge for me?
- who is the authority for me? what do I admire in this person / these people?
- what do I receive from this person / persons?
- how do other people see me?
- is this important to me?

2. My system of values is: - making a poster with the most important values for the student/ward.

3. Session summary.

Session No 11

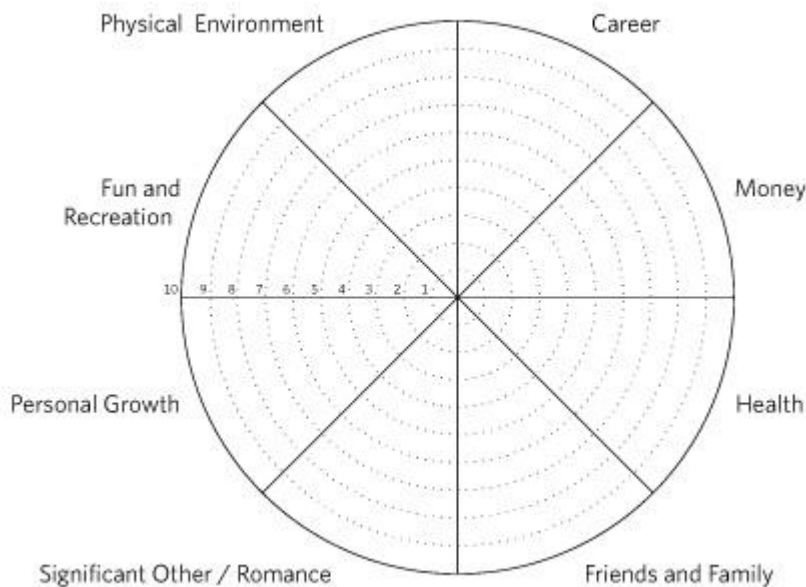
What makes me happy?

1) Coaching conversation - "What makes me happy"

- What do you like doing?
- Do these activities give you satisfaction?
- What do you feel then?
- Is there anyone or something that disturb you in activities that bring you satisfaction?
- Do you receive support in activities that bring you satisfaction.
- Who is the support for you, the 'driving force' in the activities?
- Are there any other activities that make you happy in a similar way?

2) The circle of personal satisfaction

The circle below is divided into 8 parts that represent the balance between different areas of your life. Assuming that the center of the circle is 0 and its edge 10, specify the level of personal satisfaction in each given field. Draw lines in the right place in each part of the circle so that they reflect your level of personal satisfaction. Describe the figure that you obtained after connecting all the lines - how much does it resemble a circle?



3) Setting priorities for the coming weeks. Strengthening the lowest-rated areas.

Sessions No 12-15

Stress - what is it?

1) Coaching conversation with the student/ward, remembering a situations that was particularly difficult and stressful for her.

- Do you remember situations from your life that were particularly stressful for you?
- What did you feel then?
- What did you dream about then, what did you need most?
- Do you remember other events that were particularly difficult?
- What feelings did you have then?
- How did you cope with this situation?
- How would you cope with a similar situation today?

2) Trying to define - what is stress? - using information and communication technologies,

including searching for information on the Internet.

SYMPTOMS OF STRESS

Accelerated heart rate, faster pulse and breathing, increased activity of sweat glands, cold skin, hands and feet, blood flows to internal organs, digestive system problems - nausea, diarrhea, sudden need to urinate, strong muscle tension even to trembling, dryness in mouth.

Short-term mental symptoms:

a) Changes in the functioning of the mind:

- negative thinking,
- a sudden loss of confidence,
- narrowing attention,
- deterioration of concentration skills,
- impairing the ability to cope with problems,
- loss of energy associated with distraction, anxiety, frustration.

b) Reducing work efficiency:

- difficulties with making decisions,
- weariness and loss of job satisfaction,
- interpreting the situations as challenges and threats.

3) **Exercise** - a student/ward thinks how her body reacts to stress, presents her symptoms, completes the "**My reaction to stress**" worksheet.

Stressful situation	Reaction to stress

4) **Exercise** – searching together for information about techniques of overcoming stress.

The correct, deep breath is the basic way to relax. It lets you break the tension and feel a nice wave of relaxation in the whole body. Thanks to it, we can regenerate strength, oxygenate the brain, and relax the whole body. Deep breathing loosens up the body, reduces the level of psychophysical tension. By regulating the way we breathe, we affect the functioning of the brain, we can calm the emotions and the mind, reduce muscle tension.

There are many relaxation techniques that usually lead to the so-called deep relaxation. These techniques, applied in the right proportions, help reduce muscle tension. An example is the autogenic training by Johannes Schulz and Edmund Jacobson.

Schulz's autogenous training consists of:

- focusing in turn on individual parts of the body, combined with the suggestion of feeling the weight in them,
- focusing on individual parts of the body with the suggestion of feeling warm in them,
- focusing on the work of the heart with the suggestion of feeling its regular, quiet work,
- focusing on the breath and its regulation - the breath should be calm, steady,
- a suggestion of feeling the warmth throughout the body.

Jacobson's training consists in performing specific movements with the arms and legs, corps and face. The idea is to tighten and loosen certain muscle groups. Systematic exercises teach you to relax your muscles - first those we control, then those that are beyond our control, e.g. heart muscles and visceral muscles. The Jacobson method involves learning about the energy power of one's own body through conscious training of tightening and loosening the muscles in relation with the breath.

Alexander's technique - these are breathing and movement exercises aimed at freeing the body from physical tensions. This method restores and improves the efficiency of our muscles, bones, joints and nerves. It is a conscious controlled process of learning how to stand, walk and sit properly. Not everyone is aware of the fact that the wrong position of the spine when standing, sitting or lying restricts breathing and makes movements difficult. However, the biggest positive thing that we can talk about when using Alexander's technique is the fact that it is a way to relieve stress.

5) Creating a set of de-stressing exercises based on teacher-coach materials. Analysis of written materials.

6) Exercises in reading, getting to know books on methods and techniques of coping with stress. Summary of the session with a request to try to use the learned techniques

Session No 16

Sport for stress

A movement session devoted mainly to exercises eliminating stress. Session with the participation of other students/wards. The student/ward conducts dance training, which strengthens her courage and openness during public performances.

1) breathing exercise

Breathe in through the nose (count 1,2,3,4), keep the air (count 1,2,3,4), gently breathe out (count 1,2,3,4) - repeat 5 times. We make 8 short breath ins through the mouth, stop the air counting to two (1.2), breathe out through the mouth counting to eight (1,2,3,4,5,6,7,8) - repeat 5 times.

2) Exercise "Lumberjack's Breath" - stand with legs wide apart, straighten your back, hands along the body, stretch your arms forward as if you were holding an ax, breath in through the nose lifting your hands over your head to the back, as if you were doing a swing, then breath out vigorously and lower your hands (as when splitting wood) - repeat several times.

3) Session summary - encouraging to do above exercises in stressful situations

Sessions No 17-19

Choreotherapy.

1) Coaching conversation, reflections about the past week. Directing a conversation to the student's dance interests.

What was the last week for you?

What did you learn during the last week?

What was difficult for you?

What did you like most?

Did something disturb you in conducting trainings?

What was the most difficult for you?

Is there anything you would like to change? What do you think you need to especially work on?

Is there something or someone who helps you, supports you in your activities?

If I could help you somehow while you are performing, what could I do?

What else could I do for you?

Choreotherapy. What are its goals? What benefits?

Therapy is not learning how to dance. Its aim is to relieve stress and tension. The choreotherapy refers to the ancient tribal dances, which once constituted an inseparable element of social life and were a natural way of expressing emotions and feelings. The basis of the therapy is expressing feelings and emotions that are difficult to express verbally, but can be presented with the help of body movements. The goals of therapeutic dance also include increasing self-confidence, awareness and acceptance of the body, improving motor coordination, increasing physical efficiency of the body and opening oneself to one's own needs.

Dance has a positive effect on health - it stimulates the circulation and secretion of endorphins (or hormones of happiness) and makes breathing easier. During dance sessions, the body releases muscular tension, making the person feel relaxed.

3) Making a choreography by the student/ward. Practical exercises, we make choreography to relieve muscle tension.

After the classes, the teacher asks;

– what did you expect from the classes?

– what did you like?

– what did you not like?

– what would you change in the form of classes?

– how did the classes affect you?

4) The next two sessions are devoted to making choreographies that can be used during physical education classes and will be conducted by the student/ward. Description of the choreography and editorial exercises.

The classes are started by the teacher, who runs a few minutes warm-up, which will prepare the student for physical activity. Then the student will make two choreographies using the sash. To make it easier, the movements can be taken from Port de Brass. The student during physical education classes and sports and dance club mastered the basic Port de Brass technique. The student is supposed to show with the movement and using the sash, her feelings and emotions that she is experiencing at the moment, in the background the student's favourite music/song. The teacher together with the student shows with the movement, what he/she feels at the moment, to facilitate the student. Next, the student and the teacher write down the elements of the dance and match them to individual music pieces. The plan thus prepared is gradually implemented. The entire

choreography is divided into four parts and then each of them is practised. At the end of the class, the teacher records the student's dance.
The dance is presented to the students and teachers.

Sessions No 20-21

What I do makes sense and brings the expected results.

1) Watching together the choreography created by the student .

A conversation about satisfaction after performing this task, a sense of success.

- what do you feel when watching your performance?
- does the fact that you made the choreography yourself bring you satisfaction?
- what do you like in your choreography?
- is there something that was difficult for you?
- you have accomplished the task consistently, until the very end, do you feel that you have achieved a success?
- Do you feel similar satisfaction when performing other activities not related to dance?
- Have you ever felt that way?
- Do such successes give you extra strength to act?

2) The student makes a multimedia presentation in which she will present her achievements - dance performances at the center and outside.

Then the student shows her presentation to the teacher. The teacher reinforces student's actions by praising her. The teacher confirms student's belief that what she does brings great benefits to her and to the community in which she lives and the local environment.

3) Coaching conversation about feelings and emotions after watching a presentation together.

- what do you feel about your achievements?
 - does what you saw motivate you to take further actions?
 - what will it be?
 - what will this activity help you with, what will it change in you?
 - what else would you like to achieve through such activities.
- 4) Summary of the session, setting the date of next meeting.

Sessions No 22-26

Small steps strategy - dance choreography

1) Preparing a project done during several sessions - the small steps method.

Teacher-coach proposes to set a goal - achieve success in the competition, which will take place in two months:

- establishing a plan of actions,
- working out the schedule,
- indicating people involved in the project,
- marking on the time matrix,
- determining the resources needed

The student selects the dates of meetings, rehearsals with the teacher supporting the project in the calendar. Dance choreography will be gradually practised during the meetings.

Meetings will be properly distributed in time, which will allow the student to gradually

learn choreography, improve acquired skills and increase her sense of confidence, openness.

Session No 27

Support - as I understand it.

1) The teacher reads a few sentences and then asks the student to join a conversation that refers to the read text.

Surround yourself with people who will support you, push you to action, who will give a hint, talk, share their experience, share their energy, listen to you. Be with people who will tell you that you are good, and show you what you should improve. Inspire each other to act. Together you can do more. I hope you have such people around you

What do you think about what you have just heard?

– Is there a person in your surroundings who inspires you to act?

– Who is this person?

– What does this person give you?

– How does he/she help you?

– Is there anyone else who influences you in the same way?

At the end of the conversation, the teacher encourages the student to maintain relationships with the people who support her in her actions.

2) Session summary. Setting goals and tasks for realisation by the student in the coming months.

STAGE V

Evaluation of the programme

Session No 28

Evaluation of the programme was carried out using emoticons.

Faces - we draw three faces on the board: happy, indifferent and sad, and then we ask the student to mark the face according to the degree of satisfaction after individual sessions - the teacher lists the sessions and reminds the main subject of the meeting, the student marks:



All the student's reflections are important. What was missing should be included in the current work with the student. Similarly, what was satisfying, what she liked. Then the student writes "A letter to friends", including her written reflections and supports them with arguments.

4. Individual programme of work with the student/ward.

Preparation and implementation of the programme:

Coach : N _____

Coachee : C _____

Stage I:

What do I know about C_____?

C_____ lives with his mother and step-father with his 15-year-old sister Coralie and half-brothers A..... (12) and Dimitri (8). C_____ 's father lives near Lille and C_____ stays with him during some of the holidays.

In nursery school there were problems of integration, speech and a delay in learning. Thus in the preparatory stage, a follow-up to the CMPP had been arranged.

C_____ attended ordinary school until the 5ème at Geaune College. Teachers stressed his refusal to work and to communicate. They punished him regularly for work not done. CMP's psychologist was able to show that C_____ had difficulties of understanding, remembering and abstraction. C_____ then began treatment at the Mont de Marsan day hospital in the "adolescent section" for two half-days a week. He integrated into sports mediation therapeutic groups as well as speech groups. Despite an adaptation of his schedule in the 4ème, difficulties persisted. An orientation in IMPro has been proposed.

C_____ entered PAGES IMPRO on 1st September 2015. He is now in his first year of catering training.

- Family expectations

1 / What are your expectations with regard to the proposed training at Pagès?

- He loves what he undertakes" "He finds his way" "That he can free himself, break away"
- Let him continue to open up and gain self-confidence" "If he could talk more, it would be good"
- We feared that his difficulties in French would make it hard for him to get his diploma (especially the professional part). However, "we don't talk about it at home".

2 / How do you feel about your child in Pagès?

Father: does not know too much – has little contact with C_____. Neither does he know how Pagès works.

He was aware of the trip to London and knew C_____ 's choice of workshop.

M L_____ explained that he had often disagreed with Mrs S_____ regarding C_____ 's educational development. Before entering Pagès, he even wanted to ask for custody because he found that C_____ 's mother could not help him very much at this level. In the discussion, we discuss the team's reflection last year on possible attendance at the

lycée and whether it is a good idea. If the opportunity presented itself and if C_____ agreed, he would give his approval to such a project.

Mother: "I do not know, he does not mention it at all." However, Mrs S_____ can say that he would go there without any problem. She feels that he even would be glad to do so.

When his mother questions him, he always replies that he does nothing at Pagès. From time to time, he talks about sport (badminton ...) Mrs S_____ does not know any friends' names.

Regarding his choice of workshop, Mrs S_____ said she was very surprised because he spoke more about service than cooking, because at home he did not seem at all interested. One day he came back saying "I made a pie, I want to cook. "Cooking is hard; it takes a lot of techniques; it needs a lot of coordination." However, Mrs S_____ has not expressed her doubts to C_____ and is trying to encourage him.

3 / What happens at home? Outside?

Father: Given the limited contact between C_____ and his father, he cannot answer on this issue. He just talks about C_____’s attraction to video games

- at the level of his behaviour:

"He's starting to open up." Mrs S_____ says that, before entering Pagès, there were many disputes between them, and C_____ often slammed doors. Today he takes a bigger part in the family; he speaks more as a companion to Mrs S_____. "This is a big evolution; there are no more tensions at home". Mrs S_____ describes her son as a "locomotive", that is to say, someone who takes a long time to get started. "Once he has his bearings, he opens up". Mrs S_____ can say that even with his mother, C_____ takes almost a day before daring to speak.

- his autonomy:

It seems that with his personal hygiene he respects the rules at Pagès more than at home. "You have another boy at school."

Note: Mrs S_____ had the impression that C_____ did not wash and change during the entire trip to London.

According to Mrs S_____, he does not wash at home. "You have to force him to go to the bathroom." Regarding dressing, according to his mother, he does not always adapt to the seasons (he’s capable of wearing shorts in the middle of winter).

For the rest, C_____ can help his mother if she asks him. Otherwise he stays in his room and only leaves it if he is hungry.

Since his choice to go on a cooking course, his mother has tried to stimulate him on this point. So one day, she left him in the kitchen saying "prepare us something". After a long time, C_____ prepared them canned ravioli.

When shopping, C_____ knows if he has enough money and is able to pay for his video

games on his own. However, he always wishes that there was someone with him to reassure him about his choices. "He lacks confidence."

-Concerning his activities: right now C_____ spends less time on his video games, because he is selling everything to buy a new console. As a result, he spends more time with his family. His family wants to maintain this by purchasing a PS Vita (portable console) for Christmas, but also by the recent purchase of a scooter. Indeed, Mrs S_____ and her partner hope that it will encourage C_____ to go out and see his friends. It only remains for him to go to driving school and pass his Driving Test. (Financing OK).

Recently, C_____ discovered that he liked the LOTO. His mother accompanies him and takes advantage of their having time together (what she tries to do with each of her children, horse competitions with her daughter, basketball with another son ...)

4 / Did he talk to you about his future? And you, how do you envisage his future?

Father: For the moment they have never spoken together. He would like to discuss this with him. "At 17, it's time." "I will not go against his choice."

M L_____ hopes to be able to take C_____ this summer. He will also try to go down in 2017 to see his children. He would take the opportunity to come to Pagès.

Mother: C_____ does not talk much about the future.

When I ask her how she sees C_____’s future she answers spontaneously "Tanguy [a well-known French film] with her mum". He does not feel ready to leave the house, away from his mother. She compares her own story. "At his age, I had already left my father's house; C_____ is at home here". Although she is sceptical about his choice of training, she says she has less worries since he has been at Pagès. He advances slowly but it's okay."

Stage II:

Getting to know myself."

5 session

In the course of this work, I first discovered that despite difficult moments, doubts, or when I am demotivated, I manage to regain the desire and the motivation. For that, I need to isolate myself to reflect and rest. Besides, I manage to make friends at Pagès, and I speak with them easily of the same things. The coach helps me and shows me that my work can be well done, although I did not see it before.

Stage III:

Diagnosis.

Situation at school:

C_____ is a student who has been studying for a year.

He seems to be integrating into the group of his peers, and has created new affinities with some newcomers, such as André.

Hang-ups with activities that do not please him and intolerance to error remain.

At the beginning of the year, some of the concepts learned last year needed to be repeated.

We continue to consolidate basic mathematics (level CM2) and French (especially in written expression where large difficulties remain).

C_____ is expected to take the CFG in June 2017. However, due to his difficulties and his lack of effort in learning French, it is possible that there is not enough time to work through the different types of text needed to pass the test (letter, dialogue, narrative, descriptive and argumentative texts).

Also C_____’s development during the year will be a good indicator to see if he is really ready to pass the test.

Lately C_____ has caught on to the activity of "press review". This has the potential to remove his hang-up to writing by drafting a summary of an article.

Psychological situation:

C_____ is 16 years old, this year being his first year of “catering studies”.

After a worry from the team last year following episodes of encopresis, to our knowledge, it has not happened again and we observe C_____’s "greater well-being": more open and communicative. Vigilance remains the focus on this point.

He receives a psychological follow-up every two weeks, to which he adheres: although he is reserved and expresses very little of his feelings and emotions, he was able to confide about the change in his family circumstances (father’s separation), if there is a concern (custody rights during vacations), etc.

In recent times, there has been a lack of motivation at school: C_____ admits to having more difficulties in doing the required work. He lacks motivation and accepts failure through lack of effort.

The psychomotor situation:

C_____ is a young person aged 16 years 6 months. He received individual follow-up and participated in a “theatrical expressions” workshop.

Throughout the year, he was able to open up more, verbalize, express his desires, his feelings and give his opinions. This was only possible when a trusting relationship could be established.

As for the theater workshop, C_____ was able to make progress. The number of blockages or oppositions has decreased. The oral exercises were carried out at the end of the year. However, any change may cause regression.

Since the beginning of the school year 2016-2017, C_____ seems more sure of himself. He expresses his feelings, his emotions and says what he thinks. He can also assert himself in front of an adult.

During a session, he no longer refuses to do motor coordination exercises. He seems more at ease and has confidence. It follows that he enjoys it.

Finally, as far as his behaviour is concerned, he accepts frustrations and wants to do what

he wants to do. He must learn to be a team player and accept others (even those with whom he has no affinity).

Individual follow-up is renewed. C_____ agreed to continue the theatre activity. Proposal to understand body-language.

Medical status:

C_____ is 16 years and 5 months [NB 6 stated earlier] old. He entered Pagès on 1st September 2015.

In his personal medical history one can note:

- No medical history counter-indicative, can do all sports.
- Wears glasses all the time and sees almost nothing in his right eye;

C_____ goes to the infirmary only very rarely. For the moment the objective is health monitoring and prevention. C_____ participated in a prevention group giving information on tobacco, alcohol and drugs. He does not speak but listens attentively. We will see what he retains in the long term and if there is not too much confusion. Since last year C_____ has expressed himself more. He seems to have found his place and to be more at home in Pagès.

Technical situation:

C_____ is a 16-year-old who has started his professional training in catering.

In workshops C_____ is discreet. He expresses himself little. But when asked, he can show his motivation and interest in the workshop, which was very difficult for him before.

His technical actions which he is still learning are imprecise. He does not persevere too much. Little by little, he is finding his place in the kitchen group, and this gives him confidence.

He listens to instructions, and his behaviour fits in with the workshop.

Situation at the boarding school:

C_____ is a 16 year old teenager who finds himself in the first year of IMPRO's catering option. He is a young person who does not express himself very much, although increasingly he seeks help from an adult if he feels the need. The adult must be attentive to his behaviour because he tends to go unnoticed. He has an average daily autonomy. He still finds it difficult to get up in the morning without the help of an adult and some reminders are still necessary for looking after his room as well as for the basics of washing and dressing in the morning. In the group, he is evolving normally, integrating the basic rules of community life and he knows how to spend his free time. He enjoys activities such as Monday night football, video nights and virtual games. He sometimes expresses more and more of his feelings and doubts. For communication to be established an adult must ask him. He is a young person who needs to open up to others through multiple collective activities in order to develop social ties and develop team spirit. Transfers, group projects, and participation in the ASEI provide necessary support

for his well-being. C_____ is struggling to project himself into a socio-professional future.

Synthesis of the diagnosis – student's profile:

Synthesis diagnosis	Strong points	Points to develop
Social Profile	<ul style="list-style-type: none"> - His free time is busy - C_____ is well integrated with some of his colleagues. - C_____ listens to the advice given by adults around him. 	<ul style="list-style-type: none"> - To develop daily autonomy - To open up to others - C_____ to put a lot into the administrative procedures that involve him
Psychological Profile	<ul style="list-style-type: none"> - C_____ blocks the activities that he does not like. - His behaviour is adapted; he is discreet within the group 	<ul style="list-style-type: none"> - Management of failure - Managing his emotions
Learning Skills	<ul style="list-style-type: none"> - C_____ listens to instructions - Works seriously and voluntarily - C_____ shows interest in activities that are proposed 	<ul style="list-style-type: none"> - Understanding the rules - C_____ needs to be stimulated and encouraged to continue and finish work he has begun. - Knowledge of mathematics and French to be consolidated

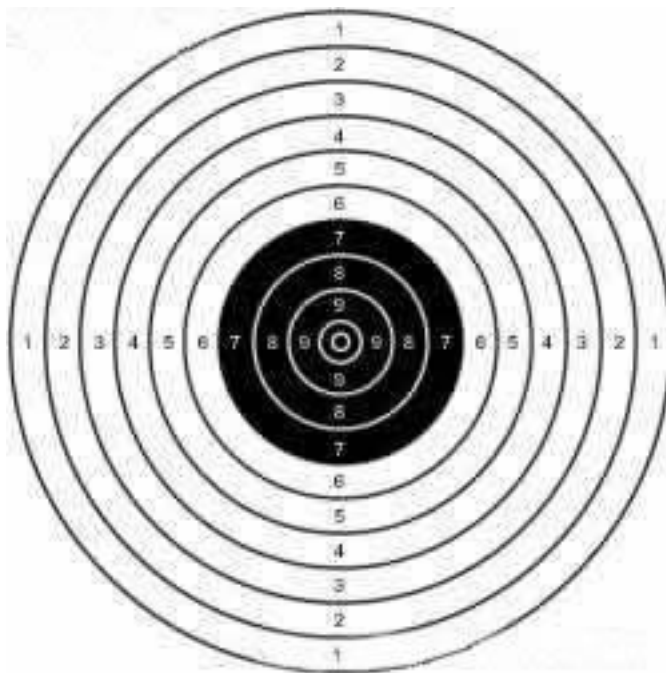
Choice of goals:

Before even starting personalized coaching sessions, a group work is carried out so that everyone can discover and know better his comrades. This first session took place on 31/08/16 with a group of 9 young people, using the game Bingo and allowed everyone, including C_____, to open up to others.

At the first personalized session of the 21/10/16, we list with C_____ the various achievable objectives.

- 1 - Open up to others
- 2 - Telling others how he feels
- 3 - Managing Chess
- 4 : Accompany C_____ in the development of his learning

. Using the target, C_____ self-evaluates.



C_____ places - the first goal in 6,
 - the second goal in 3,
 - the third goal in 1.
 - the fourth objective in 3

0 = The target is not at all reached
 10 = Fully achieved

I remind C_____, the game of the bingo of the re-entry, in which he participated actively. I encourage Corentin to continue in this direction, and reminds him that with some efforts on his part, it is possible for him to progress.

The objective of opening up to others is therefore increasing, but it is always **difficult to express to others what he feels and wants to continue to develop his learning.**

We therefore agree to work together on these two last points, as well as the objective of managing the failures still seems "a little too difficult" according to C_____

Detail goals:

Fostering relationships with others: participation in multiple group activities, sports meetings (ASEI, football on Monday, football tournament), summer and winter transfers, Erasmus + project, LONDON project ...

- Regular meetings with the referent to deposit their feelings and make the point
- Accompany C_____ so that he can go on his own, call the nurse if necessary.
- Psychological support
- Psychomotor care

- Individual follow-up to develop self-expression and self-expression
- in small groups to develop team spirit, acceptance of others and relationships with others (body expression workshop, theater workshop)
 - Develop daily autonomy by empowering them on well-defined tasks, mini-course at the pavilion.
 - Working with Corentin the necessary documents at the level of healthcare management and management of administrative and medical documents (vital card, mutual, attending physician declaration ...)
 - Health Prevention Participation
 - At the school level, preparation for the CFG:
 - Improve your level in French.
 - To work with Corentin his perseverance in the face of learning that does not please him or put him in difficulty.
 - Consolidate the level in mathematics by exploiting its knowledge in problem situations.
 - On the professional plan :
 - Validation through an internal examination of AT1 (starters / desserts) and AT4 (manual and machine dives).
 - Organize your work
 - Apply hygiene and safety rules. One-week end-of-year training to validate the acquisition of AT 1 and AT 4

Expected Results

- C_____ is more in the exchange
- C_____ expresses his emotions with his referent
- C_____ knows how to call the nurse when she has a health concern
- C_____ expresses himself more easily and invests the body expression studio and the theater
- C_____ integrates the automatisms of everyday life and makes an internship at the pavilion
- C_____ has medical records on him and knows what they are used for
- C_____ has invested in the proceedings concerning him, all his rights and papers are up to date
- Success in "writing workshops", report card.
- Degree of achievement of the work requested, report card.
- C_____ knows how to reinvest his knowledge of mathematics in problems related to the workshop.
- The different competencies related to AT 1 and AT 4 are acquired and implemented
- The assessment of the professional internship is positive

Stage IV :

Coaching sessions

Session 1 - 3: Exchange with others; Development of professional learning (5 hours).

I received C_____ before the start of the restoration workshop, which will be held with 6 other students, to make apple pies. They must work together. I received C_____ at the end of the production and asked if he could express himself with the others. The group is too big for him and it is difficult for him to speak easily. We agree to work on this when the group is smaller.

Session 4-5: Expression of emotions, success of the "writing" workshop (3 hours).

A written work is planned for the group "kitchen", of which C_____, and 2 other people. They must help each other to complete the document. At the end of the work, C_____ told me that he wanted to talk with his comrades, but that it was too difficult for him, in front of the others. C_____ is demotivated and can not move forward.

Session 6-7: Individual intermediate assessment, self-evaluation, motivation. (3 hours).

In an individual interview, C_____ expresses his discouragement and the difficulty of working on all the objectives. I motivated C_____ and explained that the work must be done with patience, step by step, step by step. I show him that the objective is achievable.

Session 8-9: Expression to others, Self-confidence (3 hours).

The end of year holiday is close. In order to continue the work begun during the next few days, I propose to him to talk about what he does during his days in Pagès (his friends, his hobbies in the boarding school, the sports activities he practices, techniques And recipes learned in workshop, ..) with his mother. He says he is capable for that, especially since several moments, alone with his mother are planned. I remind him that this exercise will be a step towards achieving the goal.

Session 10-11: Feedback, Expression to others, self-confidence (3 hours)

During this interview, C_____ made a self-evaluation of her vacation with her family and her conversations with her mother. He said that starting the first discussion was difficult and he was not too comfortable. Little by little, he managed to express himself, and he helped his mother in the kitchen, which facilitated the dialogue. He was able to talk to him about his activities and his relations with Pagès, both with his comrades and with certain adults who accompanied him. He is proud of himself. He is motivated to continue. His ego is rebooted.

Session 12-14: Concentration, Response to difficulties, Acceptance of errors and failure (5 hours)

I accompany C_____ during a group cooking session. The production of the recipe of

the day requires concentration throughout the activity. Different techniques must be practiced to achieve the recipe. I accompany C_____ to take stock of this working session and self-evaluate. He was satisfied with this session even though he found it tiring. He got involved in the realization, remained focused, and knew how to ask for help when it was necessary for him. He also said that knowing more about the environment in which he operates makes things easier.

Session 15: Opening to the outside, Confidence and self-confidence (3 hours).

In this session with C_____, we talk about the future and the future of our work. We agree with a place of internship, close to Pagès, with few staff, and benevolent supervisors. C_____ seems reassuring to the idea of an internship meeting these criteria. We agree to visit the venue soon.

Session 16-17: Professional assessment., Relations with others (3 hours).

C_____ completed a one-week internship at a nearby restaurant. He is satisfied with his internship on the professional level, but in spite of the preliminary preparation, it was difficult for C_____ to have relations with the others. He was content to do the work he was asked to do. He spoke very little with the course supervisors.

Session 18: Expression of emotions, balance sheet (2 hours).

C_____ takes stock of the different moments of work we have had together. He needs to be in a small group to express himself easily. It happens to make friends in Pagès when the centers of interests are identical. With self-assessments, C_____ begins to realize that he is able to perform simple tasks and that he is progressing slowly.

Stage V

Evaluation of the programme.

Session 19:

C_____ says he is still shy, but he feels that he is starting to gain self-confidence and that expressing himself to others becomes less complicated. For him the goal is reached, although he believes that over time he will still be able to progress. He said that our coaching sessions helped him to progress and rebound when it was difficult for him. My work with C_____ continues. Some moments are difficult but he is able to move forward.

For my part, I find that C_____ is progressing and his relationship with others is improving. But he needs a lot of time to feel confident and safe.

The working sessions and coaching with C_____ showed me that the multiplication of exchanges allow the coachee to feel confidence and to progress more.

Patience, listening and dialogue are therefore keys to the professional, social and personal future of the youth in difficulty that we accompany

5. Individual programme of work with the student/ward.

The time of the programme implementation:

Name and surname of the teacher - coach: E.....

Name and surname of the student/ward: A.....

Stage I.

Collecting and analysing the information about the student/ward:

The student was under grandmother's care during the first year of her life, because her parents continued their education in a boarding school. Until 2015, the girl grew up in a full family. Currently she is raised only by her mother together with her siblings. From the interview conducted with the mother it appears that the student improved her behavior. While on passes from the Center, she helps to take care of her younger siblings and respects the rules that apply at home.

Knowledge and skills:

a) academic skills

She has large educational deficiencies, particular in mathematics. She has not developed the habit of systematic work, has difficulty in mastering the correct spelling, in formulating sentences and written statements. She also has difficulty in reading whole sentences and with understanding them.

b) social skills

She tries to obey the norms and rules, avoids conflict situations, accurately observes the emotions or intentions of other people, and correctly assesses the situation. She addresses teachers and classmates with respect, likes to be in the center of attention, is nice and polite, loves to be praised.

c) personal skills

She has the ability to work in a group, communicate, organise and evaluate her work, she is good at using a computer and information technology. She quickly makes contact, is happy to answer questions. Intellectual development is proper, she knows and understands the rules in force in society.

A..... is an emotionally unstable person, inclined to frequent changes of mood and emotions. She is not critical in her assessment, shows a reduced self-esteem. She has a tendency to escape into fantasies, avoids tasks burdened with responsibility, often manipulates the surroundings. She likes to focus attention on herself, mainly through her appearance, to which she attaches great importance. The girl reveals a sense of loneliness related to her past experiences.

In contacts with others, she seeks a sense of acceptance and approval, likes to take a dominant position. Her emotions towards her mother are strong, but she shows less and less hostility and verbal aggression, at the same time presenting the need for close contact and mental support.

The student during the classes is diligent and systematic, but she lacks perseverance and dutifulness, she follows the instructions, the work schedule, although it is not easy. The student takes care of her appearance, makes emotional and verbal contact, shows a tendency to shorten the distance. In relationships with adults she is excessively easy-

going. She willingly answers questions, explains the causes of family conflicts, but is emotionally variable in spoken utterances. She is an extrovert, easily establishes interpersonal relations. In relationships with peers reveals a tendency to dominate the weaker colleagues.

A..... knows and understands moral norms and rules in society, but obeying them is difficult for her. She lacks support from her relatives, thus she often looks for support and acceptance of older people, which hinders her proper functioning in social roles. She tries to obey the regulations, procedures prevailing in the Center. She fulfills her duties with accuracy. The student willingly engages in extra-curricular activities. She addresses the staff with respect.

Stage II.

"Getting to know myself" - self-assessment of the student with the help of a coach/mentor based on the programme "Getting to know myself" – Appendix No. 1.
Five sessions with the student.

I...

My name is A... .. During the meetings I understood that it is not good to take shortcuts, you should take responsibility and suffer the consequences of your actions. I know that I have behaved badly and how much I have lost because of it. I am a clever person, I know that I can achieve a lot in life. I want to graduate from school and get a job. I love dreaming, making plans and creating a vision of the future. Although my dreams have rarely come true so far, they give me hope that I can achieve something more in my life. I dream of a great job as a model or beautician, which will be well paid and will please me. I plan to start a family and spend time together with my husband and children. I really like to be praised, it motivates me to continue my work and makes me happy. I do not like criticism. I cannot cope with stress. I'm not assertive. I work poorly in a team because I consider myself the most important. I understand that the rules that I now obey guide me in the right direction and will help me to make my dreams come true.

Stage III

Synthesis of the diagnosis – student's profile:

Student's profile	Student's strong points	Areas for development
Psychological profile (intrapersonal)	Knows and understands moral norms and principles in force in society. She is aware of mistakes made.	She does not follow moral norms and social principles. She has got a lowered self-esteem.

Social (interpersonal) profile	Avoids conflict situations. Correctly interprets the emotions or intentions of other people, rightly assesses situations. She is nice and polite.	She avoids responsibility, manipulates her surroundings, often escapes into fantasies. She lacks criticism in self-assessment and lacks assertiveness.
Educational and vocational profile	She is involved in tasks performed. She is interested in fashion and make-up.	Weak perseverance and responsibility for tasks entrusted. Lack of the ability to cooperate within a team.

Selected areas for development:

Areas for development within intrapersonal competence:

1. Shaping conscientiousness and truthfulness.

Areas for development within interpersonal competence:

2. Forming assertiveness.

Areas for development within educational and vocational competence:

3. Shaping team cooperation skills.

Goals to achieve with the student:

Shaping conscientiousness and truthfulness.

1. Improving the skill of taking responsibility for actions and words.
2. Building own value system.
3. Developing proper self-assessment.

Forming assertiveness.

1. Shaping the ability to express opinions with respect to the other person.
2. Improving the ability to constructively solve difficult situations in relationships with other people.
3. Improving interpersonal communication skills.

Shaping team cooperation skills.

1. Developing listening skills and tolerance towards other people.
2. Learning to accept feelings and views of other people.
3. Learning to compromise by looking for solutions together.

Expected results.

The student/ward:

- 1) is responsible for her actions and words.
- 2) has the need to have her own value system.
- 3) can see the positive qualities in herself and other people.
- 4) can express her opinion without offending other people.
- 5) is able to cope with difficult situations and counts with the opinion of other people.
- 6) talks with other people in a mature way, enhances the self-esteem and respects the rights of other people.
- 7) can listen and is tolerant towards other people.
- 8) accepts the feelings and views of the other people.
- 9) finds solutions together with her group, can compromise.
- 10) has got friends.

Stage IV

Planning activities - milestones.

1. "A lie has no legs".
2. Assertiveness every day.
3. Ability to work in a group.

Plan of coaching sessions:

Milestones	Coaching sessions	Methods and tools used during the session
Concluding a contract	The rules for work of the teacher-coach with the student/ward during coaching sessions.	Conversation with the student, technique of unfinished sentences. Contract visualisation.
„A lie has no legs ”.	Is lying a way to get out of a difficult situation?	A rhyme by J. Tuwim <i>About Greg the Liar and his aunt</i> , coaching conversation.
	What do we gain, what do we lose when we lie?	A table „What do we gain, what do we lose”, coaching conversation, proverbs and quotes.
	What am I, what I want to be?	A list of flaws and merits, coaching conversation, poster session –visualisation by the student of her personality, writing task
	My system of values.	Coaching conversation, a board of values, a song by M. Grechuta „10 important words”, analysis of values, working with Polish language dictionary, laptop, flipchart, markers.

Assertiveness every day.	What can I do best?	Technique of unfinished sentences, coaching conversation, a story, a note.
	I express my opinions with respect towards other people.	Coaching conversation, drama method.
	How to cope with difficult situations?	Coaching conversation, technique of unfinished sentences, exercise "The well"
	I try to understand other people – it is a difficult task.	Coaching conversation, Motto, exercise „Stereotypes”
	I respect the rights of other people.	Coaching conversation, therapeutic tale, „Lop-ear”, a song by Stanisław Soyka Tolerance, sheets of paper, scissors, magazines.
Team cooperation skills.	We are all equally important .	Coaching conversation , exercise „a tree”.
	I and my communication.	Technique of unfinished sentences, coaching conversation, self-assessment.
	I have got wonderful friends and I am a friend.	Coaching conversation , role play – drama method.

Session No 1

Principles of teacher's/coach's work with a student/ward during coaching sessions.

This session is focused on establishing the rules for cooperation with the student/ward- a contract setting out the principles of cooperation.

It is determined by the following steps:

1. Creating space for conversation - eliminating communication barriers.
2. Talking about expectations - what is important for the student/ward in cooperation with the teacher - coach, how she imagines this cooperation; how the teacher-coach imagines cooperation?
3. Creating a contract: practical information that you can refer to at any time; determining:
 - dates, places and hours of meetings,

- organisational rules related to the course of meetings, including the possibility to talk with other people, participation of other people in the meetings, rules regarding unplanned events such as cancelling a meeting, being late,
- principles that both sides will follow during the coaching relationship, e.g. openness, honesty, confidentiality, respect,
- the scope of rights and obligations of both parties, e.g. who is responsible for setting the goals of coaching, what they are, etc.

Relying on the potential (strengths) of the student/ward. Strengthening and making use of self-awareness of her strengths. Using strengths (skills and attitudes) in working on areas for development. Establishing that at any time during the coaching meetings a conversation about the agreed contract can be initiated and changes can be introduced if necessary.

- ✓ Conversation about the principles using the technique of unfinished sentences:
e.g. I would like the meetings to be our secret, because Writing a contract in a positive language, without using the word "no".
- ✓ Contract visualization.
- ✓ Summary and end of the session.

Sessions No. 2 - 6

Sessions from stage II

Sessions No 7, 8.

Is lying a way to get out of a difficult situation?

1. The session begins with reading a rhyme by J. Tuwim *About Greg the liar and his aunt*.
2. A coaching conversation about the rhyme.
 - Finding the answer to the question: is lying a way to get out of a difficult situation?
 - Who is the main character in the poem?
 - Why did Greg lie for the first time?
 - What did the first lie lead to?
 - Who did he lie to?
 - Was lying a way to get out of a difficult situation?
 - Did Greg manage to please his aunt?
 - How could he act differently?
3. Remember your last four lies. Mark the reason of your behavior with a cross, *why did I lie?* If no reason matches "your lie", add it.

Reason	Lie
For fun	
For fear of being punished	
Not to show your weaknesses, flaws.	
To impress somebody .	

Because of being lazy, not willing to do something.	
To hurt somebody.	
Other reasons:.....	
Was the lie a way out of a difficult situation?	

4. Let's look at life situations: **Who do we lie to?** Write names of people you lied to on a piece of paper. Look at them and tell if they are persons close to you? Which of these people you lied in a special way? Was this person suffering because of it? Tell me about this situation. Recall, have you ever been lied to? What did you feel then, tell me about it.

Sessions No 9, 10

What do we gain and what we lose when we lie.

1. Starting the session with a conversation, whether the student lied in the past week. If so, under what circumstances. If not, did it give the student satisfaction, strengthened her self-esteem.
2. Then the exercise: write in the table what you think we gain by lying and what we lose.

What we gain	What we lose
e.g. avoid consequences	e.g. trust of another person

2. The teacher-coach uses the information from the table to talk about the consequences of lies, the unpleasant ones. The aim of the session is to make the student aware that lying is the wrong solution and that we lose more than we gain.
3. At the next session, we continue the topic: exercise - choose three proverbs or quotes that best reflect your opinion about the lie.

- "Lie is a disease, and truth is the remedy"
- "Half truth is often a big lie"
- "A lie stands one leg, truth on two"
- "Lie is the beginning of all sins"
- "The truth exists. A lie is invented. "

- "Rust destroys iron and lies the soul".
 - "A lie preached as truth leads to rage".
 - "A lie is no different from the truth, except that it is not the truth."
 - "Truth has the mark of duration, a lie - a fast death".
4. Inviting several other persons to the second part of the session. the student role-plays the above proverbs/quotes, the audience is to guess what they mean.
 5. Developing creativity: inventing new sayings that promote telling the truth, recalling the concept of metaphor.

Sessions No 11, 12

What am I, what do I want to be?

1. The session begins with a short speech of the coach/teacher, who explains that a person coming to the world is like a blank sheet. It is being written on during our lives under the influence of what we have learned and experienced. The teacher asks the student to draw a horizontal line on a sheet of paper. On the left side she has to write down her flaws and on the right merits.
2. The coach/teacher asks the student to pay attention on which side there are more traits. It makes the student aware that a bigger number of traits on one side may be the cause of too critical or too uncritical self-reflection. The goal of the session is to find a golden mean. The pupil answers the questions:
 - Which of the attitudes do you think is better?
 - Are you satisfied with your merits?
 - Which of your merits motivates you to act in your private life and in the Centre?
 - Would you like to get rid of any of your flaws?
 - Do you need help to get rid of any of your flaws?
3. In the next stage of the session, the student hands out sheets of paper to five mates from the Center and asks them to write down her merits and flaws. She collects the sheets and adds to her list the merits and flaws presented by her mates.
4. The next session starts with a coaching conversation devoted to the past week, analysis of the situations described by the student, her emotions.
5. Then the teacher /coach talks to her and asks questions:
 - Are you surprised with the critical words from your mates?
 - Do you disagree with any of the flaws presented?
 - What do you feel now?
 - Do you feel motivated by a lot of positive traits?
 - Which of these positive traits are you surprised with?
 - How do you find the opinion of your mates?
 - Do you want to change or repair something?
6. The student talks about her plans and dreams, about what she would like to achieve and what to change in her life. The exercise is aimed at arousing positive thinking about oneself, self-acceptance, self-esteem, not giving up and further motivation to act.
7. A short self description based on the information obtained – a written exercise, the description as a form of written expression (the sessions are also intended to supplement the knowledge of the core curriculum of general education).

8. Summary conversation: What do you know about yourself after collecting all the information? Will it help you to know yourself better?

Sessions No 13, 14

My system of values

1. The aim of the session is to define a set of the student's own values, find the values important to her, that motivate her.
2. The session begins with a conversation about understanding the concept of "a value". How the student understands it. Is "value" a concept attributed only to traits, feelings or to things as well. What does it mean that someone/something is valuable. Working with the Polish language dictionary - searching for information, definitions.
3. Then the student receives a set of values. Her task is to cut them, rate and stick on the poster from the most important to the least. She can add other values that are not included, but which are important to her.

frankness	god	honesty	love
truth	money	persistence	kindness
happiness	accord	beauty	honour
prayer	family	disco	entertainment
sense of humour	boyfriend	respect	independence
the good	truthfulness	trust	joy
humbleness	openness	health	

4. The student after hearing the song *10 important words* by M. Grechuta is to list important words that were used in the song. She should answer the question whether on the list there are some values also important for her?
5. Reflections - is it worth to have values that are important in life? The session ends with the recalling of the figure of the Polish Pope and a conversation about the values he emphasised.
6. The next session begins with searching the Internet and reading the quotes of John Paul II. The coach is analysing their meaning, gives examples to facilitate the understanding the quotes:
 - "You must demand from yourself, even if others would not demand from you."
 - "To be a man of conscience, that is, to demand from yourself, to get up when you fall and constantly convert again. "
 - "You feel lonely. Try to visit someone who is even more lonely. "
 - "A man should be measured by the measure of the heart."
7. Ending the session with a summary conversation: What do you think about yourself now? Choose one of the quotes and plan an action that will reflect this quote. Prepare information about the task completed for the next week.

Sessions No 15,16

What I can do best.

1. The session begins with the technique of unfinished sentences:

- I spend my free time
- The most satisfaction for me gives
- My favorite TV shows are
- The most interesting books are
- I most frequently talk with my family and friends about.....
- I would like to become
- When I think about my future
- My hobby is.....
- Activities that I do with ease

2. The pupil reads a short story (below) carefully and answers the following questions: Which one of these persons did what he liked? For whom the work was a passion? From what did she learn that it was a passion and not an unpleasant duty.

Three men doing the same activities at the construction site were asked the same question: What are they doing?

- What am I doing? – asked the first one indignantly - I am breaking rocks.

- What am I doing? – asked the second one a bit surprised - I earn my living.

Also the third one was a little surprised with the triviality of the question,

- What am I doing? I'm building a cathedral.

3. Conversation with the student about her passions and interests. The purpose of this conversation is to show the student her strengths and opportunities to develop her own interests.

Do you want to do the job that you like in the future?

4. Summary of the session - the student "describes" dreams and goals she would like to achieve, the professions she likes and which she would like to practise.

5. The next meeting refers to the last conversation. During the session, the student together with the teacher-coach does what she proposes, taking into account the facilities. She manages the task. The teacher-coach takes over the role of a mentor supporting her with his/her knowledge and experience, giving hints. The initiative is on the side of the student. After finishing the task, the student writes a story about how she felt in the role of the instigator, manager of the task. She also writes about her passions and professional aspirations. Together with the teacher, she deliberates about the goals that should be set to make her dreams come true. She draws the timeline on which she marks the stages of her life and plans individual short and long-term goals she wants to achieve.

Sessions No 17, 18

I express my opinions with respect to other people.

1. The session begins with a discussion about the concept of assertiveness.

"Assertiveness is a full, direct, firm and calm expression of your feelings, views and attitudes towards other people, in a way that respects feelings, views and attitudes of these people. It is the right to express oneself in social contacts without aggression and hurting anyone. "

2. Conversation with the student about respect for other people. The student answers the following questions:

- Do you sometimes end sentence on behalf of other people?
- Do you use manipulation to force other people to do what you want?
- Do you use insulting and offensive words when you are angry?

- Do you continue the argument even if the other person wants to withdraw?
 - Do you make decisions for other people?
 - When expressing your opinion, do you respect the opinions and views of other people?
 - How do you react to the situation when other people attack your opinion?
 - one praises you, do you know how to behave?
 - How often do you praise your friends, family members?
 - When someone criticises you, do you know how to behave?
 - How often do you criticise your friends and family members?
3. We learn to refuse in such a way as to stick to our opinion without hurting anyone, without quarrelling or offending other people. Read the ideas given by the teacher-coach and tell what you think about them, will any of the ideas be useful to you? Suggest your ideas on how to get out of a difficult situation without offending anyone:
- Say "no" and do not go into unnecessary discussions.
 - Be assertive and kind.
 - Do not be ashamed of your decisions, others should respect them.
 - Do not take part in something that you do not want to, if it is possible, go away.
 - Say "no" and suggest something else.
 - Do not mock others, change the subject of conversation when others do it.
 - Turn the matter into a joke when they suggest you do something that you consider wrong.
 - Sense of humor, telling a joke will make the situation easier.
4. Role play taking into account the acquired knowledge about assertiveness and expressing opinions with respect to the other person. The meeting is attended by several students.
- "Your friends smoke in a school toilet, they treat you with a cigarette, so that you can relax before the maths test". How will you cope with this situation?
 - "You are at a disco, someone is offering you alcohol, which you do not want". How will you deal with this situation?
 - "Your friends mock a new student in the Center saying that she has got worn-out and unfashionable clothes." How will you behave in this situation?
5. Summary of the meeting. What kind of person are you? Do you think that addressing a person with respect is a difficult or easy task?

Sessions No 19, 20
How to cope with difficult situations

1. Conversation with the student about the experiences and what we feel when we are in difficult situations and about ways of dealing with a given situation. Read the statement and tell me what you think about it?

"We cannot eliminate from our lives situations that can be described as difficult. And since we can not rule them out, maybe we could do everything to make them cause as few problems as possible so that they would not be too bothersome and would not be a burden in our everyday functioning. "

2. Analysis of situations from the student's life which were difficult or stressful for her.

The most stressful situation for me was

Now, after some time, I think that

If it happened to me again, I will behave

3. Exercise "The Well" - the exercise shows how you can manage the time that remained until an important event, e.g. when waiting for the test. This exercise should be carried out in two stages:

- Build a well from matches. You have three minutes for it. However, the first two minutes you are waiting for the opportunity to complete the task, then you build the well in one minute. I will tell you the time.
- Build a well from matches. You have three minutes for it. You build it during the first two minutes, then wait a minute. I will tell you the time.

4. Analysis of the stages of the performed exercise. The student answers the questions:

- Did you feel a difference between the first and second way to do the exercise?
- What was the difference?
- When did you feel more comfortable performing the task: in the first or second exercise?
- Did you feel stressed? When?

5. Conversation with the student about various difficulties and ways of reacting. Session summary. List on a sheet of paper, how you deal with difficulties, with the stress they cause? The end of the session is also the introduction to the next meeting, during which the student will perform practical exercises (invented by the teacher-coach based on the girl's interests), at a predetermined time, after planning the individual stages. The session aims to show the student how to help herself in difficulties (good planning, ordering, calm performance of individual tasks, sense of satisfaction from the completed task).

Sessions No 21, 22

I try to understand others - it's a difficult task.

1. The session begins with an explanation of the meaning of the word "empathy". Empathy - is the capacity to understand or feel what another person is experiencing from within the other person's frame of reference, i.e., the capacity to place oneself in another's position. The ability to see the needs of other people, the ability to take someone's perspective, someone's point of view, way of thinking or feeling; helps us to have better relationships with other people.

This session aims to arouse sensitivity to the needs of other persons, to see positive qualities in them, to develop a sense of responsibility for the self and others and overcome prejudices and superstitions.

2. The words of John Paul II is the motto of the meeting:

"You are worth as much as you can give to another person."

The student analyses the motto and answers the questions:

- How do you understand these words?
- What do they mean to you?
- Do you agree with these words?
- Are people always assessed objectively?
- If not, why?
- Is it easy to slur on a person?

3. Conversation - how stereotypes arise. Exercise "Stereotypes", which aims to show how one can hurt another person by comments about e.g. the appearance, past or religion.

4. The summary of the first session is to make the student aware that stereotypes are harmful, but understanding others is also not easy. However, you must work on yourself to be a supporting person.

5. At the next session the student cuts out photos of different people from the magazines and prepares two boards with the notice: "Good" and "Bad". The cut out photos are pinned to the boards, classifying the person as good or bad. When finished, the student answers the following questions:

- On what basis did you make your decisions?
- What was the reason for seeing someone as good or bad?
- Do you have prejudices towards others? Where do they come from?

6. Session summary. The student makes a list of ways to get rid of prejudices.

Today I realised that

The meetings showed me that

Session No 23

I respect the rights of other people.

1. The session begins with formulating the definitions of "tolerance" and "a tolerant person". The student analyses definitions about tolerance found in dictionaries. The teacher conducts a conversation in such a way that the student can relate the features of a tolerant man to an assertive person and can establish a criterion defining the limits of tolerance, namely: harm done to another person, social well-being, human life and health.

2. Therapeutic tale "Lop-ear". The teacher reads a tale that teaches tolerance and acceptance of another human being. The student tells what she thinks about this tale?

3. The teacher-coach inspires the student to write a few sentences about tolerance.

- Tolerance means respecting the views, beliefs and preferences of other people despite that they differ from our own.
- Tolerance is not consent to any behavior.
- Opposition is not a sign of tolerance.
- Protesting against evil is the responsibility of every human being.
- Do not tolerate other people's behavior that may be harmful and dangerous and may threaten the lives and health of other people.

4. Session summary. Listening to a song "Tolerance" by S. Soyka

"Building walls - poor art paradise is far away - when I close myself to another human being. Life is not just taking . Not standing by. And to live, you have to give yourself. "

Sessions No 24, 25

We are all equally important.

1. The session begins with a conversation which aim is to make the students aware of their individuality and the need to respect the differences between people, shape the attitudes of kindness, tolerance, friendliness and compromise. This session is also aimed at supporting self-esteem and the feeling of belonging to the group, teaching students to communicate with others, building bonds and group integration. The classes are also attended by other students who share a room.

2. Exercise "The tree". The teacher pins a sheet of paper to the board and draws a tree without leaves on it. The students' task is to copy their palms on a green piece of paper and cut them out, write their name on the thumb, then pin it on the tree as a leaf. The purpose of this exercise is to show that we have created a group, a community, that we all belong to this tree and that we can develop and flourish together.

3. During the remaining part of the exercise the students read the statements proposed by the teacher. They choose those that are valuable guidelines for them how to integrate in the group and then they stick them to the leaves.

- It's good you are here.
- None of us have got individually what we have got all together.
- Each of us has got a valuable merit.
- The shortest way to another person is a smile.
- Respect others and others will respect you.
- Important guests in our group: please, excuse me, thank you.
- Clothes do not make a man.
- We are unity in diversity.
- Each of us is unique and unrepeatable.
- Together, we are able to overcome all difficulties.
- If you were out of the group, it would not be the same anymore.

4. Summary of the session - What did I understand during today's classes? What will I take with me?

5. The next session is also devoted to teamwork. It is focused on the attitude of the student, but it takes place with the participation of 5 more persons. It is devoted to building a tower – the students form a team that is to build a tower of paper. One of the students is an observer. They receive an A4 sheet of paper, paper for building the tower, glue, scissors, adhesive tape. The elements for building the tower cannot be bigger than the A4 sheet. They also receive instructions how to make the tower. The evaluation will be based on their thoroughness and the height of the tower. The observer notes her observations while the team is working. The work lasts 25 minutes. After finishing, the task is discussed together. The students share their feelings, the observer presents her observations. As the summary, the most important features of teamwork are indicated: orientation on the goal, common values, good work organisation, division of work, cooperation, mutual respect, very good communication, support).

Session No 26

Me and my communication

1. How do I communicate with other people - unfinished sentences.
 - The person I can talk to best is.....
 - I like talking to her/him because
 - A person I find hard to talk to is
 - It's difficult for me to talk to her/him because
 - My most valuable communication features are
 - The biggest difficulty in communicating with others is for me
2. A coaching conversation that develops the ability to establish and maintain proper relationships with others, shows communication barriers (indicating barriers that occur more often), develops interpersonal skills and shapes the ability to listen actively.
3. Self-evaluation of the student based on unfinished sentences – How do I communicate with others? How do I perceive my communication in a group? What causes most problems? How do others see me?
4. Session summary. What could you do to make your opinions noticed by the group.

Sessions No. 27, 28

I have got wonderful friends and I'm a friend.

1. Conversation with the student: recall some nice moments from last week that you spent in the company of friendly people and tell about them.
2. How do you give feedback to others that you have enjoyed spending time together? Do you know what those people thought?
3. Talk about friendship. Young people need friends. You have to confide in someone who is in a way similar to you, has similar experiences, problems, joys - preferably with a peer. You have common interests, experiences and maybe even a hobby. You meet a lot of different people in life, and when you're a teenager, it's not easy to know who deserves your friendship. It often happens that we offer friendship to someone who does not deserve it, and the consequences of this choice can be pitiful. Therefore, one should be careful. Sometimes it is worth listening to adults, maybe teachers, psychologists, parents and other people close to us. Looking critically at others, let you also learn to see yourself objectively. Do not try to necessarily find any evil qualities in another person. You should say - I prefer to "get my fingers burnt" sometimes than disbelieve everyone. The best and safest way to criticize is to start with yourself. By criticising others, you can easily make yourself unpopular in your environment.
4. What is the role of a friend?

5. How to become your own friend? What does it mean to "be a friend of yourself".

Have a positive attitude and contact with yourself:

- understand and accept yourself,
- support and like yourself,
- help yourself,
- treat yourself with respect
- be important to yourself.

How to do it?

- Assume that the world is good.
- Believe that you are a valuable person, like yourself and trust yourself.
- Recognise that you are part of life and nature.
- Have the courage to admit your shortages, qualities that cause trouble and give yourself strength to work on them.
- Also remember about your body. Take care of it and see if the muscles are relaxed.

6. Summary of the session - reflection about oneself.

7. The second coaching session with the participation of several other students. The student reads the story and takes on the role of the main character. This exercise shows that it is worth having friends, then it is easier to cope with everyday life. *"The boy with whom I dated for two years cheated me, betrayed and hurt. I loved him so much, it seems to me that I still love him. I do not know what to do now, my life has fallen into pieces. I was planning my future with him, and now I am alone with a broken heart, I feel unwanted and unloved. "*

The rest of the group are wonderful friends who cannot reveal the secret to anyone, but they have to give her advice to convince her that not everything is lost and show her a way out of this difficult situation.

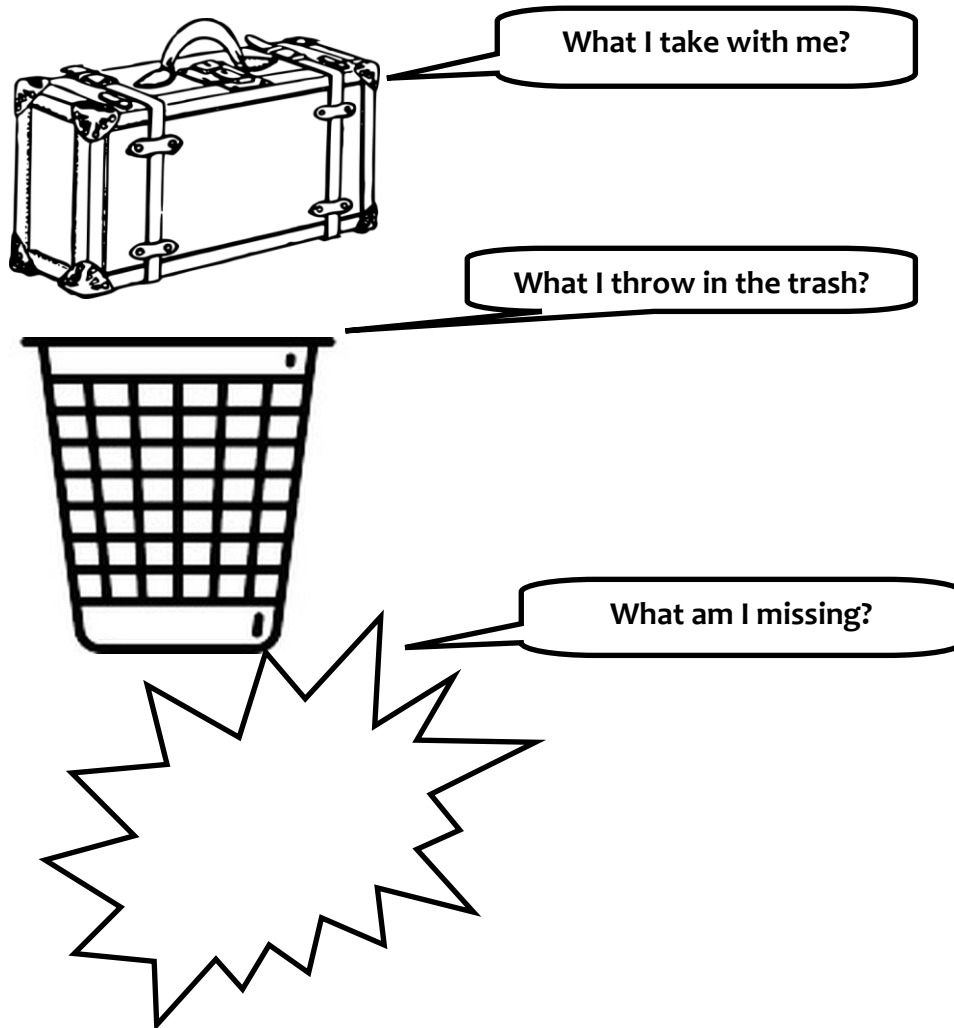
8. Summary of the session – a conversation with the student about how she felt in the role of a person whom other people supported? Could the advice given by them be useful in everyday life? What did she feel when she saw that she had so many friends who would help her? Encouraging to build lasting relationships, to set and achieve goals. Making a plan for an independent work of the student for the coming months.

Stage V

Session No 29

Evaluation of the programme.

The evaluation of the programme will be carried out with the use of "Suitcase and basket" method. We draw a suitcase. Next to it, we write: What do I take with me? The student is supposed to write what was especially important for her, what she liked during the programme implementation or what will be useful to her in the future. Below we draw a basket and a white spot. Next to the basket, we write: What will not help me? And next to the white spot: What's missing? The student writes short sentences or key words. It is also an opportunity to analyse the classes and quickly remind their course.



All the student's opinions are important. What is missing should be included in the current work with the student. Similarly, the things that were satisfying, enjoyed. Then the student writes "A letter to friends", including the written opinions and supports them with arguments.

6. Individual programme of work with the student/ward.

First name of the pupil: B.

« B » was agree to make party of the programme, after I explained to him that it was an individual coverage which aimed at reaching more effectively goals which we would fix while taking into account his interests and his needs.

The interviews took place in my class and the sessions took place in the Pages and outside according to the needs for the audiovisual project.

Name of the coaches :

S. C. director assistant, D. N. J. specialized teacher

Stage I.

Presentation of the pupil:

B. is 16 years old during the beginning of our work of coaching.

« B » shows himself very curious and very voluntary for all the administrative procedures which concern him.

He seems to want to be quickly autonomous. This motivation can be sometimes slowed down because he 's influenceable or certain difficulties bound to his handicap (reading, writing ...).

- Schooling :

2002 to 2004 : «B» was schooled in nursery school in Toulouse and in ordinary school to 2nd year of primary school.

2008 : integration in CLIS in school. This experience very badly passed « B » who had expressed to her mother of the dark thoughts. Because of its difficulties of relation in the others, an orientation in IME was favored

2010 August: starts in IME. From his arrival, « B » showed a big will of integration there. From October, 2012, he was part-time included in the ULIS of the school . « B » progressing slowly at the school level and showing real capacities at the manual level.

2014 August to 2016 July : Orientation towards our establishment.

2016 - 2017 school year: admission in first year of formation in building.

Stage II.

"Getting to know myself."

1 - Notebook of the pupil :

« B » wishes to obtain his CFG, his professional title and to go on trips. He likes mathematics and French to the school but not English because of the difficulty of pronunciation.

His favorite activity is the exchanges with the Polish correspondents within the framework of the project ERASMUS on the other hand he does not love too much the monthly press reviews because the current event interests him only little.

He wants to improve his level in mathematics for the workshop AEB and the paper to be autonomous later.

In spite of sectors where he wishes to progress as the mathematics and the paper, he says to have made the progress since his arrival in reading, in resolution of problem, on the manipulation of large numbers and in geography. In his future he wants a job, the licence and an apartment.

He says that he likes cooking and that he is sociable. He moreover says to see friends the WE.

The most important people are his family its cat and his best friend who is in the establishment.

He would have a project of VOCATIONAL TRAINING CENTRE in building , after his professional title.

2- Collection of the waits of the family for the project of accompaniment :

- What are your expectations with regard to the coverage proposed to the establishment?

"That he continues like that". Her mother finds him better and better. She sees him as a spread "young boy today", "he has no more his tired air".

- How do you feel your child to establishment ?

« B » brings back to them only positive elements of the establishment. " He is happy as a pope ". He tells them regularly what he is doing in workshop. He is conscious of his difficulties, in particular to measure. He tries to make works with his father the weekend to continue to learn.

Concerning the boarding school, he spoke to them new in particular about a girl who pleases him a lot.

It is sometimes necessary to re-motivate him towards the school " that puts him doubts ».

3- Collection of pupil's waits for the project of accompaniment :

– **How do you feel to the establishment?**

I always feel good , I have full of friends. Now I am more afraid of nobody, and I manage to speak my mind.

– **What is important for you, this year?**

- Have the code
- To pass my professional title
- Go in sport a lot to loose weight.
- To pass the CFG

– **What are your wishes for years to come?**

Go to the detached house as quickly as possible to learn to manage a budget, the meals because I wish to live later in apartment and to work .

Stage III

Synthesis of the diagnosis – styudent's profile:

Psychologic profile :

« B » is a 16-year-old young person, in first year of professionalization " AEB ".

Last summer « B » accumulated the personal concerns. The moving of his family is positive for him. He wishes a weekly follow-up, to approach his relation to the peers, his professional project and the progress of the workshop of building, and if he wishes his family difficulties.

Educative profile:

Good autonomy thanks to integrated well automatisms (dress, management of his linen, arrangement of his room, compulsory services)

Personal project: adaptability in the situations puts a lot as much into its professional

project as into school activities : the compulsory rhythm in the middle professional does not cause problem. However needs activities adapted to her potentialities (progressive difficulty)

Self-awareness of its handicap: needs to feel stimulated and valued by the adult. The insurance needs to strengthen which he won for 1 year.

- Social relationships :

- Smiling and pleasant pupil

- Good integration in the group of the professional pupils 1 era year, its places is defined. Good social relationships. Maintenance of good relation with the adult what allows him to feel secure and helps him to assert himself.

Medical profile:

« B » is a sixteen years old boy .In his personal medical histories we can note: the day before with regard to the food by advice without focusing because he knows well the dietary rules but sometimes he forgets them.

Psychomotricity :

Bryan is still lacking dexterity

He is little applied

Quickly demotivates in front of difficulties.

School :

The orientation SEGPA was given up because “B” would have been able to make only a partial inclusion because of his vocational training, what is not favorable for the team of the SEGPA. And the team considered him too old for an inclusion in the fourth year.

French :

Understanding of reading is good. Writing : great difficulties persist (confusion of sounds, phonetic script, difficulty memorizing the invariable words).

Personal skills of autonomy, initiative, perseverance:

This year “B” is averagely involved in his learnings.

“B” remains a pupil curious and always very motivated by the various proposed projects (ERASMUS, PLURAL PORTRAITS, ECO-SCHOOL...). A little less immaturity this year. Better autonomy in the individual work even if I often have to call him in to order to concentrate because he’s always talking to others pupils instead of making for what I ask him.

Objective N°1: To work the encoding in all the disciplines to allow “B” to progress towards a level 3rd year of primary school in writing, “B” has to become aware of the importance of this stake for his future autonomy.

Objective N°2: Put “B” in position of person in charge in the audiovisual project to give responsibilities him on one hand on the depiction of its papers and on the other hand teach him to manage his relations with the others (at the level of the used tone, at the level of its positioning), to bring him to show maturity in its interpersonal relations. Involve him thanks to an individualized programme of coaching/mentorship.

Sportive profile :

Pupil very involved in the discipline , competitions ASEI 32, body-building, ski).

« B » , in spite of his very light excess weight shows itself very dynamic and possesses a register of varied knowledges. He always wants to progress through situations of improvement. However, he can amount slightly individualistic, temptation which he tries to limit by perceiving the interest to collaborate to be effective.

Professionnal profile :

Professionnal skills : Has difficulty in listening to the instructions. He begins his works without listening to the advice because he thinks he can make it alone.

Strong points of B.:

Desire of autonomy

Projection in the future

Good capacity of self assessment

Sociability

Motivation for the projects

Curious

The points to be worked:

Self confidence

Perseverance

Be applied in the work

Respect with regard to companions

School learnings (French and mathematics)

Teamwork

It emerges from all these elements some points which seem in connection with the wishes of « B » and our work of coaching:

- Progress to made in the school learning in particular in French (writing, reading)

- Progress in autonomy (perseverance, be applied)

-Help B. to accept better and to listen more carefully to advices

-Help B. to develop his team spirit

Goals of development and expected results:

Goal 1: Help B. to progress in school learnings: reading and writing

At the end of the sessions of coaching, B. produces more easily a written coherent and wellspelt text, his reading is more fluid.

Goal 2: Help B. to progress in autonomy (perseverance and to be applied).

At the end of the session of coaching, B. ends his work without loosing courage and B. is more applied in his work.

Goal 3: Help B. to accept better and to listen more carefully to advices.

At the end of the session of coaching, B. is more attentive in professional workshop with the aim of obtaining his professional title.

Objective 4: Help B. to develop his team spirit.

At the end of the session of coaching, B. is more respectful his companions and is less individualistic.

Stage IV.

Coaching sessions :

Sessions 1 in 5 preparation of a competition " portraits plural " with use of the software " Movie Maker » :

Session 1. Presentation of the project " plural portrait " :

This competition enters the more global frame of the project of European exchanges ERASMUS + whom we lead with Poland because we are going to realize the final slide show with our Polish correspondents, this competition aiming at learning to know each other before our first meeting in May, 2017.

« B » as usual is motivated by this competition.

As coach, i remind him that he will have to go at the end of the project by being applied and attentive.

Session 2. to Accept his image by painting portraits only or with his companions for the final slide show to be sent to the jury of the competition :

« B ». was in vocational training during photos, he agrees to appear in a photo taken by a companion of the center during a travel in London. We notice that he has no problem with his image, and that he accepts that it is associated with a project of our establishment.

With the aim of favoring his team spirit, i ask him to put itself in team with F. to choose a photo and insert it into the slide show.

Session 3. To Participate in a writing workshop " We call me " on the self-portrait which allows the pupil to write a portrait by completing beginnings of sentences.

" We call me ...

I like(love)

I learn ...

Every time I can, ...

One day, I have (something of which I was proud) ...

One day I do not have ...

I am particularly endowed for ...

But we often blame for me ...

I speak rather freely of ...

But, I never land ...

We can meet me ...

But, we shall never see me
We call me ..., but also "

« B ». In spite of his difficulties to the writing, shows itself autonomous to realize this self-portrait, I notice that the support of the competition is more attractive to enter in writing.

He will translate it into English and will put forward it in the slide show.

As coach we favor by this way the learning of writing.

Session 4 and 5. Use of the software " Movie Maker " to mix photos, texts and music. Use of « WE transfer » to send the slide show to the correspondents matched by a letter in English to invite them to the elaboration of the support of the competition.

B. is absent during the work on the software Movie Maker, but he participates in the writing of the letter to the correspondents enthusiastically.

He uses WE transfer on whom he works thanks to a tutorial which I printed on the Internet (to work his skills in reading).

As coach, I congratulate him on the production of writing ad for his autonomy in reading of the tutorial.

Sessions 6, 7 and 8. Training with C. the director assistant on the use of the camera :

Session 6.: viewing of a movie about a soccer match and first reports :

C. joins us today to make the first training on the use of the camera from shots that (a pupil) S. realized during a soccer match in whom the pupils attended in Toulouse in November.

During the viewing C. made notice to the pupils what could be improved and gives the first tracks:

- film by making short shots.
- work on " the handling " of the camera.
- do not make a travelling platform by zooming.
- to make a zoom, cut the shooting, zoom, centre and take back the shooting.
- B. shows itself interested in all the technical part not hesitating to train on the handling of the camera and the basic functions (start, stop, to zoom, to settle the sound and the luminosity) to the advice of C.

B. has to show himself attentive during the session because he has to summarize in the oral the C. advice, then we write them to memorize them and work the writing of the words, not forgetting that one of the objectives is the improvement of French.

As coach, I congratulate and encourage B. for his implication and I ask B. during the session to be attentive to the C. advices.

Session 7. Viewing of documentaries realized by P. and formulation of expectations.

Today we view extracts of a documentary realized by P. entitled "Beautiful districts ".

In this documentary the inhabitants of a "difficult" district write a scenario and interpret characters of the real life, then they are all interviewed one by one by P. to collect their impressions on this human adventure.

C. asks then the pupils about what pleased them in these interviews, and brings them to discover other tracks to be followed to improve their future movies:

- Use one foot or a support to centre correctly a person who speaks during a long interview.

- To return the "alive" interview, we notice that we can record the voice of the interviewed person then film images which illustrate his words to stick them on the voice-over of the interview.

- Finally the pupils realize that it is important to film with " an intention ", that is to wonder beforehand about what we wish to highlight.

C. suggests then to them using the camera during the transfer in the ski to saint Lary who approaches and suggests to come back for viewing with them their extracts.

B. has to show himself attentive during the session because he has to summarize in the oral the C. advice, then we write them to memorize them and work the writing of the words, not forgetting that one of the objectives is the improvement of French.

Session 8. Viewing of the videos of the ski and the formulation of expectations.

In our return of the ski some of pupils used the camera: A. B., N., F., B .

B. used the camera, he appears on certain sessions filmed by his companions.

C. congratulates the pupils who took the initiative to use the camera.

Movies are viewed, B. participates in the oral to say what was correctly filmed or not and to find the reasons. Other tracks are updated:

- The person who films has to avoid commenting on everything because we do not hear anymore "the sound atmosphere" of places recorded thanks to the microphone integrated into the camera.

- If we film in a closed place (bus, cable railway ...) to film back in the light source to prevent the subject from being plunged into the shade.

- when we film to look at the subject filmed through the small window and not directly to avoid the errors of centring.

- Not to make travelling platform by zooming (it still caused problem).

B. has to show himself attentive during the session because he has to summarize in the oral the C. advice, then we write them to memorize them and work the writing of the words, not forgetting that one of the objectives is the improvement of French.

Further to these reports C. suggested to the pupils getting organized in groups of three to establish " production teams " with a cameraman, an interviewer and a fitter. They then have to choose a subject to be filmed.

B. Chooses as subject the soccer of Monday evening organized by an educator of boarding school, with B. and I. who are in his classroom.

As coach, we remind B. that he has to work with his companions and not manage them, one of the initial objective was to improve the team spirit.

At the end of these sessions, a first balance sheet is imperative, I choose to create on "socrative" a questionnaire to review the motivation of the coached (in appendix). In the view of the answers,

B.. is interested as much in the use of the camera as the video editing.

He memorized all the C. advice on the way of filming.

He agrees to appear on the photos.

At the end of two weeks we were able to notice with C. that no team was involved in the chosen subject, also I suggested to C. not to insist because on one hand all the pupils were involved in the organization of the activities for the coming of the Poles and on the other hand their stay of week in May in our center would be certainly a trigger for the shooting then the editing later.

B. Is enormously involved in the organization of friday and monday with our Polish correspondents.

He prepared treasure hunt with his companions in various places of the establishment for Friday.

He prepared too cooking tutorials (with pictures and words in english) to organize a party with polish correspondants for Monday evening.

We worked the reading by looking for recipes on the internet and we translate them in english.

As coach, we keep working the french learning and the team spirit.

Sessions 9 in 16. Training with C the director assistant on the software of editing.

When the girls left, as I had planned it the external hard disk contained approximately 5 hours of shots realized largely by our pupils.

B. took the initiative to film and he was impatient to try the software of video editing.

Session 9 and 10: viewing of videos and learning of the features of the software POWER DIRECTOR

15.

C. begins to show us the basic functions of the software (import the images, cut, mixer, to separate the sound and the image) by throwing by means of the video-projector, the image on the wall of the computer room in a way that the small group of pupil can see how it took itself there.

Then every pupil individually to realize manipulations on the software to acquire the basic functions.

B. showed himself talented because he memorized the C.advice. We congratulate him with listening carefully the adult .

Sessions 11,12 and 13: viewing of videos and learning of the features of the software POWER DIRECTOR

15 Every group of two saw itself confided "a video project".

B. and I. realize a small movie about the Friday treasure hunt with the videos which had

been realized this day. If the technical part was acquired at the level of the hardest software was to get on to know what it was necessary to emphasize or to throw during the viewing of videos. The teamwork very well passed.

Session 14, 15, and 16 - work on sound tracks :

Once the video was gone up from the images chosen, it was necessary to work on the sound, that is to know which voices, which background sounds be going to be kept and which would be replaced by the music. It was then necessary to choose the musics adapted to associate them with the images.

Once this last work made, B. and I. was satisfied by their production, because the assembly emphasized all the work realized for the success of the coming of the Polish correspondents.

As coach we congratulate him on the success of the team work and on the work made diligently.

We notice from the beginning of the coaching sessions that B. goes up to the end of the wanted work.

Sessions 17 in 20 Realization of the final movie :

We then assembled all « the video projects » to make a movie of 35 minutes which we wished to offer to our correspondents during our stay in Poland in June.

B. took the initiative to prepare all the video equipment necessary for our journey in Poland.

As coach we congratulate him for his implication to the end of this video project.

Stage V

Evaluation of the programme.

To estimate this working programme which was spread out from December, 2016 till June, 2017, I would resume the goals fixed initially.

Goal 1: Help B. in school learnings (reading and writing).

B. Enormously participated in the oral during the sessions, in particular to summarize the C.advice.

The sessions as well as the transitions between the sessions (for example preparation of activities for the coming of the Poles) were supports in the activities of reading and writing.

Reading of tutorials, internet documents, indications to use the software, questionnaires ... Writing of the self-portrait, the C.advice for shooting, the cooking tutorials, the treasure hunt card ...

I note at the end of this session of coaching that B. much more feels at ease to produce a writing, in the same way its reading fluidified.

Goal 2: Help B. to progress in autonomy (perseverance and to be applied).

B. went at the end of all the wanted activities : self portrait, use of we transfert, use of the camera, video editing, preparation of the treasure hunt and the recipes tutorials.

He applied in every stages of his work.

As coach, we were attentive there and we congratulate him for the success.

He was proud of obtained results.

Goal 3: Help B. to accept better and to listen more carefully to advice.

B. showed itself attentive to the C. advice during the video training.

He realized the interest to take the time necessary to understand what was asked.

We hope that this experience will allow him to evolve in his attitude in professional workshop.

Goal 4: Help B. to develop his team spirit.

For B. this work of coaching really allowed him to cooperate and not to manage his companions during the team work sessions.

The work in binomial at first with F. for the creation of the slide show, in second with I for the treasure hunt video editing .

Furthermore he works in team for the recipes tutorials.

He saw that each had his place and that each could be recognized because every individual possesses his qualities.

Finally the sessions continue in June and in September because the young people prepare an exhibition with photos for the party of the establishment in July.

This photos were taken during the stay in Polland in June: each pupil chooses photos, writes comments then they classify them according to the chronological progress of the week.

Numerous moments were filmed in June and will be viewed at the start of the school year(in autumn).

CONCLUSION :

I would say that to make a success its work of coaching, it is important first of all that the young person is actively involved, that it has himself a desire to evolve, as had B. at the beginning of the programme. We listened to him, we took into account his points of view because it is important to build an interpersonal relation based on the confidence and the respect.

We knew also how to show ourselves flexible on the ways (see again our activities when the pupil did not show the will to cooperate), but constant on the objectives to reach (improve the level in French, go at the end of the realizations , listen more carefully the advice, develop the team spirit : be respectful from all the participants in spite of the differences). We favored the work in autonomy.

7. Individual programme of work with the student/ward.

The time of the programme implementation:

Name and surname of the coach: Ž.....

Name and surname of the student/ward: D.....

Stage I.

Collecting and analysing information about the student/ward:

The student is brought up in a full family. From the interview with the student it appears that she has a better contact with her father - she calls mainly him, asks for shopping. Also when staying at home - the student told us - she spends most of the time with Dad, she goes for walks or shopping with him. In relation with her mother, D..... regrets that her mother favours her siblings. From information obtained from parents - it is indeed possible to notice that the father is more emotional when talking about Daria, while the mother has got many reservations about D.....'s behaviour while staying at home. Parents live in one house, but their relationship is not friendly. D..... rarely goes to her family home - mainly for Christmas, sometimes winter holidays, Easter and vacation., She stays in constant telephone contact with her father.

Knowledge and skills:

a) academic skills

Reading: slow reading speed, inaccurate reading of words, changing or omitting the endings, limited understanding of the read text, confusing similar words

Writing: neat handwriting, difficulties in mastering the correct spelling and punctuation, inability to apply spelling rules, difficulties in formulating sentences and written statements, slow writing speed.

b) social skills

The student tries to use polite forms, addresses teachers in a polite manner. She is open in contacts with the person whom she has already trusted, both towards adults and her mates, she has a limited group of people with whom she builds a closer relationship, she is

stable in this. In conflict situations, D..... usually retreats, does not seek a constructive solution to the conflict.

c) personal skills

The student is highly motivated to work on the change of her behaviour for more adaptive, and motivates other people around her. D..... withdraws from relations which she considers threatening - she seeks a sense of security among adults, closer friends. It is important to her how she will be perceived by other people in familiar surroundings as well as in new situations. In terms of communication skills, the student has got difficulties in conducting conversations, gathering information, providing feedback, conducting constructive discussions, negotiating. In terms of assertiveness – she sometimes experiences difficulty to refuse, express and accept assessments - criticism and praise, express feelings and opinions. D..... needs support in setting goals, managing time, planning, and making decisions. The student willingly takes action when she is motivated, praised by adults, but rarely takes the initiative herself. While performing the task, when it becomes difficult for her she resigns from doing it or does it inaccurately. The student

sees the need to develop skills to deal with emotions of other people and her own - recognising, expressing emotions, looking for their sources, understanding the emotions of others, dealing with unpleasant emotions, dealing with rejection, shame, embarrassment, aggression from others. The student tries to use polite forms, addresses the teachers politely. During free time, she is willing to take additional activities. She tries to look after her neat appearance and keeps order in the room and the closest surroundings. She is doing better and better in different life situations. She has got knowledge about coping with stress and building appropriate interpersonal relationships. She tries to be nice and friendly. Occasionally, she behaves inappropriately using verbal aggression. She is an open person with the ability to empathise. She tries to help others, is motivated to work on changing her behaviour.

Stage II.

"Getting to know myself"¹ - self-assessment of the student with the help of a coach/mentor based on the programme "Getting to know myself" – Appendix No. 1.

I...

My name is D..... During our meetings, I realized that I've been in the Center for two years now. I am surprised that so much time has passed and that it has passed so quickly. I realized that the school is OK. I like physical education classes, I like to dance and paint. In the afternoons I like to spend time attending computer and art clubs. I found friendly people that I can count on. I know that there are things I need to work on, for example to not to get angry - especially with myself. But I know that I have already improved a lot in my life - I am catching up at school, I do not hurt other people, those weaker than me, I quit smoking banned substances. I really want to finish school, be able to meet new people and visit beautiful places. What's important, I am persistent in my decisions. In the future, I would like to become a hairdresser or a waitress. I like to look after animals. I have got many people around who support me.

¹ The programme "Getting to know myself" was prepared on the basis of material brought from a study visit at the HillsideSecure Center in Wales, which was held as part of the DAPHNE III programme - "Girls using violence - intervention and prevention" in Poland run by the Polish Association for Legal Education and co-financed by the European Commission.
Prepared by: Fundacja po DRUGIE

Stage III

Synthesis of the diagnosis – student's profile:

Student's profile	Student's strong points	Areas for development
Psychological profile (intrapersonal)	Openness in contacts with close person. Motivation to improve her behaviour. Awareness of mistakes made. Ability to obey rules in force in the Centre.	Low self-esteem. Susceptibility to the influence of dominant persons. Difficulties with abstract thinking and foreseeing the consequences of her actions
Social profile (interpersonal)	Ability to cooperate in a group. Addressing adults and mates with respect. Ability to provide selfless help	Low competence concerning assertiveness. Weak ability to establish new contacts. Weak ability to solve problems, to compromise.
Educational and vocational profile	Artistic talents. Involvement in tasks which are of interest to her.	In case of failure she quickly withdraws, resigns. Lack of defined interests. Hesitant about her future professional career.

Selected areas for development:

Areas for development within intrapersonal competence:

1. Raising self-esteem.

Areas for development within interpersonal competence:

2. Developing adaptive ways of dealing with problem situations.

Areas for development within educational and vocational competence:

3. Building perseverance in achieving the set goals. Determining interests.

Goals to achieve with the student:

Raising self-esteem.

1. Getting to know the strengths.
2. Developing the ability to use strengths in a problematic situation.
3. Improving the frame of mind, positive thinking about herself.

Developing adaptive ways of dealing with problem situations.

1. Recognising problem situations and factors that cause them.
2. Learning how to solve problem situations.
3. Developing own strategies to prevent the occurrence of a problem situation.
4. Developing the ability to deal with emotions in a problem solving situation.

Building perseverance in achieving the set goals. Determining interests.

1. Searching for interests.
2. Searching for the possibility of realising professional plans.
3. Creating a sense of duty.
4. Increasing student's motivation.

Expected results.

The student/ward:

1. knows her strengths.
2. can apply her strengths in problem situations of various intensity.
3. knows her value and has a better frame of mind.
4. can recognise which stimuli (people, situations, behaviours) are forerunners of problem situations.
5. distinguishes which situations are problematic for her and for other people.
6. knows how to solve various situations related to the problem.
7. has her own ways of solving problems.
8. in difficult situations she can deal with her emotions.
9. is aware of the scope of her interests.
10. plans her future - knows what professional work she wants to do .
11. can finish the task started.
12. understands the importance of responsibility in life
13. can see her successes and enjoy them.

Stage IV**Planning activities - milestones.**

1. I am a valuable person.
2. There is a problem - I'm able to cope with it.
3. My interests, skills.

Plan of coaching sessions:

Milestones	Coaching sessions	Methods and tools used during the session
Concluding a contract	The rules for work of the teacher-coach with the student/ward during coaching sessions.	Conversation with the student, technique of unfinished sentences. Contract visualisation.
I am a valuable person	What do I like the most?	Coaching conversation. Exercise „My coat of arms”. Interview with „a star”.
	What are my strong points?	Coaching conversation. Exercise Acronym. I am the greatest wonder of the

		world – visualisation of perfect me. Questionnaire for analysing strong and weak points. Poster.
	What do I value in other people? What do I value in myself?	Coaching conversation. Pyramid of priorities. Plebiscite of positive features.
There is a problem - I'm able to cope with it.	A problem. Stop!	Coaching conversation. Road signs. List of problem situations.
	Where do the conflicts come from?	Coaching conversation. Brainstorming. Hot spots. Star of questions.
	My strategies in conflict situations.	Coaching conversation. Writing scenarios of solutions
	I can cope with emotions.	Coaching conversation. Thermometer of feelings Balloons of anger Angry beginnings of sentences. Graphic metaphor.
My interests, skills.	I can manage my time.	Coaching conversation. Interactive task “One day from king’s life”, Timeline, Plan your tasks Things that I enjoy
	What are my skills?	Coaching conversation. Tree of skills, Tool to assess one’s own attitudes KASH model

Session No 1

Principles of teacher's/coach's work with a student/ward during coaching sessions.

This session is focused on establishing the rules for cooperation with the student/ward- a contract setting out the principles of cooperation.

It is determined by the following steps:

1. Creating space for conversation - eliminating communication barriers.
2. Talking about expectations - what is important for the student/ward in cooperation

with the teacher - coach, how she imagines this cooperation; how the teacher-coach imagines cooperation?

3. Creating a contract: practical information that you can refer to at any time; determining:

- dates, places and hours of meetings,
- organisational rules related to the course of meetings, including the possibility to talk with other people, participation of other people in the meetings, rules regarding unplanned events such as cancelling a meeting, being late,
- principles that both sides will follow during the coaching relationship, e.g. openness, honesty, confidentiality, respect,
- the scope of rights and obligations of both parties, e.g. who is responsible for setting the goals of coaching, what they are, etc.

Relying on the potential (strengths) of the student/ward. Strengthening and making use of self-awareness of her strengths. Using strengths (skills and attitudes) in working on areas for development. Establishing that at any time during the coaching meetings a conversation about the agreed contract can be initiated and changes can be introduced if necessary.

4. Conversation about the principles using the technique of unfinished sentences: e.g. I would like the meetings to be our secret, because Writing a contract in a positive language, without using the word "no".

5. Contract visualization.

6. Summary and end of the session.

Sessions No. 2-6.

Sessions from stage II

Session No. 7

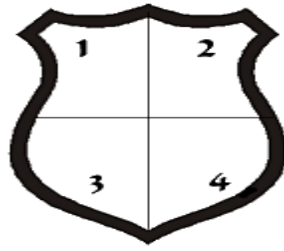
What do I like the most?

1. A coaching conversation about what the student:

- a) likes to do the most,
- b) how she likes to spend her free time,
- c) in the company of what people she feels best,
- d) how she knows that such activities make her happy.

2. Exercise „my coat of arms"- complete the drawing below according to the instructions.

Write your name under number 1, write your loved ones under number 2, write your favorite items under number 3, write the features you like most in other people under number 4.



Reflection: in which part is there the biggest number of entries? What is your priority in life? Are you happy with it?

3. Interview with "a star"

Imagine that you are a very famous person, you have achieved success. What was this success?

Why did you achieve it?

Now the journalist (coach) will interview you. He/she will ask about:

- What do you like the most in your life?
- What other dreams do you want to come true?
- Can you always count on all people?
- Do you have to be careful?
- What helped you in achieving success and what hindered you?
- How do you deal with success?

4. Summary and end of the session - conversation about feelings related to the exercises done.

Session No. 8

What are my strong points?

1. Coaching conversation about the past week, introduction to the session: Think about yourself, what you are like? What can you do well? What are your virtues? What are your weaknesses? In which situations do you feel insecure? Are there any areas in which you feel a master?

2. Exercise: "Acronym". The pupil receives a card with her own name written vertically and the task is to write down her positive features, her strengths beginning with the letters from her name.

3. „I am the greatest wonder of the world - visualisation of perfect me. Ask yourself a few

questions now:

- a) Am I perfect now?
- b) How will "perfect me" look like?
- c) What will being "perfect" give me? How will it help me/ disturb me?
- d) Do people want to be perfect?
- e) How do other people react to the "perfect me"?
- f) How "perfect me" reacts to other people? How do I build a relationship with other people?

4. Now think about it and fill in the table below.

Strong points	Weak points
Chances	Threats

DANKADISAC.COM

We are able to achieve a lot more if we know our strengths and develop key competences and talents. Knowledge about our weaknesses will allow us to avoid unnecessary mistakes and professional failures. Although it seems obvious, many people do not bother to analyse their strengths and weaknesses. They are too busy to get to know themselves. Therefore, I encourage you to devote time and analyse yourself with the help of a simple SWOT exercise, thanks to which we will trace your strengths and weaknesses as well as opportunities and threats to your development.

5. Summary of the meeting, homework (exercise, which aims to raise the level of satisfaction with

life). In the calendar, every day (for 7 or 14 days), write down:

- one event for which you are grateful that day,
- one of your good deeds that day,
- one thing you did which you enjoyed, you're proud of,
- the name of a loved one with whom you spent a nice time.

Sessions No. 9, 10.

What do I value in other people? What do I value in myself?

1. Coaching conversation:

- ❖ Are there situations in which you feel appreciated?
- ❖ What are the situations?
- ❖ How do you feel then?
- ❖ Should we appreciate other people and tell them about it?
- ❖ Is appreciating others easy or difficult?

2. After introduction and talking to the student, perform the exercise: *Pyramid of priorities*: on the pieces of paper (bricks), write what is important to you: what values, what characteristics of your and other people, what actions you and others take. Next, try to arrange these "bricks" starting with those that are most important to you (placing them at the top), to those that are also important, but a little less. Maybe

some of the things you've written you rank at the same position?

3. To strengthen student's potential, the next element of the meeting is the Plebiscite of positive features. From the list of positive personality features and positive emotions, choose the ones that are most important to you, those that are most important to you in others:

Now select only five most important of all those selected by you, now choose three of these five, and now choose only one of the three.

We start the exercise by reading all the features, which at the same time improves student's reading skills.

Assertiveness, Selflessness, Cleverness, Curiosity, Patience, Sensitivity, Tenderness, Kindness, Maturity, Accuracy, Discretion, Eloquence, Empathy, Hospitality, Politeness, Generosity, Self-confidence, Diligence, Sense of humor, Cheerfulness, Ingenuity, Hard work, Pragmatism, Truthfulness, Boldness, Entrepreneurship, Foresight, Punctuality, Prudence, Sustainability, Reliability, Independence, Neatness, Cordiality, Modesty, Meticulousness, Effectiveness, Calmness, Spontaneity, Perceptiveness, Cunning, Firmness, Carefulness, Conscientiousness, Systematicity, Honesty, Nobleness	Communication, Consistency, Creativity, Loyalty, Gentleness, Wisdom, Love, Independence, Dutifulness, Responsibility, Courage, Self-control, Efficiency, Caring, Optimism, Thriftiness, Openness, Tact, Tolerance, Thoughtfulness, Honesty, Helpfulness, Agreeableness, Courtesy, Mindfulness, Cheerfulness, Credibility, Magnanimity, Fidelity, Sensitivity, Generosity, Understanding, Perseverance, Resoluteness, Discipline, Friendliness
--	---

After selecting five features, the conversation with the student was: the choice easy for her, why she has chosen those features, what made her choose the one most important, why this feature is the most important, how she understands these concepts. Summary of the session - reflection on the diversity of human personalities. Can we influence the shaping of ourselves?

4. Discussion and ending the session - discussion about feelings, mood.

5. The next session starts with recollecting selected features important to the student in other people. Writing down the features on the left side of the poster.

6. Then do the same exercise, but for yourself. Select the traits that you possesses/would like to possess and write them down on the right side of the poster. Comparing entries.

7. Depending on the features chosen, the conversation about whether the student would like to find the same features in herself and in other people, whether she sees the same, whether it helps/interferes in life, whether she is surprised by her choice, even though she made it herself?

8. Summary of the session, emphasising student's skills, motivating her to use her strengths.

Sessions No. 11, 12.

A problem. Stop!

1. A coaching conversation about whether something special has happened since the last meeting. Pointing to the topic of the session.
2. Draw a diagram / map on the poster that will illustrate your relationships with people, institutions that currently affect your life and may have a significant impact in the future. You have a set of symbolic images - road signs. For each element of the relationship with people, institutions, match a sign (or signs - two at most from the set), which most reflect how you perceive these relationships. Before starting the exercise, the teacher-coach discusses the importance of the road signs (prohibition, giving orders, information and warning signs). The student creates her "Road map". Together with the teacher she analyses the map, symbolic meaning of road signs. What does this mean to her? The summary of the analysis and session will be to realise what the student has the biggest problems with, what she would like to change in her life.
3. The next session begins with a list of problem situations and searching for ways to solve them using a coaching conversation according to the GROW Model. Think for a moment and list five problems that are most urgent to solve at the moment, or those that may seem unsolvable at the moment.

- What is the problem that you would like to solve? What is the opposite of this situation?
- Why is the solution to this problem important to you? Why do you want to solve it? Show on a scale how important the solution to this problem is for you.
- What will change when this problem is solved? What benefits will you get?
- How will you know that the problem has been solved? Imagine that this has already happened: What do you see? What do you hear? What do you feel?
- How much time, do you think, will it take you to solve this problem?
- Is the solution dependent only on you? Who else has got an influence on it?
- What are the strengths of the situation in which you are?
- What do you lose in this problem situation?
- What do you feel when you are in this situation?
- How does this affect other areas of your life?
- How does it affect other people around you?
- How do other people react to this problem?
- What will someone watching the problem from the sidelines say about it?
- What have you done to change this situation? What were the results of these actions?
- What actions have you not taken yet?

- What are your resources today? What are your "tools" to work on solving the problem today? What do you already know - what are you doing well with?
 - What else do you need? What "tools" and resources? How will you get them?
 - What obstacles must be overcome?
 - What are the possibilities of solutions / reaching the goal? What else? And what else?
 - What can you do? What else? What else?
 - What's stopping you?
 - If you had more courage, what would you do?
 - If your friend (parent, idol, authority, boss, etc.) was in your situation, what would he/she do? What advice would he/she give you?
 - Which solution will provide the best results? Suits you best? Will give you the greatest satisfaction?
 - What can you do differently?
 - What can you start doing?
 - What can you stop doing?
 - Imagine that you have travelled to the future with a time vehicle and you are at the point when the problem is solved. What does the world look like / your surroundings? What had to change to make it possible?
 - Where do you start? What will be your first step? When will you make it?
 - What will be the next steps? When will you make each of them?
 - Who will help you? How, when, where will you ask him/her for help?
 - What obstacles do you encounter? How will you overcome them?
 - What is the level of your motivation to act? Show it on the scale.
 - What will you do to raise your motivation to act / to take the first step?
4. Write down problems, the current situation, the possibility of solving them and the option chosen. Arrange problems from the most important/complex ones and plan how to solve them
5. Discussion and ending of the session – emphasising student's skills, conversation about feelings, mood, agreeing that until the next meeting the student will undertake actions to solve one selected problem.

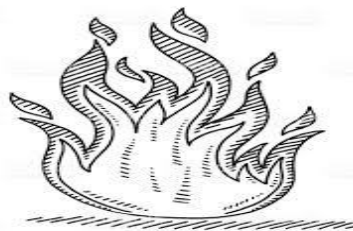
Sessions No. 13, 14.

Where do conflicts come from? My strategies in a problem situation.

1. Coaching conversation - discussion about the task undertaken by the student - coping with one of the problems selected during the last session. A conversation about the time between sessions, important events, interesting situations.
2. Where do conflicts come from? - brainstorming. What is a conflict? How is it

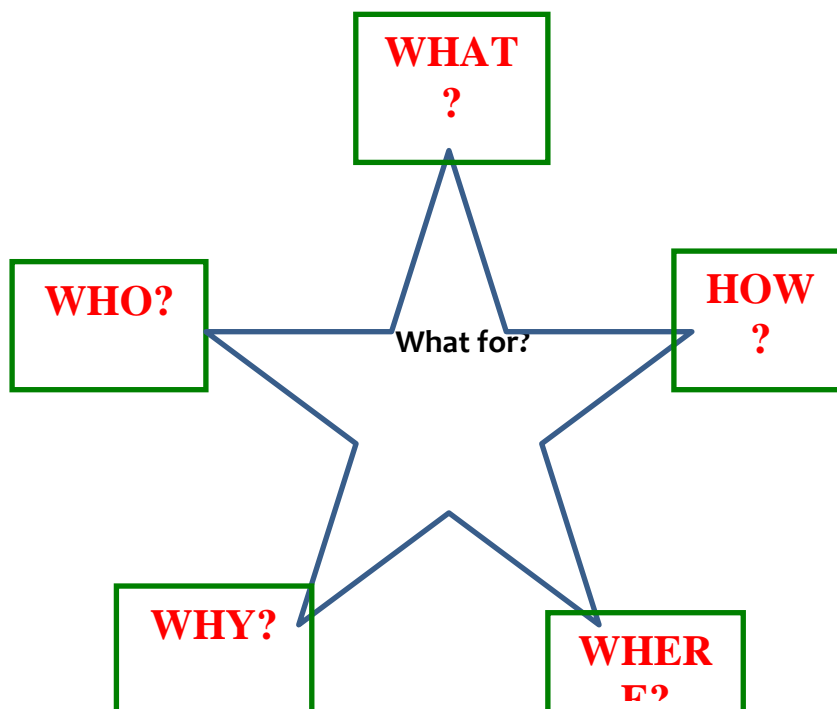
created? Who, what can it concern? What could be the causes of the conflict?
What can be the consequences of not solving conflicts?

3. Hot spots - after our conversation, select and write on the sheets five most



important factors that create a conflict.

4. Writing scenarios of solutions. Now think about which situations in your life are full of conflicts. Choose one of them. First, write a continuation to this situation with unsuccessful, bad, unpleasant ending. In the next part of the task write the same scenario with an optimistic ending, the most favourable one. Now think about it and invent the third scenario for the same situation - the real one for you.
5. Ending and discussing the session - a star of questions - summarising your work, answer the questions in the "star" in relation to the conflict.

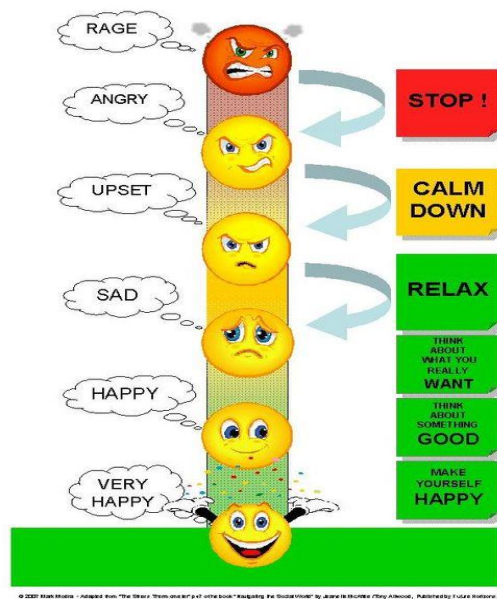


Sessions No. 15,16.

I can cope with emotions.

1. Talking about emotions. Please draw how you feel at the moment.
2. A thermometer of feelings is a method that you can use to determine your current emotional state - often the mere realisation of the emotional state is a way to deal with emotions.

1. Using this tool tell me how you feel here and now?
2. Now recall how you felt when you got up this morning? Show it to me on the thermometer.
3. Now recall the last situation when some failure happened to you, how did you feel then?
4. And how did you feel when your plans were fulfilled without any



3. Exercise - "Balloons of anger". Working with the emotion of anger is a very important element of caring for mental well-being. The game is based on a metaphor of a balloon and in a simple way it shows how we can adequately and inadequately deal with anger. The student is instructed to inflate the balloon and tie it up. The balloon is the body and the air inside is the anger that accumulates in the body.

- Can the air get out of the balloon?
- What will happen when anger gets stuck inside (in the body)? / How does our body behave when anger accumulates in it?
- What will happen if we pop the balloon?
- To what can we compare popping a balloon ? (popping a balloon = hitting someone, shouting at another person, destroying something, etc.)

Please, blow one more balloon. This time the balloon is not tied. Your task is to slowly release the air from the balloon.

- Is the balloon smaller?

- Did the balloon explode?
- Is the balloon and everyone around you safe during this "anger" release?
- Is it a safer way to get rid of anger?
- How else can we deal with our anger? (e.g. deep breaths, physical activity or "withdrawal" to cool down from emotions).

4. The second session devoted to this subject begins with the release of air from the balloon and then from the "furious beginnings" of sentences. Complete the following sentences:

- When I'm angry, then ...
- My friend makes me furious when ...
- It makes me angry when ...
- When others make me angry, then ...

How do you think other people can answer such questions?

5. The next exercise is a *graphic metaphor* - think for a moment, which one of the emotions do you experience most often? Try to express it graphically now - draw what _____ you _____ feel.

6. Then we ask the student to express the opposite emotion to the one presented earlier. What is different (colours, figures, objects, phenomena, etc.). Which visualisation do you like more? What has got an influence on it? Can the drawing be gentle, calm?

7. End of the session - With what opinions do you finish today's classes? Is it worth taking care of your own and other people's safety, of how to release bad emotions. Agreeing that the student will remember about the slow release of air from the "balloon of emotions".

Sessions No. 17, 18.

I can manage my time.

1. Introduction to the topic - conversation with the student about what her day looked like today.
2. Interactive task "One day from the king's life." Exercise performed with the use of an interactive board or computer. Student's task is to make a time table of one day of a medieval king. Activities should be properly arranged to create an hourglass shape and they include: receiving reports, meeting with advisers, lunch, nap, visit of a neighbour from the neighbouring kingdom and a feast. The teacher draws student's attention to the importance of planning the activities that we want to perform on a given day: such plan allows us to organise goals and determines the best way to achieve them; thanks to the planning of activities it is also easier to ensure a balance between duties and pleasures.
3. Exercise *Timeline*: Draw a straight line and mark two points on it which symbolise your date of birth and today's date. Then, in different colours, mark two separate periods of time: "past" and "future". In the first one, enter your past

achievements in various areas of life, in the second everything you would like to achieve in the future.

4. Exercise *The wheel of time*. Mark with colours, according to the legend that you created, the time devoted to individual activities during the day. It is important that the choice of colours is not accidental, but is of importance (e.g. favourite action - favourite color, etc.).

5. Exercise *Plan your tasks*. Write down the tasks that you have planned to perform in the next week Then organise them according to the following hierarchy and mark them with symbols:

	Tasks (write the number)
Tasks important and urgent (I/U)	
Tasks important but less urgent (I/LU)	
Urgent, less important (U/LI)	
Not important (Dustbin)	

6. Things that I enjoy. Think for a moment, what activities, people, objects - you enjoy. What is this? How much time do you devote to them? How much time would you like to devote? What does it depend on? Why do you enjoy them? What does it say about you?

7. Session summary - draw attention to the fact that good time management and planning allows you to make your dreams come true.

The task – now move in your thoughts into the future.

Imagine that it is year 2030 - try to see yourself in that year.

The following questions may be useful:

- what level of education do I have?
- where do I work?
- what do I do?
- where do I live?

Session No. 19.

What are my skills?

1. A conversation with the student about interests, hobbies. Complete the following sentences:

- My greatest success "
- "I am reluctant to do ..."
- "I prefer doing ..."

- "I'm happy when ..."
- "I especially like ..."
- "I'm most interested in ..."
- "I'm the least interested in ..."

2. Exercise: *The tree of skills*. Draw a tree with roots. At the roots, write your skills, abilities, strengths. On the trunk write names of people who help you develop and strengthen your skills. In the tree's crown write what successes you can achieve thanks to a given skill.

3. Assessment of student's own attitudes - the KASH model.

The tool for assessing one's own attitudes- the KASH model: When completing the table below, you have to consider, for example, your current role in life, at school. After completing the table, please give yourself scores from 1 to 10 in each of the following areas:]

1- means low knowledge and skills, negative attitude and habits,

2- 10 - means the best knowledge, skills and a positive attitude, habits.

After analysing your own ratings, think about which area (s) you would like to improve.

Areas for development	Points (1 – 10)
Knowledge How do you assess the level of your knowledge?	
Skills What are your skills? To what extent do they comply with the requirements made for you?	
Attitude What is your attitude e.g. towards the school you attend, Other institutions where you develop your interests and fulfil needs, your role as a student?	
Habits What are your habits and everyday routines? Do they help you in achieving success?	

Summary: working on resources allows the coach to compare the current state with the target, and recognising areas for changes, he/she can respond to the student's actual needs.

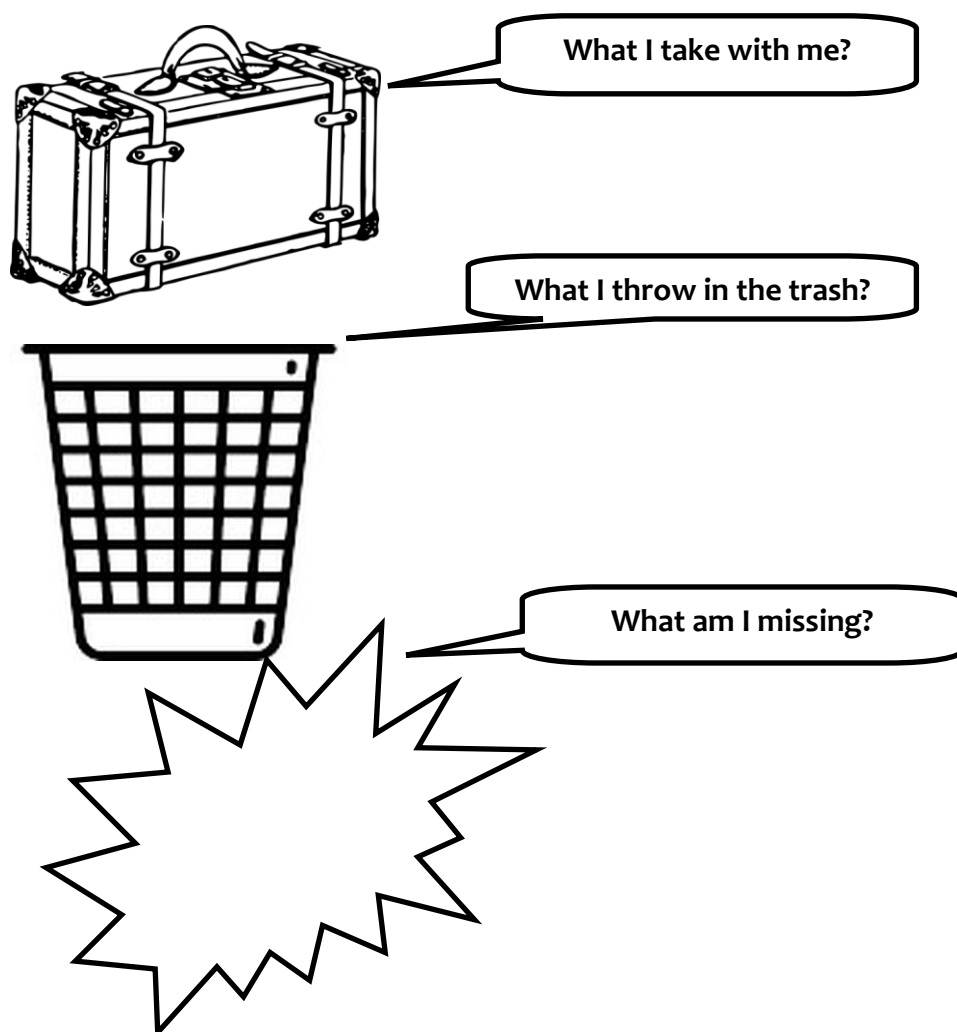
1. Summary of the session – how do you understand the old Arabic proverb "The greatest wisdom is to get to know yourself."

Stage V

Session No 20.

Evaluation of the programme.

The evaluation of the programme will be carried out with the use of "Suitcase and basket" method. We draw a suitcase. Next to it, we write: What do I take with me? The student is supposed to write what was especially important for her, what she liked during the programme implementation or what will be useful to her in the future. Below we draw a basket and a white spot. Next to the basket, we write: What will not help me? And next to the white spot: What's missing? The student writes short sentences or key words. It is also an opportunity to analyse the classes and quickly remind their course.



All the student's opinions are important. What is missing should be included in the current work with the student. Similarly, the things that were satisfying, enjoyed. Then the student writes "A letter to friends", including the written opinions and supports them with arguments.

8. Individual programme of work with the student/ward.

The time of the programme implementation:

Name and surname of the teacher - coach: M.....

Name and surname of the student/ward: R.....

Stage 1.

What do I know about the student/ward:

R..... was educated at St Paul's school in Auch until CE2. Difficulties have arisen, both in terms of learning and in relations with peers. R..... was then integrated into CLIS at the Condorcet school in Auch.

He was supported in parallel by the SESSAD of ADSEA (speech therapy, psychomotor and educational on a riding time). In 2009, R..... joined a UPI class in Auch. The difficulties persist. The SESSAD proposes to the family an orientation towards an IME.

This is a painful moment for parents who were considering integration at Masseube College. R..... enters the EMI of the Houga in September 2010. He evolves in a positive way and can integrate into a group.

Given its age, R..... is oriented in September 2011 at IMPro de Pagès.

He is currently in the 3rd year of professional training on the workshop "waiter in catering".

Meeting with parents/questionnaires

1. What are your expectations with regard to the proposed treatment in Pagès?

-That R..... is continuing on the same track, that is to say, continue to progress at the professional / technical level with a view to obtaining the CAP next year. - "he continues to gain confidence, confidence in him" -the team helps him to "continue doing what he already does very well".

2. How do you feel your child in Pagès?

Even though R.... sometimes says he is "in prison" at Pages; His parents think that it is well with Pages and even better than the previous years. For his parents, R..... does not realize that he is in a relatively protected environment at Pages.

In parallel, R..... is still very proud of what he does Pages. He enjoys when his parents come to the themed meal. He listens to the soundtrack of the radio show to his family ...

Indeed, his parents have the impression that R..... has fewer problems with his comrades. They are thrilled with the good driving license system and even think of putting it up at home. They find that R.... is a little more adapted in his relation to the other. According to M. LAMARSAUDE, the role of representative (de Rémy) in the CVS was very rewarding for R..... and allowed him to find his place within the group.

MR LAMARSAUDE said he was equally pleased that R..... now dared to question the adults framing pages rather than calling him to settle the problem from a distance. Mr. LAMARSAUDE described this period as "awful". This positioning of R..... and his parents has put R..... in difficulties with his comrades on numerous occasions. Faced with the many ridiculous remarks that R..... heard about him and his father, his father preferred to take a step back. That is why Mr. LAMARSAUDE hesitated to represent himself at the CVS and that is why he no longer brings R..... to the bus on Monday morning.

Otherwise R..... speaks not very much of his week in Pagès except activities extraordinary (meal theme, loto, internship in Plaisance, buffet outside ...). Work at the

restaurant has become "routine" for him. R..... is still very proud of what he can do at Pages.

3. How does it happen at home? outside ?

At the level of his autonomy: His parents say that R..... is able to be totally autonomous when something interests him. He knows how to prepare himself and to go alone on foot to the activities that he likes (to serve the mass in the cathedral for example). A contrario, quad it does not like it it can do nothing at all. He still participates in daily tasks in the house.

His room is always very well kept, he makes his bed, passes the broom. Sometimes you have to solicit it to get rid of the table. In terms of hygiene, her parents noted progress. After showing him how to do, his parents gradually let him do more and more alone.

R..... can be jealous of his sister and they are often in conflict both. As she grew up, her sister began to understand R.....'s handicap and became more understanding.

In activities at home: R..... often does activities with his parents or his family but also activities alone include going to the mass. This activity seems to give him much pleasure and pride. When there is no activity planned by his parents or by the parish, R..... spends a lot of time in front of the television.

Her parents describe R..... as being in immediacy.

As for his relationship to money, his parents do not know where he is. They realize that he is not at ease with mental calculus and tells several anecdotes where R..... was put in difficulties at the checkout. He does not pay attention to the money he is given. For his parents, the money is a bit "virtual" and he has no benchmarks at that level.

4. Did he tell you about his future? And you, how do you envisage its future?

R..... is not necessarily working in the service and keeps in mind a professional project in connection with the parish and the service of mass. His parents find this project very special and try to make him understand that it is a leisure and not a real work. His parents are worried about his future. They wonder if R..... will have a job? If this work will please him? If it will flourish? There are also questions about his relationship with women? Will he be able to live in an apartment on his own? Finally, they evoke R.....'s vulnerability. They realize that it may be necessary to protect R..... from others. We talked together about the different legal safeguards that exist. Given the age of R....., his parents began to think about it. As long as his parents are there, they want to accompany him financially and administratively.

Collecting and analysing the information about the student/ward:

Psychologist:

R..... is a pleasant teenager, with his difficulties of understanding related to the handicap, but no behavioral disorder.

He is, on the contrary, helpful with the adult, adopts a position of communication, availability, even "nursing".

He seems to have a stable family and social life, sees a lot of people outside the institution. At the IMPro, he participates in the life of the institution, Conseil de Vie Social, FSE (association of the institution). He expresses his punctual difficulties, if necessary (death of his teacher of music). An ad hoc follow-up in the event of difficulties will be proposed.

As for his assessment, this confirms a moderate mental retardation, with answers to the tests corresponding to an age between 6 and a half years and 10 years. The evaluation reveals no weaknesses or strong points, R.... has quite homogeneous results. Psychomotor:

Concerning his manual abilities, he progressed even if there are still some spatio-temporal organization problems. He says he no longer has any difficulties of this kind in the workshop. Body mobilization is better. Coordination and synchronization of members is easier. However, R.... still has difficulty expressing his feelings and still presents a body "carapace" that translates a non-letting-take of his emotions ... The follow-up was carried out at an individual session every fortnight and a participation in the "theatrical expression" workshop for 12 sessions as from January 2016. At the individual sessions, our objective remains the visuoconstruction but associating a work on the expression of self. He is invested but his ideas remain fixed on themes like France, values ... and presents difficulties to reveal his ideas of adolescent. In a workshop of expression, it participates but would be easily forgotten. There is no opposition on his part. Relationships with others are correct.

Nurse:

In his personal medical history one can note:

No contraindication, must do sport to tone and muscle.

Stable weight but watch out for food.

No asthma, no allergy, no diet, wearing glasses permanently.

14.11.16, Medical examination of work: fit for work.

R..... almost never comes to the infirmary, and he is rarely ill, he has participated in the prevention group, information on tobacco, alcohol and drugs. He participates well and listens attentively. To see what it holds of it in the long term and if there is not too much confusion. R..... has successfully passed this summer the PSC1 (first aid training).

Social worker :

An orientation in a protected environment was suggested to R..... after a very conclusive internship within the ESAT Terrace in Condom. R.... for the time being refuses this orientation.

In terms of administrative and financial management, R.... seems to have acquired certain automatisms in his family. For all that, he is in trouble with the currency and was able to repeatedly be put to bad in a store or a bank. In these cases, he does not perceive his limits and thinks that one wants to rip it off. He can also show little discretion about

his money. This point will be all the more important to watch this year as R.... will receive one to two family inheritances.

Faced with these findings, R....'s parents became aware of the importance of putting in place a protective measure. R..... has not yet positioned himself clearly on this subject.

Teacher :

Last year, R..... was very regular in writing his internship reports and the DP, he regularly updated his CV, researched internship places on the internet and wrote letters of motivation.

Appeals to the various training sites were carried out with the social worker. In PES, he worked very seriously on all the documents related to the autonomy of everyday life and consumer acts, having at heart to show me that he reused his knowledge in his daily life.

Initiation to the highway code is difficult for him because he has difficulty analyzing situations with pertinence, but there is progress.

In the same way it takes time to memorize the knowledge in English (grammar, vocabulary ..) but one feels nevertheless more at ease over time. This year, he finds himself in a class of students who are preparing for the CFG.

This is also the occasion for him to revise some of the notions of mathematics in the workshop, to complete his learning of English by conversations on SKYPE with our Polish correspondents, to review the consistency of her writings during projects (plural portraits). He always works initiation to the code, and PSE punctually on what will be problematic in everyday actions.

Sport :

Still in a phase of progression in his sporting learning, thanks to a certain serious general. R..... increasingly accepts the situations of aggressivity generated by the APS taught and asserts himself.

Be careful however to regulate a slight overweight that could in the medium term is a brake to its progressions.

The notion of rhythm must always continue to work. R..... can quickly become self-sufficient without looking for personal limits.

Individual Educator:

R..... is a young adult who has joined the Complexe de Pagès for 5 years now. He is a member of the Insertion group. At the level of the boarding school, he is on the group of the Pavilion.

R..... is actively involved in the life of the institution, he is elected to the Conseil de la Vie Sociale, and is part of the Socio-Educational Home. He highly appreciates and participates actively in all the highlights of the life of the establishment (lotto, annual festival, theme meal ...).

He keeps up-to-date on a daily basis and regularly informs the team and his peers of the latest sports results and local winter facts.

He is a smiling and friendly young man who knows how to get in touch with adults and has integrated social codes. Sometimes, however, he has some difficulties in getting in touch with his peers. He may be awkward in the way of approaching his comrades and may be out of step with some. This can quickly generate conflicts. R..... needs the educator nearby to mediate his relations. He has, to this day, little relational attachment with the young people of the Pavilion, and spends quite a lot of time on the classical boarding school when the educator is not on the Pavilion.

In terms of everyday life, R..... knows how to organize himself in the management of his room. It also has a solid foundation in terms of hygiene. He still has difficulty adapting his clothes according to the weather.

On the pavilion, he is involved in the various tasks but needs the adult to guide and motivate him. Without the adult R..... will go quickly and will tend to bottle things.

The team is attentive to the food hygiene of R..... The latter tends to regain regularity and is not very attentive to a possible weight gain. At the same time, it is not very sporty.

Educator:

Student in 3rd year of professional training server in restoration.

R..... always keeps his motivation, very active in the workshop it must channel it so that it leaves work to others.

It is behind schedule in the training programme, but is steadily increasing.

The teamwork and relational side is still fragile.

Good involvement in the drafting of his professional file.

The professional title having changed (test of English obligatory), it is not possible to present R..... in June, it still needs time.

Stage II.

"Getting to know myself" - self-assessment of a student/ward with the help of a coach/mentor based on the programme "Getting to know myself" - appendix No. 1.

Five sessions with the student.

Moi ...

..... I feel good about the facility, I think I still have to work on my daily autonomy, but I already know how to store my room. I would like to be able to work in a regular restaurant, but I do not know if I can get there, I want to do internships to see if I get there. I would also like to practice placements in protected environment in E.S.A.T.

Stage III.

Synthesis of diagnosis.

Accompany R..... to gradually build his future plan:

- Psychological follow-up, once every two weeks

- At the school level:

Bring R..... to master A1 skills in English (common first-level phrases and vocabulary) in order to help him / her with his / her English exam test.

Review the notions in mathematics and French to help R..... in his professional training.
Pursue the introduction to the code to help R..... in the analysis of the situations of the road.

- At the professional level:

-Theoretical work in English in connection with the school.

-Recording the professional file.

- Validation of module 3: cutting of cheeses / cash register.

Internships (ordinary / protected environment)

Promote the establishment of a legal protection measure: information and explanations concerning these measures. Regular appointments with the social worker in connection with the family

Selected areas of developments

1 Help R..... develop his autonomy.

2 Working towards career guidance.

Operational goals:

To develop R.....'s autonomy and to perpetuate his daily achievements.

ACTIONS AND MEANS INSTALLED:

- Working within the Pavilion around autonomy and taking initiative: making simple meals, shopping, managing his place of life, his linen.

- Setting up self-employment housing in relation to the professional placement.

-Successful health (weight gain monitoring)

- Participation EPS sessions, ASEI 32 and nocturnes muscle building.

- At the school level:

Review punctually the notions of PSE that are problematic in everyday life.

Expected results.

R..... takes initiatives and knows how to make meals, races, manage his place of life and his linen.

Accommodation

Rémy is healthy and does not gain weight

Psychological Assessment R..... can indulge his emotions with the dedicated professional.White Review February 2017Internship in an ordinary environment (FJT + brewery or cafeteria) Nov-Dec 2016Internship in Protected Area (March 2017)

Psychological Assessment

R..... can indulge his emotions with the dedicated professional.

White Review February 2017

Internship in an ordinary environment (FJT + brewery or cafeteria) Nov-Dec 2016

Internship in Protected Area (March 2017)

Regular appointments with the social worker.

R..... is able to explain succinctly the various protective measures

R.... has managed to make a choice on his orientation and is able to argue it,
R.... is able to explain succinctly the RQTH, link with Cap Emploi

Stage IV.

Coaching sessions. (30 H)

Session 1-2 (3h)

This first maintains to define the strong points of R..... and the orientations to work.

It became evident that the entire multidisciplinary team, in agreement with R....., works to help R....., in order to develop his autonomy on a daily basis; That it can progress and flourish professionally while seeking its direction.

The coaching sessions are designed as accompanying steps in a social reality, exchanges and connections will serve to help R..... in its uncertainties for the future.

Session 3-4 (4h)

Implementation of a work plan.

R..... expresses himself very freely from the second interview, he is ready to graduate and to work in the ordinary environment and to be able to have an independent dwelling. We therefore agree to establish a self-assessment in relation to vocational training in order to know if R..... can take the exam in June 2017.

Session 5-6 (4h)

Appraisal and encouragement.

Rémy explains that following the self-assessment, he is a little discouraged because he is aware that if he comes to the exam in June 2017 he is sure to fail, he still needs to perfect themselves in practice as well as in English.

I reassure him and the remote by explaining to him that he is able to obtain his diploma later for example in November 2017 and that it gives him time of progress.

Session 7-8 (4h)

Motivation and career guidance.

I try to make Rémy understand the benefit that he has gained from professional self-evaluation, which reassures him on the deadline for the examination.

I use this example to motivate him to find an internship in an ordinary environment with housing so that he can put his skills to work.

Rémy agrees and enthusiastically agrees with this idea.

Session 9-10 (4h)

Insurance and trust.

I dedicate this session with Rémy in search of a training place on the internet I accompany him in his research and telephone calls.

Following this Rémy finds an internship in a pizzeria in Tarbes with accommodation in an apartment in the city center.

Session 11-12 (4h)

Hosting Review autonomy.

Rémy to carry out a one-week internship in a pizzeria with accommodation in an apartment.

He says he is satisfied with this experience, he shows that he is able to occupy a dwelling, to move around the city in autonomy, on the other hand to the trainee assessment in pizzeria he realizes that he still needs an «Accompaniment in professional practice.

I reassure him by explaining to him that he can still progress and I begin to explain to him what an E.S.A.T is: Establishment and Service of Assistance by the Work.

Session 13-14 (4h)

Professional orientation.

I accompany Rémy in writing a cover letter and an internship application in an E.S.A.T that owns a restaurant.

Following a positive response, I accompany him on his training place;

Session 15-16 (3h)

Self-confidence.

R..... said he was pleased with the coaching sessions that allowed him to better understand and accept his difficulties.

He proudly announces me that following the internship that he carried out in E.S.A.T. He is going to be hired in the restaurant as a waiter; he says he is very confident in the future.

Stage V**Evaluation of the programme.**

I think these coaching sessions were beneficial for R..... who seems more peaceful, confident and serene.

He was able to make a whole journey through these sessions which led him to change his priorities for the future for his well-being. It emerges that R..... to find a work in the middle to protect that it continues to progress being accompanied by professionals. He will graduate serenely in November 2017.

For my part, this has allowed me to better understand the future issues facing our young people in our society today.

I have also acquired through this coaching programme a new way of working rich in exchange that allows personalizing an accompaniment whilst seeking to improve the skills and the professional performance of the students.

9. Individual programme of work with the student/ward.

Individual programme of work with the student/ward

The time of the programme implementation:

Name and surname of the teacher-coach: E.....

Name and surname of the student: B.....

Stage I.

Collecting and analysing information about the student:

The student comes from the informal relationship of her parents. The parents' relationship broke up and then the student and her sister remained in the care of the Children's Home. Parents demonstrate parental malfunction, there is no cooperation between them in the scope of parental functions. The student correctly adapted herself in the Centre. During the passes she stays with her cousin. She does not cause any problems, follows her instructions, helps in home activities.

Knowledge and skills:

a) academic skills

Reading: good reading speed, limited understanding of the read text. Correctly formulates statements, uses complex sentences. Writing: difficulties in mastering the correct spelling and punctuation. She has got a neat handwriting. Mathematical skills: correctly performs operations on numbers in terms of addition and subtraction, problems with written method for multiplication and division

b) social skills:

The student systematically participates in classes, demonstrates motivation to learn. Her behaviour during classes is correct. During the lesson, she shows interest in the topic, willingly cooperates and tries to be active. She systematically does her homework, responds very positively to the teacher's instructions. In relationships with adults she is nice, and she politely addresses her teachers.

c) personal skills

The student demonstrates cognitive curiosity and motivation for self-development. She wants to finish school and get a job.

In terms of general intellectual performance, B..... functions on the borderline of the intellectual ability norm. The development of individual cognitive functions is not harmonious. She functions well in the field of abstract thinking, logical reasoning, understanding social situations and in terms of perceptual functions. Very poorly she functions in the field of general information about the surrounding world, visual-motor coordination, ability to focus, and with analysis and synthesis skills. Deficits in the student's functioning reflect environmental neglect and lack of a habit to make mental effort. The student has improved her functioning in the emotional sphere. She tries to satisfy her needs in a socially acceptable way.

In terms of student's emotional functioning she has a good insight into her own feelings, reacts adequately to the situation, there are occasional situations in which she is unable to control strong emotions or they are inadequate to the situation. She has competence to recognise her emotions, determine their sources, understand other people's feelings. She still need to develop the ability to deal with anger and with stressful situations. The student eagerly takes up activities concerning acquisition of knowledge, getting to know herself, and learning about the reasons of her own behaviour. In terms of interpersonal competences, she gradually develops skills in the following areas: communication with adults, desirable relationships with peers. The skills of active listening, gathering information and providing feedback, argumentation, constructive discussions, expressing and accepting criticism should be still worked on. Against the background of the group, the student motivates others to take up activities, willingly participates in classes, is liked in the group. She has got the ability to manage her own time and plan work, which allows her to participate effectively in classes and in after school activities.

In her free time, she eagerly engages in voluntary activities. She takes part in preparation of performances, special events. She actively attends the dance club to develop her interests.

Stage II.

"Getting to know myself"² - self-assessment of the student with the help of a coach/mentor based on the programme "Getting to know myself" – Appendix No. 1. Five sessions with the student.

²The programme "Getting to know myself" was prepared on the basis of material brought from a study visit at the HillsideSecure Center in Wales, which was held as part of the DAPHNE III programme - "Girls using violence - intervention and prevention" in Poland run by the Polish Association for Legal Education and co-financed by the European Commission.
Prepared by: Fundacja po DRUGIE

I.....

My name is B..... I like when relatives and friends call me "Zuzia". I am a kind, friendly, sociable and stubborn person. I have a sense of humour. I try to be independent although I know that people often need help from other people. I am open, empathic and I help others who need my support. I always try to look for a way out of a difficult situation. I never give up. I value honesty, understanding, fairness. I do not like lies, hypocrisy, quarrels and hurting other people. I am a romantic because I like to dream and contemplate. My disadvantage is that I get nervous quickly, but despite this I accept myself as I am. I value people who are honest, because thanks to them I can distinguish the truth from the lie.

I believe that for my age I am a responsible person because I carry out the tasks entrusted to me to the very end.

Stage III

Synthesis of the diagnosis – student's profile:

Student's profile	Student's strong points	Areas for development
Psychological profile (intrapersonal)	She observes moral norms and social rules.	Low self-esteem. Yielding to the opinions of other people.
Social profile (interpersonal)	She can establish and maintain proper relations with peers. She is open, empathic and understanding. She can motivate her mates to act.	Lack of ability to accept and express criticism. Lack of ability to cope with anger. Shy towards newly met people.
Educational and vocational profile	Responsible and conscientious when performing tasks. Interested in dance.	Lack of perseverance – she quickly gives up when facing obstacles.

Selected areas for development:

Areas for development within intrapersonal competence:

1. Developing self-esteem and ability to express her own opinions.

Areas for development within interpersonal competence:

2. Developing the ability to deal with criticism.

Areas for development within educational and vocational competence:

3. Developing the ability to cope with problem situations.

Goals to achieve with the student:

Developing self-esteem and ability to express her own opinions.

1. Developing the skills of proper self-assessment.
2. Building her own value system by consolidating strong points.
3. Constructive expression of her own opinions.

Developing the ability to deal with criticism.

1. Developing the ability to receive negative opinions about herself.
2. Implementing new effective ways of dealing with negative opinions.
3. Improving the ability to express criticism towards other people.

Developing skills to deal with problem situations.

1. Developing student's appropriate attitude to deal with situations related to aggressive behaviour.
2. Improving perseverance in pursuing tasks despite obstacles.
3. Learning perseverance and patience.

Expected results.

The student/ward:

- 1) can determine her strengths.
- 2) understands the importance of self-esteem.
- 3) is aware of the need to express her opinions.
- 4) can respond constructively to criticism from others.
- 5) knows how to deal with negative emotions resulting from criticism.
- 6) can be patient in situations that cause emotions.
- 7) dutifully performs tasks
- 8) can cope with anger.

Stage IV.

Planning activities - milestones.

1. I have my opinion and I am not afraid to express it.
2. I make mistakes and admit them.
3. I do not give up despite obstacles

Plan of coaching sessions:

Milestones	Coaching sessions	Methods and tools used during the session
Concluding a contract	The rules for work of the teacher-coach with the student/ward during coaching sessions.	Conversation with the student, technique of unfinished sentences. Contract visualisation.
I have my opinion and I am not afraid to express it.	Me and my strong points.	Coaching conversation, Practical action method, exercise <i>Filling jugs</i>
	I can say no.	Coaching conversation, lecture, questionnaire on assertiveness, list of tasks
	My system of values.	Coaching conversation. list <i>I am</i> , poster- <i>My personal map</i>
I make mistakes and admit them.	What are the feelings that accompany me ?	Coaching conversation. Mind map, technique of unfinished sentences , artwork - a bottle of moods,
	My picture of myself.	Coaching conversation. visualisation, list of tasks, poster, <i>Look in the mirror</i> ,
	How do I cope with criticism?	Coaching conversation. List of tasks, <i>Hot chairs</i> , <i>The fog</i> , drama method,
	I accept opinions of other people.	Coaching conversation. dictionary , lecture,
I do not give up despite obstacles	I develop my patience.	Coaching conversation. Mini-lecture, game – 7 stones
	Difficulties inspire me	Coaching conversation. List of tasks,
	My successes, achievements.	worksheet- a ladder of success, <i>Diary of successes</i>
	My future.	Coaching conversation. worksheet <i>My future</i> .

Session No 1

Principles of teacher's/coach's work with a student/ward during coaching sessions.

This session is focused on establishing the rules for cooperation with the student/ward- a contract setting out the principles of cooperation.

It is determined by the following steps:

1. Creating space for conversation - eliminating communication barriers.
2. Talking about expectations - what is important for the student/ward in cooperation with the teacher - coach, how she imagines this cooperation; how the teacher-coach imagines cooperation?
3. Creating a contract: practical information that you can refer to at any time; determining:
 - dates, places and hours of meetings,
 - organisational rules related to the course of meetings, including the possibility to talk with other people, participation of other people in the meetings, rules regarding unplanned events such as cancelling a meeting, being late,
 - principles that both sides will follow during the coaching relationship, e.g. openness, honesty, confidentiality, respect,
 - the scope of rights and obligations of both parties, e.g. who is responsible for setting the goals of coaching, what they are, etc.

Relying on the potential (strengths) of the student/ward. Strengthening and making use of self-awareness of her strengths. Using strengths (skills and attitudes) in working on areas for development. Establishing that at any time during the coaching meetings a conversation about the agreed contract can be initiated and changes can be introduced if necessary.

4. Conversation about the principles using the technique of unfinished sentences: e.g. I would like the meetings to be our secret, because Writing a contract in a positive language, without using the word "no".
5. Contract visualization.
6. Summary and end of the session.

Sessions No. 2, 6

Sessions from stage II.

Session No. 7

Me and my strengths

1. Coaching conversation about "What are strengths and weaknesses?":
 - a) What is my strength?
 - b) What is my weak point?
 - c) Can I get rid of weaknesses?
 - d) Why is it easier for me to talk about my weaknesses than my strong points?
2. Exercise: *Filling jugs*.

The student's task is to draw six jugs on a piece of paper. Under each of them she writes one virtue and colours a part of the jug, which reflects the degree of having a given feature. Then she thinks about what she can do to make each jug full.



© Can Stock Photo

3. A teacher's –coach's conversation with the student:
 - a) Think about what this exercise has taught you?
 - b) Have you learned something new about yourself?
 - c) What lessons can you learn from this exercise?
4. Session summary - was this task mobilizing, was it difficult to endure to the end, what was the most difficult for you?

Sessions No. 8, 9.

I can say "No" !!!

1. The session begins with a conversation with the student about how she understands the concept of being assertive. A short lecture by the teacher-coach on the topic "I'm assertive" - presenting different behavioural styles.
2. Assertiveness questionnaire - answer the questions according to your opinion. Write X in the appropriate field.

YES	NO	QUESTION
		If somebody disturbs you watching the film in the cinema (e.g. crumpling wrappers) – do you ask him/her to be quiet?
		If the seller gives you stale food, do you ask for fresh one?
		Do you demand the return of your CD that your friend borrowed long time ago?
		If somebody criticises you – do you know how to behave?
		Can you ask people close to you for help?
		Can you show other people that you like them? If you have a different opinion than your mates - can you tell it to them
		Do you often avoid saying your true opinion for fear that your interlocutor will get a bad opinion about you?

		Do you sometimes end sentence on behalf of other people?
		Do you shout when you want to force other people to do what you want?
		Do you feel uncomfortable when taking part in public performances, such as a school show?

3. After completing the questionnaire, the student writes a few conclusions about what she

learned about herself, about expressing opinions.

4. Exercise: *When to say "no"?* The student gets an A4 sheet of paper and a pen. Her task is

to recollect 5 situations in which someone asked her for help, and she agreed, although she

did not feel like doing it. The student divides the sheet into four sections, in which she describes:

- ✓ the first section she briefly describes the situation,
- ✓ in the second – what she gained thanks to the fact that she did not refuse the request,
- ✓ in the third - what she lost,
- ✓ in the fourth - what would happen if in those situations she refused the request.

5. After writing out the situation and discussing the exercise, the student fills in each column with reference to one situation. The situation is discussed and the session is summarised.

6. Planning the next session - the ward will prepare herself to talk about the next situations.

7. The next session devoted to this subject begins with a coaching conversation with the student about the last week.

8. Then the teacher-coach returns to the description of the four remaining situations. The student fills in the sections on the sheet under the description of the first situation. After completing all the sections, the student analyses the balance of "profits and losses" with the coach.

- ✓ Have you done the right thing?
- ✓ How would you behave in a similar situation now?
- ✓ What are your afterthoughts after this exercise?

9. Session summary. Setting a goal for the next week - I try to be assertive.

Sessions No. 10, 11.

My system of values.

1. The session begins with a conversation about the previous week and afterthoughts concerning the previous session.

2. The teacher-coach uses the acquired information to start a conversation about values. The purpose of the session is to name and understand the student's own system of values.

3. Exercise: *I am* - the task of the student is to prepare a list of 10 words, features and phrases, that best describe her:

I. I am.....

II. I am.....

III. I am.....

IV. I am.....

V. I am

VI. I am.....

VII. I am.....

VIII. I am.....

IX. I am.....

X. I am

Each of the statements should be assessed on a scale from 1 - the most important feature, to 10 - the least important feature. The teacher/coach asks the student: - how many statements that you wrote about yourself are positive, negative or neutral?

4. The second session starts with the exercise: *Personal map* - in this exercise, the student's task is to draw a map of her life. Drawing the map she takes into account all her choices, decisions (good and bad), places important to her and people who are/were important to her at certain stages of her life. At the end, she analyses her own decisions and reasons of actions that has guided her so far.

5. Coaching conversation: What did this exercise give you? Did it show you the positive results of your choices or do you see their consequences?

6. Summary - conversation about the created system of values.

Sessions No. 12, 13.

What are the feelings that accompany me?

1. The session begins with the conversation about feelings and emotions that accompany the student in everyday life. Searching for the answer to the question: are they positive or negative, how to deal with them?

2. Mental map - "What are the feelings that accompany me"?

The student receives a card with 5 windows. In each of them, she enters a feeling she feels in different situations. Then she analyses the task by completing the following sentences:

a) I felt angry when

b) I was happy when

c) I felt fear when

d) I was embarrassed when

3. Coaching conversation with the student concerning the previous session and introducing the student to the next session on feelings: when you think about the pain that you experienced, about disappointments, regrets, about the worst moments in your life do you feel sadness or anger? When you think about the pleasures that have

happened to you, about joys, successes and good time - do you feel happy? If so, how do you show it?

4. Exercise: *Bottle of mood* - before the session the teacher-coach prepares several bowls with salt mixed with different colours of chalk. The student is supposed to fill a transparent object, e.g. a bottle, a jar, with the colours of her choice, which describe her current emotional state on that day.

- How are you feeling today ?
- Why have you chosen such colour /colours?
- What feelings do these colours express?

5. The teacher-coach listens to the student, shares his/her reflections on the feelings and ways you can deal with them.

6. By the way, talking about colours. What do they mean, how do they put us into moods? What are the basic colours and how the other colours are created. How does she understand the expression "colourful life", what colours in our tradition symbolise something?

7. Summary of the whole meeting - I can express my feelings, I will label them with colours.

Sessions No. 14, 15, 16.

My picture of myself.

1. The session starts with a conversation about: 'Self-image'. The teacher asks the student the following questions and gets her involved in the conversation:

- ✓ what do you like best about you?
- ✓ what don't you like about you?
- ✓ what makes you laugh?
- ✓ what annoys you?
- ✓ how do you perceive other people?

When answering questions, think about whether they fully describe your person, what questions would you add?

2. "Look in the mirror" - this exercise is to help you to better perceive yourself. Look at yourself in the mirror, give yourself 10 minutes, look carefully at every part of your body. What do you see? What is your best feature with which you could describe yourself to a newly-met person? What is your worst feature in your appearance?

Imagine that you meet yourself for the first time - what would be your first impression?

3. We create a poster - the purpose of this exercise is to discover by the student how she sees herself. The teacher-coach gives the student flipchart paper, coloured pencils, paints, markers. The student chooses the technique and draws a picture of herself (it can be symbolic or literal, the whole silhouette or only the face).

4. Then the student gives the title to her drawing.

5. The teacher-coach analyses the drawing together with the student, drawing her attention

to the following issues:

- did you fill the entire space or only part of it?

- is the outline of the silhouette sharp or blurred?
- are there any missing parts of the body? Which?
- did you keep the right proportions?
- what colours dominate?
- what do you think - did you reveal any emotions? Which?

6. Conversation about what the student likes in herself, what she would change and what she would keep unchanged.

7. Summary of the meeting - I like myself. The summary of the meeting is also an inspiration for cognitive exercises. The next session will be a conversation about painters, their lives and works – what they express, whether the biography of the painter says something about his/her paintings.

8. The teacher-coach chooses 3 world-known painters and prepares albums with their paintings. The student reads selected fragments about their lives, watches albums. The conversation concerns the answer to the question: is it possible to say that the painting is like a painter's mirror. What does the expression "read from the face" mean (can you read something from the face?). Making the student interested in art, shaping the skills of receiving cultural works.

9. Summary of the meeting - encouraging the student to look into herself, analyse her actions.

Sessions No 17, 18, 19.

How do I cope with criticism?

1. The session begins with the presentation of information by the student about how to deal with negative opinions of other people.

2. A conversation with the teacher/coach.

What do you do when you are nervous?

- ✓ I call a friend,
- ✓ I clean, run, ride a bike,
- ✓ I watch TV,
- ✓ I listen to music,
- ✓ I spend time on the Internet,
- ✓ I eat,
- ✓ my head, my stomach hurt, ,
- ✓ I write a letter or a diary,
- ✓ I go to sleep,
- ✓ I'm counting to 10, 100,
- ✓ I stop to like myself.

3. **Exercise: When I'm nervous** The student talks about her emotions. What helps her to reduce her nervousness.

4. Music and its impact on human moods. The teacher-coach uses student's musical interests and together they listen to different types of music. A conversation about whether music can soothe nervousness, pain. Why do we say that "music soothes the savage breast". The first session ends with a musical accent.

5. The second coaching session with the participation of several other students. The group is to cooperate creating the feeling of safety for each participant in the exercise.

6. Exercise **Hot chair** - how to accept praise and criticism from other people. The participants sit in a circle. Inside, we place a chair on which the volunteer sits down. This student indicates a person whose task is to praise or criticise her. The opinions can concern her interests, spending free time, her attitude to everyday duties, behaviour, selected features of her personality. The assessed person tries, in an assertive way, to avoid conflict and respond to the messages she receives. The student in the middle, when she feels she received enough feedback, returns to her place in the circle. The chair is occupied by another volunteer.

Discussing the exercise with the students.

- about what matters is it easier to express opinions and which situations are more difficult for you?
- is it easy for you to express your opinions in the public?
- what difference do you see between public expression and acceptance of criticism and praise?

8. The next exercise with the participation of several students: **The fog:**

The students pair up. One of the students is to criticise in an exaggerated way the vices of her colleague. The person criticised must try not to get upset and respond to the criticism. For example: you forgot that you were to help me, I cannot count on you at all. The student replies that she really forgot, but last time she had helped the other student. The purpose of this method is to control emotions and to oppose negative opinions about oneself.

9. Summary of the meeting - emotional challenge taken by the student - I listen carefully to critical remarks addressed to me.

10. During the next session, at the beginning of the meeting the student tells whether she has experienced critical remarks from other people in recent days and what were they about.

11. Then an exercise with YouTube is carried out: find your favourite song on YouTube. The one you love, which you consider brilliant, perfect and fantastic. And now check how many "dislikes" or "thumbs down" it has got. The exercise shows that you will always find opponents, whatever you do. Only clips that have not yet had a large exposure have got zero dislikes.

12. Criticism and assertive behaviour: raising awareness of a few basic mechanisms and ways of responding to criticism: three effective approaches and answers to criticism. It is worth using them when someone unfairly criticizes us:

- **Negative confirmation:** we calmly agree with the criticism of our vices. For example: - You are a hopeless muddler! - we answer - Yes, it's true, I don't like cleaning.

Practice shows that if we are ready to accept our weaknesses and imperfections, other people stop trying to subordinate us. In order to be able to apply this

technique, we must have at least some self-confidence and be convinced that we can change and improve ourselves. When someone criticises us and when we want to apply a negative confirmation, let's remember that when someone is particularly angry with someone else's negative feature, it means that he/she has not yet learned to accept it in himself/herself!

- **The fog:** this is the second skill that helps you deal with manipulative criticism. Critical words often contain some part of the truth, but critics may exaggerate the problem. Then it's easy to admit that what the other person says can be part of the truth. Using this technique, we stop criticism and protect our sense of confidence. Someone who criticises us wants to upset us and offend us. If they fail, there is a good chance that they will not try again. An example of the use of the fog technique: Critical remark - *You look awful today. Your clothes look like they've never seen a washing machine ...* - Your answer - *I'm sure you're right, I do not think I look the best today.* Second example: Critical remark - *You were late this morning ... you're always late ... you do not think about anyone, just about yourself ... you expect us to do all the work for you ...* - Your answer - *Yes, I was late this morning. It is possible that I am not as interested in the meeting as I should be.*
 - **Negative question:** This involves encouraging criticism of our behaviour. Example - Critical remark: *You have such a mess on your head.* Answer: *Do you think that this hairstyle does not suit me?*
13. Summary of the session – the motto: draw conclusions from criticism. Sometimes, critical comments are sincere and friendly and help change our behaviour.

Session No. 20.

I accept opinions of other people.

1. The session begins with explaining the meaning of the word "acceptance" - from the Latin *acceptatio* - accepting something, approval, assent.
2. Conversation with the student: recall your previous decisions and think about who at certain moments advised you, what importance you attached to the opinions of other people?
3. The student's task is to make a poster: What does the word acceptance mean to me?
4. Session summary - conversation with the student about the acceptance of her features. How does she understand accepting the opinion of other people? How can she express it? Are always words needed?

Session No. 21.

I develop my patience.

1. Patience as one of personality traits, what is it, can you learn it?
2. Conversation with the student – remembering student's features - am I patient?
3. Exercise: **7 stones**. Name seven things most important for you, then try to make something beautiful out of them, look for balance.
4. Talk about the exercise, the teacher-coach explains its goals and meaning: the exercise makes us notice that we not always succeed at the first time, that we must try many times before we achieve success, that every next step is a consequence of the previous one.

5. Magic word "wait" - as an exercise developing patience; meditation - as a way to develop patience.
6. Session summary - my patience is something that strengthens me!

Session No. 22.

Difficulties inspire me.

1. Interpretation of situations that are difficult for the student and their impact on her life. A conversation about how positive thinking can help in a difficult situation?
In the table below the student writes a few solutions how she tries to cope in a difficult situation and what she learns thanks to that.

How do I try to cope with difficult situations?	What do I learn overcoming obstacles?

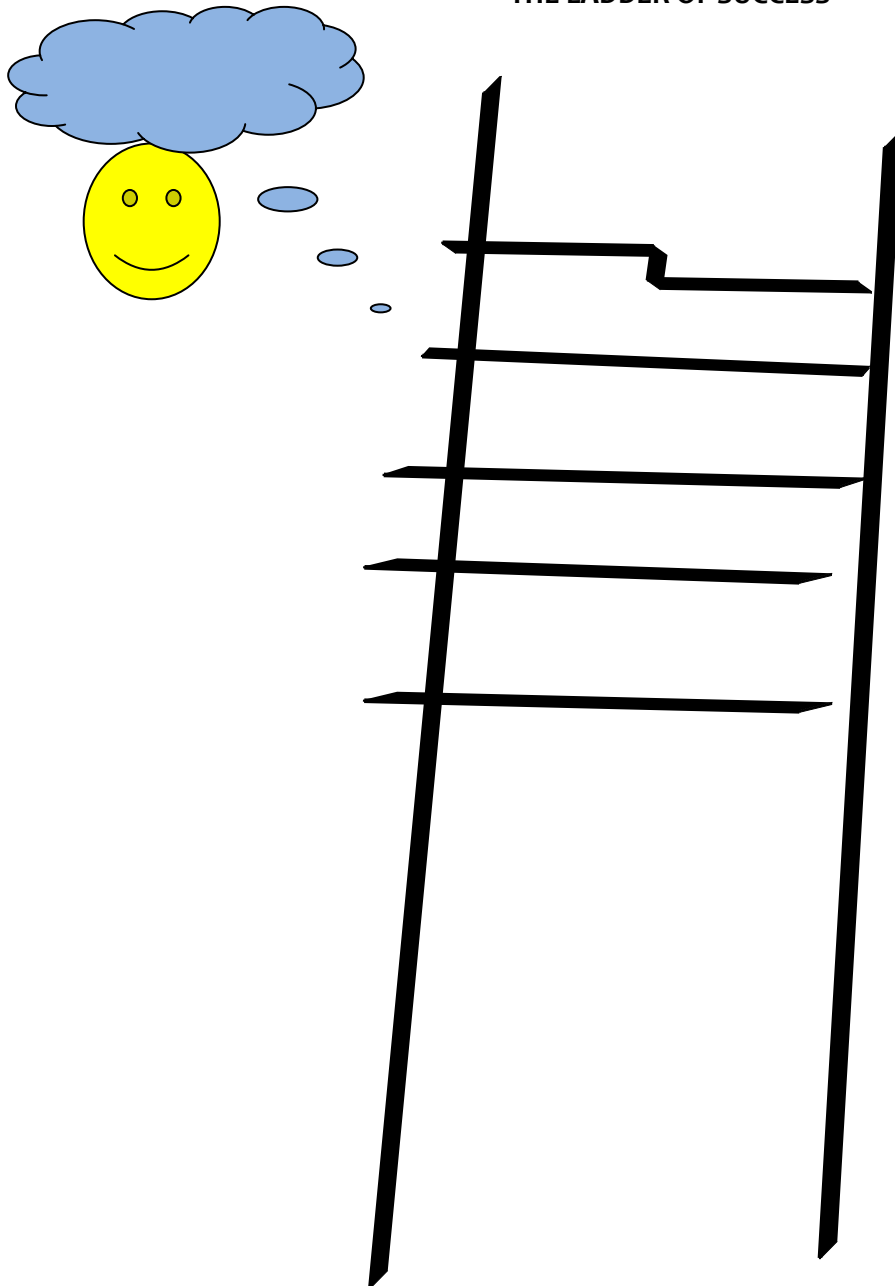
2. The teacher-coach talks with the student how the difficulties in learning motivate her to work on her weaknesses, for example in mathematics.
3. Session summary - strengthening the student, striving to achieve the set goal.

Session No. 23

My successes - achievements.

1. The teacher-coach talks with the student according to the GROW model about what success she would like to achieve? How will she pursue it? What features are necessary to achieve it?
2. Exercise: **The ladder of success** - the student receives the worksheet with a ladder drawn on it. The student's task is to write the skills she has acquired at every level, what she managed to achieve, what is important to her. What factors influenced her success? Did she achieve it alone or with somebody's help?

THE LADDER OF SUCCESS



3. The **Diary of successes** - the student can choose any form of keeping a diary. She can write on separate pages or in a notebook. The purpose of the diary is to define what motivates, inspires and stimulates her to act. The task is to answer two key questions:

- 1) What strengthened me today? What made me feel stronger and full of energy?
- 2) What weakened me today? What made me feel weaker and without energy?

4. Discussing the session - emphasising student's skills, talking about her well-being and achievements.

Session No. 24

My future.

1. The session begins with the technique of unfinished sentences:

- ✓ I would like to be
- ✓ When I think about my future, then

- ✓ Being an adult means for me
- ✓ In life, the most important thing is
- ✓ I will definitely not be....

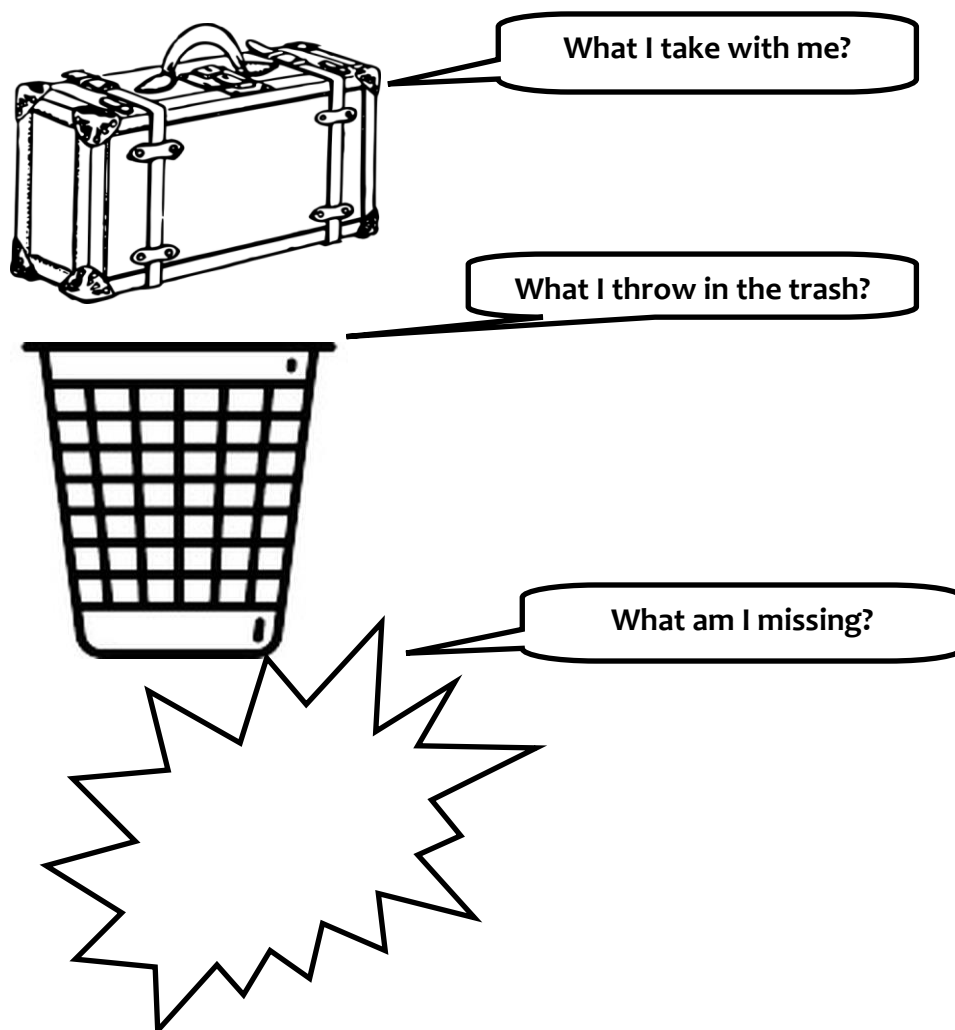
2. Think about your interests and hobbies. Are there professions that will allow you to fulfill them? What kind of professions? Would you like to practise them in the future?
3. Session summary - how do you understand Edison's thought: "I have not worked a single day in my life. Everything I did was a pleasure. "
4. Conversation with the student about her future.

Stage V

Session No 25

Evaluation of the programme.

The evaluation of the programme will be carried out with the use of "Suitcase and basket" method. We draw a suitcase. Next to it, we write: What do I take with me? The student is supposed to write what was especially important for her, what she liked during the programme implementation or what will be useful to her in the future. Below we draw a basket and a white spot. Next to the basket, we write: What will not help me? And next to the white spot: What's missing? The student writes short sentences or key words. It is also an opportunity to analyse the classes and quickly remind their course.



All the student's opinions are important. What is missing should be included in the current work with the student. Similarly, the things that were satisfying, enjoyed. Then the student writes "A letter to friends", including the written opinions and supports them with arguments.

10. Individual programme of work with the student/ward.

The time of the programme implementation:

Name and surname of the teacher - coach: V

Name and surname of the student/ward: A.....

Stage I.

Collecting and analyzing information on the pupil:

History of the family situation of A.....:

A..... is born in June 1997. He is the eldest of the couple Mr X..... and Ms Y..... Together, they then had a daughter in July 1998. Very soon after the birth of their daughter, Mr X..... and Mrs Y..... separate, after major conflicts, and domestic violence.

Mr X..... will keep the two children until their placement in foster care in 2003.

Mrs Y....., will have of two other companions, a girl in 2001 and a boy in 2007. Only the latter will not be placed and followed by the ESA.

Mr X, for his part, will have of two different companions, one boy in 2006, and another boy in 2010. With this last one, he has just had a daughter in June 2016.

Between the separation of his parents in 1998 and July 2015, A..... had seen his father only three times, during mediated visits to the ESA. Indeed, Mr X..... only appeared at the social services, only 14 years of his son, asking to be able to meet him. The three mediated visits did not go very well for A....., because Mr. X..... had many difficulties to be able to enter into relation with his son. In this situation, surrounded by the social services, Mr. X..... spoke mainly of him, and showed little interest for his son. It was at the request of A..... that there was no more meeting. Indeed, he was extremely disappointed by the meetings that took place. This has rekindled every time pain on his family situation. As a result, A..... was very reserved and fearful to accept new ones.

On the subject of relations with his mother, in the same way, they were chaotic. Indeed, Mrs Y..... has difficulties of psychological stability. A....., for several years refused to see and talk to his mother. Mrs. Y..... was always informed about the projects and the evolution of her son, by the social services.

A..... was placed at the age of six, at Mrs Z....'s. She has two daughters, older than A..... In 2007, Mrs Z..... will also welcome a sibling of two children, also placed by the social services.

A.....'s sister, born in 1998, will also be placed, but in a different foster

School career:

A..... lived kindergarten at age five. He stayed there for seven years. He then returned to the village primary school. He followed the CP, CE1 and CE2, before being oriented in CLIS, for 2 years.

At the same time, in 2007, he is 10 years old; he is oriented in the specialist environment, to an Institute of Reeducation (IR).

By following the course of the primary school, it enters SEGPA.

We welcomed him at IMPRO, from 30 August 2011, following many difficulties in this class. The balance sheets noted, "Today, it turns out that A.....'s initial project had to be revised downwards. At the beginning of the school year, it seemed that he could access a schooling in college, but very quickly, he showed us his limits, and he was in difficulties barns. A..... is not in a dynamic of work, and the acquisitions are no longer made ... It must be noted that today he gets only a few things and worse, this situation makes him suffer ... A..... has Still need to be accompanied as to the conduct of its affairs. It has gained little in autonomy or in maturity. Every act of daily life must be accompanied and verified. The team must remain vigilant in the face of A.....'s behavior and attitudes, which would tend to cover his nonsense by going through "big lies" ... To this day, A..... is in real difficulty, locked in a rigid functioning ... This precarious balance leaves A.....'s inability to pursue an education in an ordinary environment now appears so much that cognitive difficulties are now an obstacle to learning."

A..... joined the IMPRO, the first year of pre-professional section, as part of a weeklong internship. He was going back to Mrs Z.....'s house on weekends and school holidays. At his arrival, we noticed an immaturity, difficulties in managing his emotions and organizing. A work on the acquisition of hygiene, and the management of his room was put in place.

During the 5 years spent at the IMPRO of PAGES, A..... followed 2 years in pre-professional section, where he discovered the trades of Multipurpose Agent in Restoration, Boy Server, Agent of Maintenance of the Building. After a long hesitation between the service and the building, A..... chose to engage in the formation of "Boy Server", which he started in September 2013.

In the first year, 2013/2014, A..... was fully involved in training, and achieved very satisfactory results. It was complicated, from the second year, 2014/2015, with his entrance to the NOGARO high school, to follow the theoretical learning of the CAP. From then on, he showed difficulties in maintaining his motivation to learn the trade; much more interested in the deviant behaviors he had access since the high school. It is noted that, at the same time, A..... was particularly anxious and disturbed by the approach of the majority (June 4, 2015). Indeed, different stakes have invaded it, the main one being, the maintenance or not of reception at Mrs Z.....L. In order to test the connection with Mrs Z....., A..... went through the act very regularly in 2015, particularly by flights.

A..... signed a major young contract, with the ASE in June 2015, confirming the continuity of its reception at Mrs Z....., and the maintenance of the follow-up and assistance, by the social services. The third year of service training, 2015/2016, was catastrophic in terms of learning, and its investment in IMPRO. It is noted, that this echoed his change, chosen, from family situation. In October 2015, A..... made the choice to stop his contract young adult, and thus the reception at Mrs. Z....., to go to live with his father. Until then, we thought he had no contact with him, because he refused all visits mediated by social services. Within a week, he announced his willingness to move, and he left to live with his father.

A..... then expressed a desire to leave the IMPRO. He verbalized not to like the job of the service and want to do the mechanics auto. Since his project was not really motivated and feasible, his father opposed it, insisting that he finish the training in which he had undertaken and obtain his professional title, as well as validating the theoretical modules of the project. CAP.

A..... never really invested himself, even going so far as to voluntarily put internships in check, including that of the end of the year, which ended at the end of 3 days by an exclusion. The year 2015/2016 was marked by robbery, illicit drug use, lies, several layoffs, catastrophic hygiene, degradation of family and non-family relationships, Loss of professional competence.

Two days before the school leaving 2015/2016, A..... made the request to return to the IMPRO to pass his professional title, and especially, because he expressed feeling safe at PAGES. At that time, he was going very badly, and evoked the desire to put an end to his days. His family situation had become much worse. A.....'s behavior, insupportable for his father's companion, resulted in their separation, and in fact, no more home for Mr. DUPONT, and therefore for A.....

A..... made his debut on 31.08.2016. His family situation is always unstable, since he has no real home with his father. He alternates between his paternal grandmother, his ex-mother-in-law, and his father's friends.

Collection of the different pieces of information and their analysis:

At the school level:

Throughout his career at IMPRO, A..... has developed his academic skills. He obtained the School Certificate of Road Safety Level 2, in June 2013. In June 2014, he obtained his Certificate of General Training. He attended the theoretical courses of the CAP, at the NOGARO high school, for 2 years. He passed the tests in May 2016. His results were weak. A..... expressed that he had relaxed his efforts because the level was too high for him. In fact, his tormented personal and family context did not allow him to concentrate on his learning.

A..... is more at ease in mathematics than in French. His weak points are spelling, and writing that can be clumsy.

In class, he tends to phagocytate speech, and to meddle in everything. He also tends to neglect his work, to want to go too fast.

A..... does not really like sports, and shows no competitive spirit.

At the psychological level:

Through his history and his disability, A..... has benefited from psychological and sometimes psychiatric follow-up since his early childhood. As he grew up, his disorders and behavioral abnormalities became more pronounced. At the same time, A..... has withdrawn into himself, giving him only a facade of his personality. Indeed, until June 2016, A..... maintained a psychological follow-up, never really evoking his torments.

Last year, A..... committed several robberies to young people and adults in the school. It has been taken up and sanctioned in different ways, but the sanctions have not had the desired effect. Because of its transitions, a psychiatric follow-up outside the school was set up every 15 days. He took advantage of the end of the school year to stop his follow-up.

He has often shown himself to be in opposition in the processes of help and accompaniment set up, from the moment when he was asked to put himself to work personally.

Since September 2016, A..... refuses to meet the psychologist IMPRO, but consults every two weeks, a new psychiatrist. He seems to accept this follow-up, which is based on the work around his projects.

A..... is a young adult, extremely immature and particularly anxious. He sleeps very badly. He speaks a lot, but always of factual elements, and never of his real emotions and feelings. It shows the image of a proud, provocative young man. In fact, he is totally lacking in self-confidence. He is afraid of everything, and thinks he is incapable of growing up. This, he never talks about it; it is unbearable for him, because he is very afraid of disappointing his father. Mr X accepts his son's handicap, and validates a suitable career path. Currently, A..... needs to learn to grow, in a safe environment. That is what he is

At the speech-language level:

A..... benefited in his young age of follow-up in speech therapy. The assessment made on his entry in 2011 noted "In conclusion, I will not offer speech therapy support to this young person who already had one in the past (dyslexia, dysorthography). We can also note that the confusions of sounds are quite well controlled, although there are still some in reading, and in written production. A..... is in total denial of his difficulties and in a very defensive attitude, sometimes opposed to the proposal of a speech therapy, which does not encourage him to propose this type of mediation. However, it is necessary to

take into account its difficulties and to work in a pedagogical framework: work on phonological discrimination but above all on the organization and construction of a framework of work, respect for rules, work on the rigor and memory of job. "

At the psychomotricity level:

A..... received follow-up until he entered NOGARO High School. He presents difficulties with regard to his body. It is hypertonic, with a low release capacity. During the graphic act or during gestures requiring a certain dexterity, A..... stiffens which prevents him from progressing in his movements, and causes pain. There is also slow progress.

At the level of global coordination, he has motor skills, even if his balance is

At the level of its nursing follow-up:

A..... has a very good general state of health. It has no allergy, and no contra-indication for the sport. He has no treatment.

The work carried out by the nurse, in conjunction with the social worker, is based on her autonomy in taking charge of her care-related papers. A....., up until now, was not involved at all in these proceedings. Recently, he realized that he could not count on his father, and that he would have to take matters into his own hands. He has good comprehension skills to fill records and take steps.

At the level of professional learning:

A..... is currently completing his fourth and final year in the "Boy Server" training.

He is capable of the worst and the best, according to his personal state, and the group that surrounds him.

Indeed, he has no difficulty understanding the teaching. He has real presentation skills, and techniques. However, it irregularly implements them.

The question of his reference group is very important. When he finds himself with younger people, he tends to take over. He will play his influence to make them work in his place, or put the discord in the group, preventing the correct realization of the service.

In terms of his emotional and friendly relations, A..... finds it difficult to maintain them. Indeed, he has very little confidence in the people around him; He is always suspicious, and therefore not sincere. With the young, it oscillates between a behavior in which it tries to dominate them, or to avoid them. He does not know how to have friendly relations. He does not trust, but he cannot be trusted either. He locks himself up regularly in lying or treason.

A.....'s behavioral disorders are not in the provocation, or in the transgression of the rules of life. Most of the time, he abides by the rules.

For his leisure, he likes to be alone, quiet. It is not in demand for activity, but it participates when we solicit it.

This year, his goal is to move on and get his professional title.

In terms of his emotional and friendly relations, A..... finds it difficult to maintain them. Indeed, he has very little confidence in the people around him; He is always suspicious, and therefore not sincere. With the young, it oscillates between a behavior in which it tries to dominate them, or to avoid them. He does not know how to have friendly relations. He does not trust, but he cannot be trusted either. He locks himself up regularly in lying or treason.

A.....'s behavioral disorders are not in the provocation, or in the transgression of the rules of life. Most of the time, he abides by the rules.

For his leisure, he likes to be alone, quiet. It is not in demand for activity, but it participates when we solicit it.

This year, his goal is to move on and get his professional title.

At the social level:

A..... has long refused to be involved in a project and in his social life. He avoided taking the slightest step.

Since the beginning of the school year, and the awareness of his family environment, generating that he cannot count on it to help him in the future, A..... has changed his attitude. He regularly asks for appointments with the social worker, in order to take steps.

The aim is to:

- Update your rights with Social Security.
- Open a bank account.
- Apply for protection.
- Prepare the socio-professional orientation.

A..... has good skills to carry out his work. Its great handicap lies in its lack of initiative. He knows how to do it, but he needs to be impelled all his steps. The novelty is that today it no longer seems in the denial of aid.

Stage II.

"Getting to know myself"-self-assessment of the young, with the help of the coach.

A..... first wanted to clarify his origins and the importance for him of the family, because he said he suffered a lot from his absence during his childhood. He likes solitary activities, dogs and especially he does not like to have constraints. A..... is a young

At the time of the writing of the booklet, A....., who last year had great difficulty in concentrating in the different learnings, in view of the family context, had the will to pass his "server" diploma in June or July 2017. After years of doubts and anxieties, He said to feel better at the IMPRO, and to want to prepare to be able to find a work in ESAT, without actually arriving to project itself on a post IMPRO. A..... was proud of his character. He wanted to be able to make his father proud of him.

See the youth booklet in the appendix.

Stage III:

Synthesis of diagnosis and development objectives:

A..... is a young person with a very chaotic course, especially since his majority, due to the unstable family context. Thus, it is very difficult for him to be able to engage in learning and project himself in the near future outside the institution. A..... lives from day to day, and his commitment varies according to his emotional state, and his family situation. Even if he has good understanding and professional and social skills, the preparation of his future is, therefore, highly complicated.

The development goals chosen with A..... are:

1. Help A..... mediate his relationship with his father.
2. To allow him to maintain his motivation for the passage of his diploma.
3. Suggest to A..... several courses in ESAT, so that it can be successful, and that it can find a place

Operational goals:

1. Define with A..... the mode of mediation with his father.
2. Valuing A..... with his father.
3. Work the interest of having the professional title
4. Allow A..... to become aware of his or her skills.
5. To allow A..... to be able to try his hand at the professional and social level, in a reassuring and appropriate framework.

The expected results:

1. Improved relations between A..... and his father
2. Maintain A.....'s presence at IMPRO
3. Allowing him / her access to the professional designation,
4. Allowing him to earn his professional designation
5. Assist A..... in accepting guidance in the appropriate sector
6. Offer internships where A..... can be successful,
7. Offer A..... courses where he can feel safe,
8. Allowing him / her to find work
9. Allowing it to find a solution of housing outside the family unit

Stage IV:

Coaching sessions:

Sessions 1-2 (3h)

This first interview focused on A.....'s strengths and directions to work.

The work objectives defined with A..... are supported by the entire professional team members.

The coaching sessions are part of A.....'s accompaniment, based on concrete tools allowing him to have advanced elements in his projects, objectives and highlighting his progress.

A..... expresses his satisfaction at being able to participate and this programme and his confidence in our relationship.

Sessions 3-4 (4h)

Establishment of a work plan.

A..... expresses himself very freely from the second interview. He says he has thought hard, especially needs security, and therefore he only wants to research to work in ESAT. Indeed, he says that for him to succeed his life is to have a constant and lasting work. He expresses the awareness that the ordinary world of work is far too demanding in relation to his current skills, in view of his behavior problems.

We therefore agree to establish a self-assessment related to professional training, and its technical educator, to find out if A..... can take the exam in June 2017.

Sessions 5-6 (4h)

Assessment for my implementation of encouragement

A..... explains to me that following the self-assessment, he is a little discouraged. He wants to meet the requirements of success that his father asks him, but becomes aware of the difficulty for him.

I reassure and motivate. Indeed, if he wants to put the odds on his side, to really have his degree, but also do job searches in ESAT, through internship, he just need to take a little more time. We validate together the fact that he graduated in December 2017, instead of June 2017, and can explain this choice to his father.

Sessions 7-8 (4h)

Motivation and vocational guidance.

I am trying to get A..... to understand how he benefited from the professional self-assessment, which reassures him of the deadline for the exam.

I rely on this example to motivate him in the search for an internship in ESAT, with shelter, to enable him to implement his skills in an environment adapted to his need for security. A..... agrees and is enthusiastic about this idea.

Sessions 9-10 (4h)

Insurance and confidence.

I spend this session with A..... looking for an internship place. We look at the different ESATs on the internet, sort out the activities, and instead. I prepare A..... to do the steps of making contacts himself.

At the end of the session A..... gets a 3 weeks internship, for April 2017, at the ESAT of the CONTE de MONT de MARSAN, with accommodation in a downtown apartment, part of the shelter.

Sessions 11-12 (4h)

Preparation for autonomy to accommodation.

In order to prepare the internship of April 2017, in an apartment of the downtown of MONT de MARSAN, we define together the skills to have:

- Travel autonomy with public transport
- Knowing how to live together as part of a roommate in an apartment for 4 residents
- Know how to trust a new support team at the shelter, and dare to express their difficulties, their doubts, their misunderstandings.

We put in place an action plan to work with the different members of the IMPRO team of PAGES.

Sessions 13-14 (4h)

Professional orientation

I accompany A....., and his father visit the ESAT du CONTE and the apartment in downtown MONT de MARSAN. We meet the referent for the workshop and that of the apartment, as well as the roommates.

A..... expresses being happy, motivated and reassured. A.....'s father also said he was satisfied because he realized that this type of structure suits his son.

Sessions 15-16 (3h)

Work on doubts.

A.....'s family situation has changed. Indeed, he has just made contact with his mother. There are big conflicts with his father's family. A.....'s mother tells her to come to her house, which she will take care of him, which he is not handicapped, that he will be able to work with her in the vineyard, as of January 2017. The A.....'s sister will be 18 in January, she will welcome her home.

A..... says he wants to live a real family life, with his mother and his sister, because it missed him a lot in his childhood. He no longer thinks of building his professional life. He is ready to finally break the relationship with his father.

In the end, A..... left the establishment at Christmas 2016.

After Christmas 2016:

From the 2016 Christmas holidays, A..... left his father, to rejoin his mother's home. This led to a break in relations with his father. Thus, his involvement in the various projects no longer existed. We had many absences. He expressed once again great weariness in relation to his accompaniment to IIMPRO. These projects had changed, and his mother validated them. He wished to join the army, and said he had taken steps in that direction.

Once again, A.....'s refusal to get involved in his accompanying project co-built with him, we asked him to position himself. He has not really been able to express his positioning, but he has not returned to IMPRO. Thus, we warned the various instances of the exit of A..... of our establishment.

In the light of A.....'s personal and family situation, we feel it is important to keep watch at a distance and to support him as much as possible in order to put in place a protective measure.

In June 2017, A..... came to give news. He told us to stand for the Army selections in BORDEAUX in March. This lasted 3 days. He as not be engaged, given his lack of physical condition, and because of his difficulties in coping with constraints.

On the other hand, the army gave him information on the training of "dog-master". A..... protects this training. Meanwhile, with his mother, he occasionally performs some agricultural work.

At the administrative level, he opened a bank account, he opened his social security rights, and he did not apply for a disabled adult allowance, and does not want to apply for a protective measure.

Stage V:

Evaluation of the programme:

For A.....'s individual programme, after having conducted with him the investigation of his personality using the youth's booklet; and the coaching sessions, his family situation did not allow him to maintain his projects.

Yet A..... was particularly interested in participating in this coaching experience. During the work on the youth booklet, he expressed his satisfaction and openness, to be able to reveal a little of his intimacy through this tool.

11. Individual programme of work with the student/ward.

The time of the programme implementation:

Name and surname of the teacher-coach: J.....

Name and surname of the student: A.....

Stage I.

Collecting and analysing information about the student/ward:

The student was brought up in a full family until 2010. In 2011, her father left her mother. A..... does not cause any problems concerning her behaviour. She spent her

holiday together with siblings, met her friends. She always returned home at the set time, and if anything changed, she informed her mother earlier by phone. She helps in taking care of her disabled sister, as well as in housework.

Knowledge and skills:

a) academic skills

Reading: fast reading speed, good understanding of the read text. Writing: no difficulty in mastering the correct spelling and punctuation, ability to apply spelling rules, lack of difficulty in formulating sentences and written statements, writing speed in the norm.

b) social skills:

She maintains social contacts, rarely asks for help. Avoids conflict situations in the peer group.

c) personal skills

She is distrustful towards newly-met people. She has the competence to recognise her emotions, determine their sources, understands other people's feelings. She experiences family problems that intensify negative emotions and stress. She does well in class. She is persistent in pursuing her goals, for example: in dance club, art club - focused on what she does.

In contacts with peers, she shows the ability to establish and maintain proper interpersonal relationships. She follows the rules in force in society, does not require admonition, reminding the rules. She values the order and rules prevailing in the Centre. She tries to take care of her appearance, is getting better and better in different life situations, is open and empathic. She tries to help others, does not cause problems, follows the regulations in force in the Centre. She achieves positive results at school. The student fulfils the tasks entrusted to her. She dutifully and accurately fulfils her duties. Asked for help, she never refuses, addresses the staff with respect. She is responsible and understanding.

Stage II.

"Getting to know myself"³ - self-assessment of the student with the help of a coach/mentor based on the programme "Getting to know myself" – Appendix No. 1.
Five sessions with the student.

³ The programme "Getting to know myself" was prepared on the basis of material brought from a study visit at the HillsideSecure Center in Wales, which was held as part of the DAPHNE III programme - "Girls using violence - intervention and prevention" in Poland run by the Polish Association for Legal Education and co-financed by the European Commission.
Prepared by: Fundacja po DRUGIE

I...

My name is A....., I attend a lower secondary school. During our meetings, I realized a lot of things, what is important to me, what I want to do in life. I know that I can control my own fate, I have got an influence on it. I understood that I had behaved badly before. However, if it were not for the previous actions, I would not be here now. I do not know how my life would go on. Thanks to the people I met, "I'm going straight." I am a nice but unforgiving person. People say I'm always crazy. I have a sense of humour. I can listen to others, I try to be good and friendly. I am a shy and not assertive person. I cannot cope with emotions. I am often not able to predict the consequences of my decisions. I really like music, I do not listen to one

Stage III

Synthesis of the diagnosis – student's profile:

Student's profile	Student's strong points	Areas for development
Psychological profile (intrapersonal)	She follows social rules and principles. She is aware of mistakes made.	She is unable to predict the consequences of her decisions. She is unable to cope with emotions.
Social profile (interpersonal)	She willingly helps the weak, is emphatic. She avoids conflict situations.	She is unable to cope with stress She is not assertive.
Educational and vocational profile	She is interested in music, imaginative.	Weak inner motivation.

Selected areas for development:

Areas for development within intrapersonal competence:

1. Developing skills to cope with emotions.

Areas for development within interpersonal competence:

1. Shaping assertive behaviour.

Areas for development within educational and vocational competence:

1. Improving perseverance in achieving the set goals.

Goals to achieve with the student:**Developing skills to cope with emotions**

1. Ability to name her feelings and emotions.
2. Shaping the skills of expressing emotions.
3. Improving the way of coping with emotions.

Shaping assertive behaviour.

1. Developing the ability to distinguish assertive behaviour from aggressive and submissive behaviour.
2. Expanding competences in order to develop the ability to set boundaries.
3. Ability to refuse in not submissive or hurting way.

Improving perseverance in achieving the set goals.

1. Developing a sense of duty.
2. Increasing internal motivation.

Expected results.

The student/ward:

1. can name her feelings.
2. recognises and expresses her emotions.
3. understands and accepts the feelings of other people.
4. knows what assertive behaviour is.
5. can distinguish assertive behaviour from aggressive and submissive one.
6. knows her limits and knows how to set them for other people.
7. can behave assertively.
8. can finish the task started.
9. understands the importance of responsibility in life.

Stage IV**Planning activities - milestones.**

1. I think and anticipate.
2. I say "NO" and it's ok
3. I persistently pursue my goal.

Plan of coaching sessions:

Milestones	Coaching sessions	Methods and tools used during the session
Concluding a contract	The rules for work of the teacher-coach with the student/ward during coaching sessions.	Conversation with the student, technique of unfinished sentences. Contract visualisation.
Me and my emotions.	My feelings and emotions.	<ul style="list-style-type: none"> coaching conversation, the star of questions, <i>dice of feelings</i> – exercise, geometric forms – educational game,
	Do I show my emotions and how?	<ul style="list-style-type: none"> coaching conversation, a trip to a land of: anger, joy, sadness – drama method
	I'll be a queen! – coping with emotions	<ul style="list-style-type: none"> coaching conversation, <i>Cinderella</i> – a fairy tell, Looking for information on the Internet,
	Observing emotions.	<ul style="list-style-type: none"> coaching conversation, mindfulness technique,
	Diary of emotions.	<ul style="list-style-type: none"> Writing exercises, a diary for emotions.
I say "NO" and it's ok	I say „NO !”	<ul style="list-style-type: none"> coaching conversation
	My behaviour in a problem situation.	<ul style="list-style-type: none"> coaching conversation, <i>unfinished sentences</i> - exercise, <i>six steps to being responsible</i> - exercise
	Assertiveness – what does it mean?	<ul style="list-style-type: none"> coaching conversation, <i>assertiveness map</i>, method of 3 steps,
	I have the right to ...	<ul style="list-style-type: none"> coaching conversation, a poster: I have the right to... Power Point presentation,
I persistently pursue my goal.	My goal is...	<ul style="list-style-type: none"> coaching conversation, technique of unfinished sentences, <i>a ladder of goals</i> - exercise ,

	My behaviour and skills.	<ul style="list-style-type: none"> • coaching conversation, • typical behaviour of teenagers aged 12-18 - exercise, • mini-lecture, • <i>outline of the palm</i> - exercise
	What profession can I practice. We talk about the future.	<ul style="list-style-type: none"> • looking for information (Internet, magazines), • professional aptitude test,
	I take decisions responsibly.	<ul style="list-style-type: none"> • I'm responsible - exercise, • coaching conversation,

Session No. 1

Principles of teacher's/coach's work with a student/ward during coaching sessions.

This session is focused on establishing the rules for cooperation with the student/ward- a contract setting out the principles of cooperation.

It is determined by the following steps:

1. Creating space for conversation - eliminating communication barriers.
2. Talking about expectations - what is important for the student/ward in cooperation with the teacher - coach, how she imagines this cooperation; how the teacher-coach imagines cooperation?
3. Creating a contract: practical information that you can refer to at any time; determining:
 - dates, places and hours of meetings,
 - organisational rules related to the course of meetings, including the possibility to talk with other people, participation of other people in the meetings, rules regarding unplanned events such as cancelling a meeting, being late,
 - principles that both sides will follow during the coaching relationship, e.g. openness, honesty, confidentiality, respect,
 - the scope of rights and obligations of both parties, e.g. who is responsible for setting the goals of coaching, what they are, etc.

Relying on the potential (strengths) of the student/ward. Strengthening and making use of self-awareness of her strengths. Using strengths (skills and attitudes) in working on areas for development. Establishing that at any time during the coaching meetings a conversation about the agreed contract can be initiated and changes can be introduced if necessary.

4. Conversation about the principles using the technique of unfinished sentences: e.g. I would like the meetings to be our secret, because Writing a contract in a positive language, without using the word "no".
5. Contract visualization.

6. Summary and end of the session.

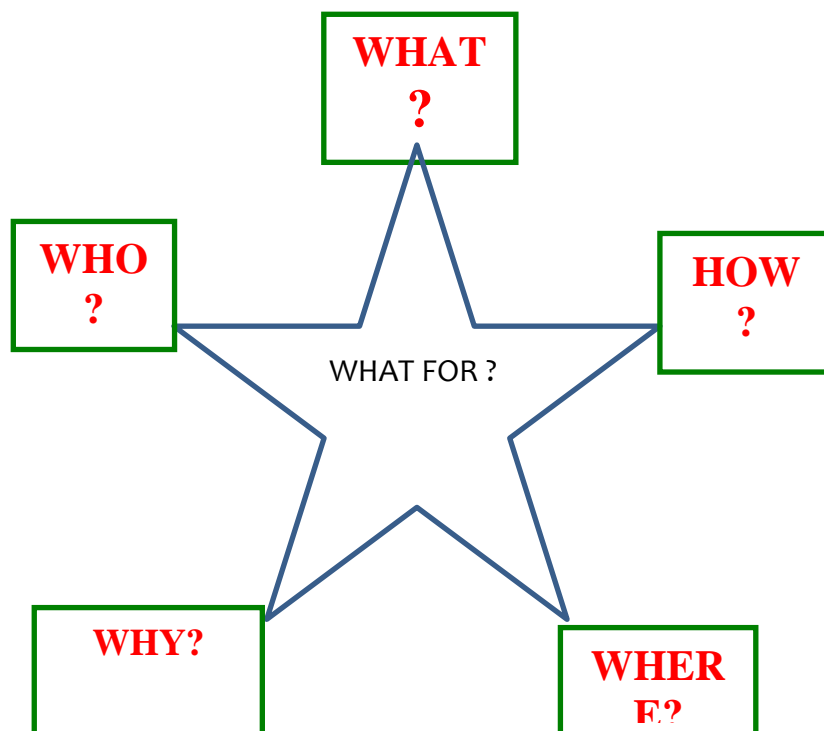
Sessions No. 2- 6

Sessions from stage II

Sessions No. 7, 8

My feeling and emotions.

1. The session starts with greeting the student, discussing what we are going to do, what her goal for the next week will be. Coaching conversation about what feeling mean to the student.
2. The star of questions.



- a) What are feelings?
 - b) How to show feelings?
 - c) Why should you show your feelings?
 - d) Who can best read your emotions?
 - e) Where do you show emotions most often?
3. Exercise **Dice of feelings** - allows the student to get to know the feelings that accompany her every day.
 - a) The student receives a dice with the words written on its walls: sad, joyful, ashamed, frightened, bored, angry.
 - b) The student throws the dice, shows her feelings with facial expressions.
 4. Then the roles change. The teacher-coach throws the dice, shows feelings with facial

expressions and the student takes a guess..

5. The summary of the first session is a conversation about recognising feelings, e.g. anger, rage or goodness, pity, compassion, empathy.

6. The next meeting starts with a conversation about what emotions have accompanied the student in recent days and what they were related to.

7. The student lists the emotions she has experienced recently. The student's task is to describe the situations in which these emotions appeared:

- sadness
- joy
- boredom
- anger
- shame
- fear.....

8. The next activity is an educational game - **geometric forms**.

Showing feelings through geometrical figures. We attribute specific emotions to forms, e.g. yellow circle

- joy, red triangle - anger, blue rectangle - sadness, green square – fear

The student receives the following task: Show your emotions when:

- your parents praise you,
- your friend hurt you,
- you get a gift,
- someone catches you lying,
- you have got a toothache,
- you are happy .

5. Summary of the session - the student talks about her emotions during the exercises. An attempt to answer the question about how to deal with them. Is she always able to deal with her emotions. Determining the goal to work on during the next week: write down your emotions, situations in which you experienced them and your way of reacting.

Session No. 9

Do I show my emotions and how?

1. The session begins with a conversation with the student about how she understands the

concept of 'well-being':

- how was your week ?
- what do you feel now?
- by what feelings are you guided?

2. The rest of the session takes place with the participation of several other students. The task is to create a situation to show their emotions in a verbal and non-verbal way.

3. Exercise: **A journey to the land of: anger, joy and sadness.**

The students form a "train" and go to the land of anger, here people feel offended, they are angry, stomp their feet, clench their hands into fists and shout. Then the train moves

on and stops in the land of sadness. Here, people are sad, they cry. At the end the train moves to the land of joy, where people are always smiling, friendly towards each other and helpful, they greet each other cordially. The students say which land they liked the most and why? During this game in every land you can hear music suitable for emotions: anger, sadness and joy. Each land is located in a different place in the hall and is marked with a symbol reflecting the given emotion.

4. Discussing the exercise with the students.

- Which emotions were the simplest to show?
- Which emotions accompany them now?
- Is it easy to express emotions?
- How is it easier to express emotions - by words or gestures?

5. Summary of the session. Making people aware of how differently people show their emotions. Emphasizing that emotions always accompany us, but sometimes we are not able to control them and we should improve this skill.

Sessions No. 10, 11

I will be a queen - coping with emotions.

1. Introduction to issues related to the ongoing session. The teacher-coach reads a fairy tale entitled "Cinderella".

2. Talking about emotions on the basis of the read fairy tale:

- What did you feel when hearing this story?
- What kind of feelings/emotions does Cinderella and her sisters evoke in you?
- What is your relationship with your siblings?
- Do you have someone who always supports you?
- Do you know someone who is a "Cinderella"?

2. During the next session, the student is searching for ways to deal with emotions.

Conversation: which way suits you best. The teacher-coach lists the following ways:

a) Camera test.

It is a great method to deal with difficult memories from the past towards which we still experience some kind of negative emotions. The student imagines such a situation: *A boy was supposed to appear in a school play, unfortunately he forgot the text, he was embarrassed, felt bad and remembered this negative event as a phobia. He decided then that he would never perform in public again.* If he returned to that story using the camera test, he would simply imagine the whole situation and describe it on a piece of paper, for example: *"I entered the stage, I spoke to people, I forgot the text, people stared at me strangely, their eyes got bigger and bigger, I felt terrible, I almost died."*

b) Change the environment.

If you felt bad in some situation, for example, in a medical clinic when you felt stress before going to the dentist, it is necessary to leave that place, take a walk for a moment. Your emotions will automatically change.

c) Change the position of the body - The body affects emotional states.

If you've been slouched, straighten yourself up and even stand up, start making additional gestures. Stretch yourself. The very fact that you raise your chin over the horizon, that you spread your arms, that you have a more open chest, will automatically lead to hormonal changes in your body

d) Change the voice intonation.

If you talk to yourself in a certain way and get stressed, now start deliberately speaking differently, then your emotional response will be completely different. Do it theatrically, to give your brain a clear signal that it has to change your emotions.

e) Take a deep breath - *By controlling your breath, you control your emotions.*

When you walk around the apartment and suddenly hit a locker, instead of clenching your teeth and shouting, take a deep breath; you will see that your muscles will relax. You will come back to here and now, definitely out of the emotions, that are always related to stories about the future or the past.

5) Session summary - I can show my emotions.

Session No. 12

Observing emotions.

1. The session begins with watching the video: acceptance, observing emotions <http://viyoutube.com/video/Kro1OfJnJb4/akceptacja%20obserwowanie%20emocji>

How can you observe emotions?

2. Conversation with the student about the film watched, getting to know different techniques of observing emotions. The teacher-coach presents the following techniques:

a) *Mindfulness techniques* teach you to observe emotions without evaluating them.

Exercise **Guest** - Imagine that you are sad and say, "I feel your sadness and you are a welcome guest here." But you do not immerse into sadness, because then you would be subject to it, or you do not run away from it, because then the creator of emotion would be running away from his creation. It would mean that the chair made by the carpenter is stronger than he is, but it is not. You watch the emotion, let it be part of you, and hence you get used to it. You exercise its presence and at some point you are definitely stronger. Once you did that, remember to use the Huna technique at the end.

b) **"Huna" Technique:** when you experience some kind of emotion, close your eyes and imagine that you are working in a particular way with it.

For example: I feel an emotion that is like a lump in my throat. How can I take it out? Imagine, for example, that you are doing a physical gesture - do it in your mind's eyes - and take out this lump from the throat, throw it into an imaginary trash that is somewhere next to you.

By doing something like this, you will feel much better because you will start working with your body in your imagination. If you feel, for example, a stone in your stomach, ask yourself how you can get rid of it. Maybe the imagination will tell you that you should drink some kind of drink that would dissolve the stone.

c) A series of breathing exercises, aimed at recognising and eliminating - with the help of breath - tension caused by difficult emotions, such as anger, grief, fear, lack of faith in one's own abilities, distrust to oneself or discomfort caused by attachment to the functioning pattern which causes a problem in our lives.

3. Summary of the session, listing techniques that have been worked with by the student with teacher-coach. Encourage the student to use them. Agree with the student that during the next session she will submit her *Diary of Emotions*.

Session No. 13

Diary of Emotions.

During the session the student starts her Diary of Emotions according to K. Niewińska's pattern:

Situation	Thought	Emotions	Behaviour	Symptom
Alternative thought		Emotions	Behaviour	Symptom

The students gives an example of a situation, analyses it with the teacher and fills in the table.

The student keeps the Diary, talks with the teacher between the sessions, tries to find alternative thoughts in situations when she experiences „bad emotions”.

Session No 14

I say "NO!"

1. The session begins with a conversation about the previous week. The teacher emphasises lots of important information from the meetings. A coaching conversation about whether something special happened since the last meeting, how the student feels.

2. The student recalls five situations when somebody refused to meet her request. She writes them on a piece of paper and writes what she felt then (e.g. surprise, regret, anger, dislike), how she behaved (e.g.: she felt offended and left without saying a word), what she said (e.g.: No? You will regret it!).

3. Conversation with the student, whether she wrote about those situations in the *Diary of Emotions*. If yes, she discusses with the coach the accompanying emotions. If not, she writes about them in the *Diary*, highlights alternative behaviours, proposals to overcome emotions. End of the session.

Session No. 15

My behaviour in problem situations.

1. The watchword of the classes:

Remember! "Nobody thinks for you, you choose what you think." "Nobody feels for you, you feel and you can change your feelings." "You decide yourself whether you will act aggressively or choose a different way."

2. **Exercise of unfinished sentences:** The student draws the name of one emotion and is supposed to complete the sentences.

"When I'm happy, I"

"I'm happy when"

"When I'm sad, I"

"I'm sad when"

"When I'm angry, i"

"I'm angry when"

"When I'm scared, I"

"I'm scared when"

3. The teacher discusses the completed task with the student, reminding what human emotions are. Emotions are a reaction of a person to his/her own behaviour and life situation,

as well as reaction to people, external situations, events that affect his or her fate.

4. Six steps to responsibility. The teacher/coach presents traffic lights - the "six steps" board, which is to help the student and teach her how to control her emotions. The ability to control emotions is very important in everyone's life. The "six steps to responsibility" sign is a set of concrete steps that help to react to different situations in a more considered way.

1) Stop and calm down, think before you do something.

2) Say what the problem is and what you feel.

3) Set a positive goal.

4) Think about different solutions

5) Think in advance about the consequences.

6) Start acting according to the best plan.

5. The summary of the exercise – discussing it together.

Session No. 16

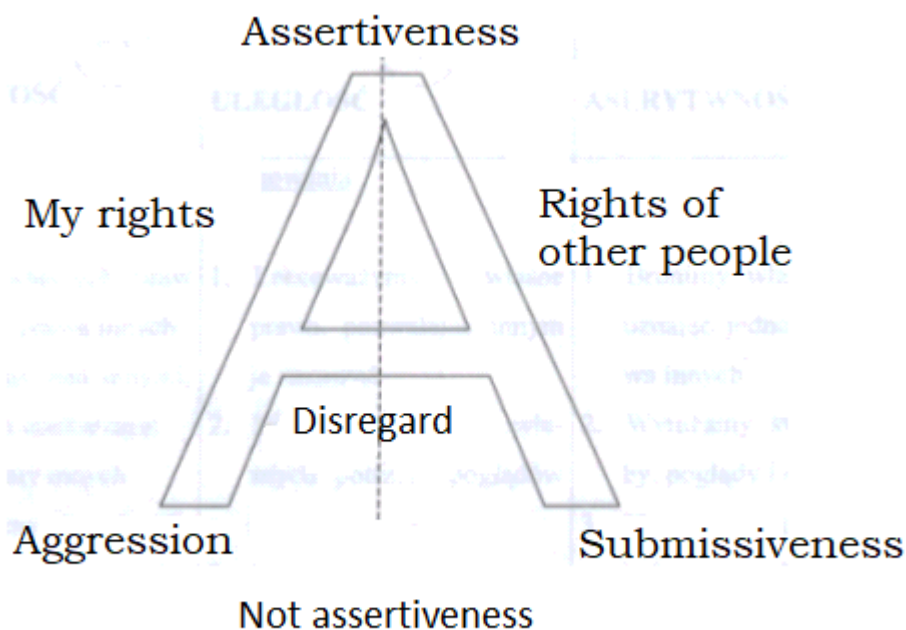
Assertiveness - what it means.

1. Conversation with the student about assertiveness. The teacher/coach introduces the student to the concept of "assertiveness".

Assertiveness is the skill to openly express thoughts, feelings and beliefs, without disregarding the feelings and views of interlocutors. The theory of assertiveness is based on the assumption that each individual has certain basic rights.

In conflict situations, assertive skills allow you to reach a compromise without sacrificing your dignity and giving up your values. Assertive people can also say "no" without remorse, anger or fear. Assertiveness is therefore a key skill when you need to resist pressure e.g. concerning alcohol and drugs.

2. Assertive, aggressive, submissive - what are the differences?



The coach shows the student a model of assertiveness. On this basis, they discuss aggressive, submissive and assertive behaviour. The teacher draws attention to the differences between assertiveness and aggression, tolerance and respect in an assertive approach, points out that assertiveness is sometimes confused with aggression. In case of aggressive behaviours, situations are perceived in the categories of "I win, you lose." The teacher talks with the student about hypothetical situations and asks about her possible reaction, the student gives suggestions of assertive behaviour.

3. Exercise **How to refuse**- the method of three steps. The teacher discusses the above method, describing it step by step:

Situation: a mate persuades you to run away from the Centre

I step - Check if your mate's proposal is good for you. Is it safe, what will happen if you do it, how will you feel when you do it? ...

II step - If the idea is bad, say to yourself: No, I will not do it.

III step - Say aloud "No" and possibly suggest something else to your mate.

3. The session ends with a reflection: think about whether you have learned something new about assertiveness? What are your opinions after this session?

Sessions No. 17, 18

I have the right to

1. The session begins with a conversation about assertiveness. The teacher makes the student aware of the essence of assertiveness, that is the right to establish and defend her own rights. The theory of assertiveness results from the assumption that each individual has basic rights. We do not have to earn them. They refer to basic human rights. Recognizing that we have the right to express our needs, intentions and feelings towards other people is of fundamental importance in changing behaviour for assertive, this is the first step towards assertiveness - recognizing one's rights. In every situation, whether personal or professional, a person has the right to be treated in such a way that his or her personal dignity is not violated. Lack of awareness of rights means that many people feel like strangers outside their homes.

AN ASSERTIVE PERSON RESPECTS HIS/HER OWN RIGHTS AND THE RIGHTS OF OTHER PEOPLE OBSERVES THEM.

Awareness of your assertive rights helps you deal with guilt. Every person can sometimes behave in a wrong way. Then they are unhappy, feel guilty.

2. Next, the student makes a list of her rights, "I have the right to ...". She writes down her rights, then presents them. She analyses them with the teacher-coach, completes, corrects. After finishing the work, the coach presents to the student the rights collected and developed by psychologists.

I have the right to

YOUR RIGHT:

- to privacy,
- to have free time,
- to express your own opinions,
- to have political beliefs,
- to profess any religion,
- to cry,
- to laugh,
- to ignorance,
- to misunderstand,

- to refuse,
- to loneliness,
- to laze about,
- to change,
- to be a vegetarian,
- to not drink alcohol when you are offered it.

(Beverley Hare)

HUMAN RIGHTS:

1. You have the right to express yourself, your opinions, needs, feelings - as long as you do not hurt others.
2. You have the right to express yourself - even if it hurts someone else - unless your intentions are aggressive.
3. You have the right to present your requests to others - as long as you acknowledge that they have the right to refuse.
4. There are situations in which the issue of individuals' rights is not clear. However, you always have the right to discuss this situation with another person.
5. You have the right to exercise your rights.

(Herbert Fensterheim)

YOU HAVE THE RIGHT TO:

1. Ask for what you want - but do not require it.
2. Have and express your opinion.
3. Act illogically and do not justify it.
4. Make decisions and bear their consequences.
5. Decide if you want to get involved in other people's problems.
6. Do not know, do not understand.
7. Make mistakes.
8. Achieve success.
9. Change your opinion.
10. For privacy.
11. For loneliness and independence.
12. Change and exercise your rights.

(S.Rees and R.Graham)

3. Session summary. The student sits down comfortably and closes her eyes. She has to imagine herself in the following situation: A colleague asked you to help him/her to find various information in the library. Actually, you wanted to practice in the gym during that time, but eventually you decided to help him/her. When you come to the library, your mate is not there yet. You wait, knowing that the next lesson starts in one hour. Your colleague appears after 20 minutes. How assertively you would react in this situation. Conversation closing the exercise.

4. At the next meeting the student prepares a Power Point presentation "I have the right to ...", visualising the rights, creatively presenting the content.
5. Finishing the session, paying attention to the fact that people also have duties and fulfilling them is an example of responsibility and pursuing the goal.

Session No. 19

My goal is

1. The session begins with the introduction by the teacher-coach. Each of us makes important decisions and to make them with full awareness, it is necessary to define your own goals and life aspirations.
2. The technique of unfinished sentences:
 - My biggest goal is
 - In the future I will be..... ..
 - In pursuit of the goal,will help me
 - I would like my set goal to be
 - When I think about my goals
3. Exercise **The ladder of goals** The student receives cards with goals important in life written on them: to be healthy, to experience true love, have a family, have friends, get a good job, have money, be beautiful, be happy. The student chooses the most important goals and arranges a pyramid of goals, makes a poster and presents her ladder.



4. The session ends with a discussion about selected goals, planning their achievement, activities that will help achieve goals. Dividing the goals into current (up to 3 months), short-term (from 3 months to 1 year), medium-term (from 1 to 3 years), long-term (life goals). Creating the timeline. Determining the ways to achieve the current goal for the next two weeks, as a motivating, encouraging, inspiring element.

Session No. 20

My behaviour and skills.

1. Coaching conversation: What should we know about life skills. The teacher -coach conducts a discussion about the factors influencing behaviour and reactions of people in different situations. Next, he/she writes down the statements given by the student.
2. Exercise **Typical behaviour of young people aged 12-18**. The teacher prepares poster paper and asks the student to write down in one column behaviours typical of young people aged 12-18 and, in the other, skills useful in a given situation. The student presents the poster.
3. Then the teacher-coach asks the student to mark on the poster which of these behaviours can also relate to her, which of the skills indicated on the poster she has got, what are her strengths?
4. Summary of the conversation - the exercise **Outline of the palm** - draw your palm on a large piece of paper.



Now, on each finger write down your strengths.

5. The outline of the student's palm emphasises and clearly shows her strengths, which she will use to achieve goals and strengthen areas that need to be developed.

Session No. 21

What kind of profession can I practise? We're talking about the future.

1. Starting the session with a conversation about student's life plans and professional plans. The teacher-coach emphasises the unique personality and features of the student. That's why, when thinking about her future job, she should take into account her personality. It is necessary to achieve professional satisfaction. An additional factor is also the current demand on the labour market. Before making a decision about choosing a profession, you should check the information about professions of the future, the ones with the highest unemployment, and the ones to easily find a job.

The teacher-coach asks questions: What do you think the professions of the future are? Which professions do you think will disappear from the labour market? Which profession would you like to practise? Are you able to acquire the skills needed to practise this profession? Work with various sources of information (Internet, magazines).

2. The student indicates which professions interest her most. Then she performs the professional predisposition test. The coach analyses the test results with the student and suggests which groups of professions would be the best choice for her.

3. Session summary: emphasising that job satisfaction depends on the degree of proximity of professional preferences, chosen profession and social skills. In order to make informed professional decisions, it is important to have appropriate knowledge about yourself and about professional requirements.

Session No 22

I take decisions responsibly.

1. Reference to the previous session, to the choice of profession. Emphasising that professional work requires responsibility, dutifulness and perseverance. Inviting the student to a conversation about what responsibility is, when we say that someone is responsible ..

2. Exercise: ***I am responsible*** - the student writes a story about responsibility.

3. The teacher asks questions to the story, encourages the student to a longer speech:

- why did you describe this situation?
- what feelings accompanied you when you presented your work
- is it easy to talk about yourself?
- do you think you are responsible?
- would you change something in your story now?

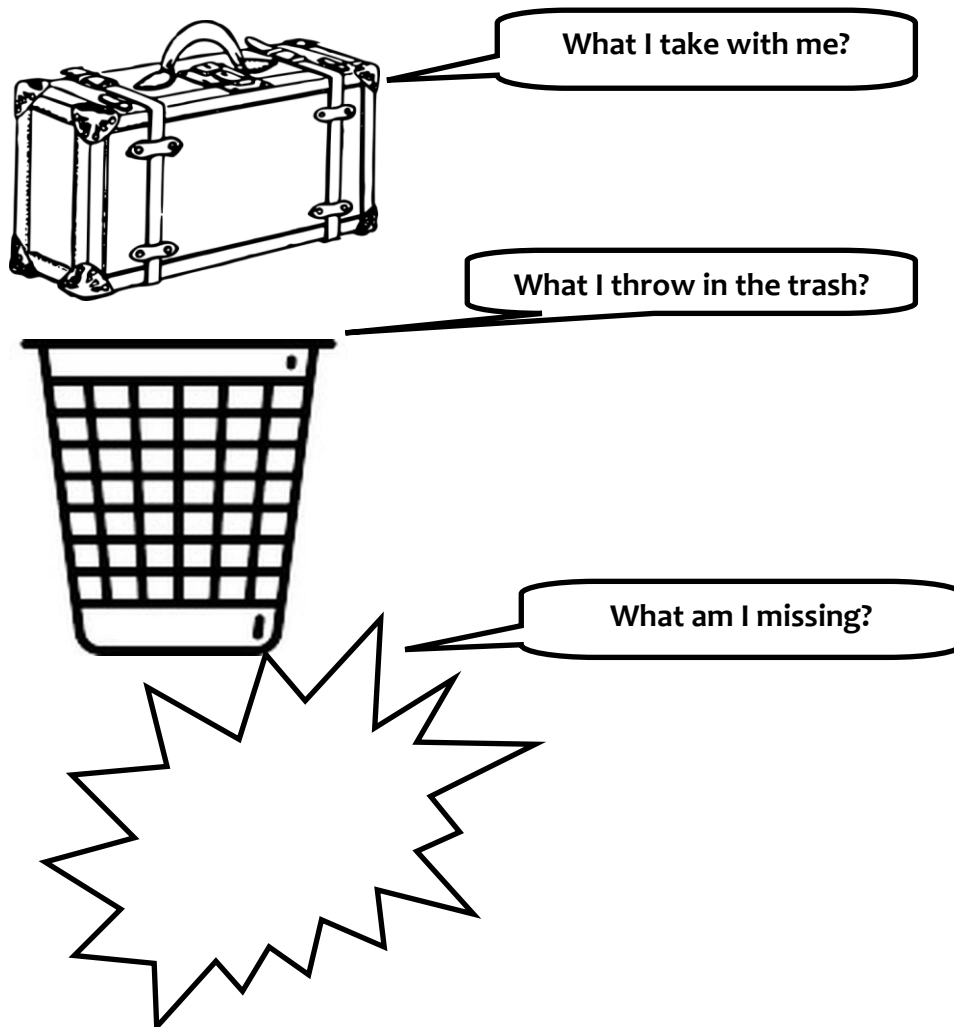
4. The session ends with a summary and a short conversation about the implementation of the programme, highlighting the student's potential, strengthening her self-esteem and encouraging her to continue work on developing herself.

Stage V

Session No 23

Evaluation of the programme

The evaluation of the programme will be carried out with the use of "Suitcase and dustbin" method. We draw a suitcase. Next to it, we write: What do I take with me? The student is supposed to write what was especially important for her, what she liked during the programme implementation or what will be useful to her in the future. Below we draw a basket and a white spot. Next to the dustbin, we write: What will not help me? And next to the white spot: What's missing? The student writes short sentences or key words. It is also an opportunity to analyse the classes and quickly remind their course.



All the student's opinions are important. What is missing should be included in the current work with the student. Similarly, the things that were satisfying, enjoyed. Then the student writes "A letter to friends", including the written opinions and supports them with arguments.

12. Individual programme of work with the student/ward.

The time of the programme implementation:

Name and surname of the teacher-coach: J.....

Name and surname of the student: C.....

Stage I.

Collecting and analysing information about the student/ward:

« C » showed itself very susceptible at the presentation of this programme of coaching and voluntary during our conversations. The conversations took place in the classroom, individually, one session a week. Because of his family difficulties this year, C been often absent what disrupted significantly the progress of the sessions of coaching.

This work was individually led even if its contents sometimes drew the attention and the interest of the other companions!

From 2003, an help is appointed by the family court judge (bruises, domestic violence, alcoholization of the father, ...) The judge already evokes a possible placement of the children if such events came to be renewed. A prescription of temporary placement is pronounced in may 12th 2004.

Since this date, children's judge renew regularly the placement of « C » and his sister for a duration of 2 years. The rights of access and accommodation were repeatedly modified, according to the demand of « C » and his sister. At the beginning they were placed in the same foster family, but after they were separately welcomed.

In 2008, « C » was confided to a house of emergency welcome. C return to a foster family and in his parents' home since july 2016. The younger brother, stays with his parents.

However, on november 24th 2016, after a worrisome information concerning the sister of "C", children's judge ordered an immediate stop of the returns in parents' home.

In parallel, C had also drafted a mail in which he asked not to see again his father further to his strong alcoholizations.

Mediatized visits are maintained but « C » says that his sister lies and he's very angry after her.

« C » seems to have difficulty in managing the frustration and the changes. He can then show a big violence to himself, his companions or to the professionals. Repeatedly, he was violent with educators of his first establishment.

Goals:

Goal N°1 - preservation of the partnership dynamics organized around the situation of "C".

Goal N°2 - to favor the administrative autonomy of "C" with the aim of his future majority

Collection of the expectations of the family

What are your expectations with regards to the support proposed our establishment ?

-« That « C » can find his way and learn a job, maybe in building? »

The « C » parents' know that he loves cooking and building, they are thinking that he could choose building.

Collection of the expectations of the young

What is it important for you this year ?

« -I want to forget the problems at my home, to learn a work, I want to be man of maintenance. »

What do you wish for the future ?

- I want to be man of maintenance, in a school or an establishment.

-I want to have my motrocycle

-To have my home

- To go and see my friends.
- I would like to be in two workshops : cooking and building
- I would like to make of the electronics in my room : build high speakers
- I would like to go to the detached house because I went several times with educators there. We learn to cook alone, we learn to buy to eat with a budget, we learn the household, we live in community.

Stage II.

"Getting to know myself" - self-assessment of a student/ward with the help of a coach/mentor based on the programme "Getting to know myself" - appendix No. 1. 5 sessions with the pupil.

Stage III.

Synthesis of the diagnosis – profil f the pupil, goals.

Psychological profile :

"C" is sixteen years old and he is in the second year of meadow professionalization.

Concerning his evaluation : the global result indicates an intellectual functioning to the limit between the "low" zone and the light intellectual deficiency. The verbal understanding is rather good, the working memory on the other hand rather low.

In the foreground, he has a psychological trouble pulling difficulties of management of the feelings and the frustrations, which pulls fits of anger or behavior disorders (risk-taking).

I propose a psychological support with "C" every two weeks but often we met between these sessions, further to difficulties of "C" (fits of anger, family problems).

The psychological follow-up and the follow-up CMP of "C" are necessary and important for his well-being. He adheres to the conversations, is capable of a good capacity of analysis and of reflection. We try to improve his management of the feelings, and the support brought by the multidisciplinary team when he has " crises " (possibilities of isolation, adapted activities).

We also approach his relation to his family, to his peers, its projects of future.

Psychological follow-up every two weeks if need. Work on the crisis management of anger of "C" (request of the multidisciplinary team).

Educative profile :

During his boarding school of observation, "C" showed itself autonomous in the acts of the everyday life. He knew how to manage his room, his hygiene as well as the arrangement of his affairs. The institutional rhythms did not raise him problems (rises and bedtime in autonomy).

" C " had established good relations with all companions, but also with professionals. It is a young person pleasant and full of humor who had known how to express itself correctly with an adapted language. He had been able to request the adult when he felt the need.

"C" had adapted well itself to the life in internship.

In his relation in the others, "C" spend a lot of time with the educators. He says to have "two friends in the establishment". It is sometimes difficult to him to get loose from educators to be with his peers.

" C " can be strongly perturbed by his environment, what can cause excesses of anger which he does not seem to manage. His behavior is then threatening both to the professionals and the young people. He can afterward, to put words on what it passed with a lot of lucidity.

" C " communicate easily: he has for center of interest the mechanics and the do-it-yourself. He likes sharing with the others on this subject. He shows no difficulties to express that he lives on the weekends, on holidays ... His vocabulary is adapted, on the other hand its mode of communication can sometimes be in gap : he can approach certain things on a rather aggressive either more very childish tone sometimes in a theatrical way."C" watch of the interest and motivation as regards all the learnings (school, technical and educational).

Goal N°1 - Help "C" in the management of his feelings.

Goal N°2 - help "C" to take time for him.

Medical profile:

In his personal medical histories we can note : no history of convulsion neither epilepsy, no allergy, no asthma, diet because pupil in overweight, no cardiac problem nor hearing, port of glasses permanently, cannot make all the sports (problem knee) but it is capable for the work.

Psychomotricity:

« C » a 16-year-old teenager. He benefits from a weekly individual follow-up in psychomotricity.

It is the young person who during his first interview, knew how to appear. He is spotted well at the level of his family. He is not a sportsman. He likes "doing odd jobs" that is why he wishes to be " man of maintenance". He is at ease in the dual relation.

Temporal location : good location in the days of the week, months and the seasons. The reading of hours is correct with sometimes difficulties when it is quarters, three a quarter of an hour ... He can fall in a professional future which would be man of maintenance.

Spatial location : the marks of bases are acquired. The knowledge of the right and the left is fragile on him, others and with regard to objects. He has access to the reversibility and to the symbolism in spite of numerous hesitations.

Laterality : his side dominance is established in a heterogeneous way by being left-handed for the eye and the hand and the right-hander for the foot.

Handwriting : the writing is slow and the written form is awkward. He says not to appreciate his childish writing. He is searching for a writing style. The holding of the pencil

is made with lock-picking of the thumb with a tension on the pencil about which he complains (sometimes the pain makes him stop writing).

It would correspond to that of a 10-year-old child and the speed cannot be increased.

Speech therapy:

The initial balance sheet showed a poor oral language, hearing perceptive disorders and limited working memory. The beginning of support is positive mainly because of the implication and of the desire to progress of "C".

Goal N°1 - to improve the perceptive disorders with the aim of reaching a better visual discrimination, (fewer errors of decoding and a better understanding of the reading).

Goal N°2 - to increase the capacity of the working memory which facilitates the learnings.

Goal N°3 - to improve the written production, by working on the perceptive disorders but also on the syntactic and lexical plan.

Goal N°4 - If we succeed in reaching the first 3 objectives, "C" will feel more comfortable and more confident in the use of the written language and thus more capable of using him as way of expression which is thus the last objective. We shall use the computer to avoid the difficulties bound to the graphic gesture.

School :

" C " is a pupil who has just arrived in our establishment. He knew how to adapt itself quickly. With regard to the work, he shows a school attitude even if he prefers the activities for which he can make choices.

Mathematics:

The knowledge in Mathematics are good and are of a level 4th year of primary school: the operating techniques: addition, subtraction and multiplications mastered (the division being to strengthen). The spatial and temporal marks are good.

French language:

The decoding of sounds is to be strengthened but must be able to improve. The understanding of texts is rather good but must be able to feed on progress which will be realized in decoding. The skills of writing texts are to be developed. The level of language is often unrefined. It is necessary to bring "C" to understand that it is necessary to adapt his language to the situations. The observed global level is the one of a pupil of 2nd year of primary school.

Behavior:

" C " is a good-humored and rather dynamic pupil. He is however lacking application in his work but he leads him until his term. He is attuned to the adult and agrees to be managed. His speaking is a bit noisy and unrefined (level of language) but never provocative. With his peers "C" has difficulty in putting limits and can be allowed mistreat verbally. However he is able of having relations of cooperation. With the adult, he maintains a relationship of trust which he looks for. He is relaxed and knows how to maintain a discussion with him.

Sports profile :

Pupil in light excess weight which handicaps him to improve its performances. However he shows itself participating and relatively dynamic in session. Good level of understanding of the instructions whereas the level of general realization remains to improve.

His social behavior remains very fragile with his peers and even with the adult."C" can fast take out of the standard by the verbal provocation, the verbal aggressiveness and or physical without too much restraint.

Goal N°1 - to improve his self-control and to refuse the acting out in the face in front of a peer or an adult.

Goal N°2 - to decrease his weight.

Professional learnings:

Pupil in second year meadow professional, «C " participates actively in workshops, he discovers the world of the work. In service, he prefers the post behind the bar. He fast understood how to serve coffees with the machine. He seems to understand the instructions which are given to him. No problem of behavior.

Synthesis of diagnosis (2 hour):

It emerges from all these elements some points which seem in connection with the wishes of « C » and our work of coaching. On the one hand, a wait of the young person: " I would like to make of the electronics in my room, boxes of basses, boxes of loudspeaker. " On the other hand an objective fixed by the meeting pluri professional : " objective 2 : help C to take time for him. "

The strong points of C :

1. He is able of conceiving actions to be chained.
2. He has a notable experience concerning the useful electronic components.
3. He seems motivated
4. He seems able of creating a link with others

Main goal: "Discover of the professional world through 3 workshops"

Objectives of development and results waited (1 hour):

The meeting pluri professional for the annual project of support fixed 3 objectives by taking into account:

- Expectations of the family and the young person: **(see above)**
- Observations realized by all the staffs occurring with « C » (to see the paragraph) :

Here are these goals:

Goal 1: « Help « C » in the management of his feelings.

Goal 2: « Help « C » to take time for him.

Goal 3: « Help » « C » in his diverse learnings.

Stage IV

Coaching sessions (40 hours):

Origin of the individualized programme

I welcome "C" in my class. It is the teenager who has difficulty going into the works the concrete realization of which he does not perceive : he prefers the manual, concrete learnings for which he shows himself capable of putting himself in project. His numerous skills allow him to read, to write, to look for documents on the Internet, to write electronic messages, etc....

The idea to lead an individualized programme came from a discussion with the director of our establishment : "C" had difficulty managing his spare time to the boarding school, in particular the moments when it was alone in his room. The challenge was to find an activity which allowed him to manage better the times of solitude. During our first discussion in private conversation, "C" spoke to me directly about his behavioral difficulties to the boarding school.

He admitted to be regularly bored and wanted to do stupid things so that we take care of him. I asked him what was lacking to him to the boarding school to be less bored and tells me that it would need to isolate himself in his room to listen to some music but that he could not make him in good conditions : he possessed only simple earphones. He would have wished to have a more consequent equipment to create an atmosphere which he needed to get fresh ideas after a day of class or professional workshop to make the emotional pressure fall again.

After some questions, I understood that he possessed the necessary knowledge in electricity and in electronics. He seemed to have a good knowledge of the necessary equipment, the components and the tools to be used. I also realized that C had, more or less the ideas for the realization of an audio system : he spoke about a wooden piece of furniture that it would be necessary to assemble with screws, he could give size a priori... The skills of "C" were very favorable for a follow-up of type coaching. In the second discussion, I asked him if he would agree to realize the ideas about which we had spoken ... He refused at first because his defenses took him temporarily: problem of organization, problem of budget, the early fear of the refusal on behalf of the director.

Believer in the principles of the coaching and the mentorship, I did not put the pressure on the pupil, but I knew that this project could come true:

- 1 - The director was ready to grant the necessary spending or the realization of the audio system.
- 2 - « C » arranged technical knowledge initiatives, digital skills, the experience in animation necessary sound system for the choice of the good components...
- 3 - We had the time required (more than 6 months) for the realization of the project.

4 - We had time slots allowing an individualized follow-up (for 1 hour or 1 hour and 30 minutes on tuesday afternoons or on wednesday mornings).

5 - Presence of a professional workshop and a technical educator with whom to make the link when technical skills would miss, presence of adapted tools which I did not possess in my class, possibilities of having advices.

"C" took a few days of reflection then one morning, before going in the classroom, he came to see me: "you believe that the director, he really wants to buy the material or he makes fun of me so that I am quiet to the boarding school?". I felt that the part won because the fears did not concern to my person but the person "more important" of the establishment ". Knowing the positioning of the latter, I could answer roguishly : " I go to see what I can make ... maybe that he would be agree ... ". I so created an irresistible effect of wait !

« C » thus waited for an answer from me, because he had given me his indirectly. It is from the moment I gave it that I began to count the sessions of coaching.

- **Session 1:** positive answer of "C" for his implication in a project of realization of the audio system (at this stage, it wasn't call still like that).
- **Session 2:** discussion with "C" over his moments of boredom to the establishment boarding school, his desire to listen to music in good conditions. What place ? In what conditions ? What music ? For what ? Of this discussion began to appear the outlines of the project which is not named yet : "realization of an audio system".
- **Session 3:** Pursuit of the discussion with "C". He thought, he describes briefly his ideas : listen to the music could take place alone, in his room. He has the idea of an audio system containing surrounding walls, lights which vibrate in the sound of music. The project is named : it will be "realization of an audio system"
- **Session 4:** taken out with the staff of the establishment within the framework of Christmas and new Year holidays.
- **Session 5-6:** more precise discussion to try to visualize the "finished product" : it would be the realization of an audio system built in the form of wooden piece of furniture. He manages now to enumerate and to name the components which could be used for the realization. As a coach, I congratulate him because his thought is more and more clear.
- **Session 7:** discussion around the stages of the realization of the audio system. Needs are clearly identified. The reflection and the session lean on Web searches : discussion on specialized forums, looked for by Google images.
- **Session 8-14:** Week in the winter sports.
- **Session 15:** "C" continues the searches on the Internet, he announces me various components necessary for the realization of the audio system : top speakers, neon led, bulbs of various colors. As coach, I approach skillfully the question of the budget...
- **Session 16:** From realized Web searches the previous session, "C" looks for the price of the various components to establish a projected budget to realize a

possible command. After calculation of the budget, "C" find the high amount, he is afraid that the director refuses the command. We exchange then on the ways to reduce the cost : I propose him a pair of high speakers whom I can lend him at first, he decides to go to an educator of boarding school who could have a solution

- **Session 17:** Writing of an electronic message to the director of the establishment to book an appointment to present the project of realization of the audio system and evoke a possible command of the various electronic components of the audio system. As a coach, I accompany the writing of the message of "C", leaving him realization his version in the first one : syntactic correction, spell checking, contextualization of the text in the situation of communication.
- **Session 18:** Reading of the electronic message of the director of the establishment. The meeting is taken for Tuesday 18/04 at 4:30 pm. « C » is very satisfied with this answer, all the work of reflection, searches and discussions become a reality. I warn however my coached that the answers for which he waits could not be the ones that he waits. I advise him to remain careful and to get ready for a possible frustration because « C » sometimes has difficulty in managing these states there.
- **Session 19:** Meeting with the director of the establishment in his office to present the project. At the end of this meeting (which I attended), the director gives his agreement for a command of equipment. Another one is taken for Tuesday 25/04 at 4 :30 pm to command the components.
- **Session 20:** the second meeting with the director. At the end of the meeting, all the components are commanded.
- **Session 21:** Reception of the electronic components, discovered by the various elements making up the command, the checks of the presence of all the elements. Projective discussions around the later stages of the realization of audio system project.
- **Session 22:** presence of the Polish correspondents in the establishment
- **Session 23:** work on the plans of the piece of furniture : sketch in the pencil according to the received equipment.
- **Session 24:** work on the plans of sound system furniture, realization of a digital document allowing to buy pieces of wood for the realization of the audio piece of furniture.
- **Session 25:** Writing of the electronic message to the technical educator in building to realize the wooden command. "C" is very satisfied with the situation.

Stage V.

Evaluation of the programme (2 hours):

When these lines are written (in June 30th, 2017), the project of audio system realization is not finished yet. At the level of actions, « C » is waiting to receive pieces of wood necessary for the preparation of the piece of furniture. Arriving summer holidays, this project will thus end during the next school year.

However, throughout period October, 2016 - in July, 2017, C showed himself motivated in spite of his absences or the various events which came to punctuate the institutional life. The progress of the project was thus perturbed, but « C » had an inescapable merit: in a very testing year on the family plan, « C » found in this project the opportunity to forget a little bit his setbacks. This project also allowed him to know him better : by realizing why, when his attitude began to go astray to the boarding school, he managed to exceed sometimes his mechanisms." C " also says that the programme of follow-up individualized in coaching allowed him to come to school with more pleasure because he knew that our work rose in the listening of his needs. Feel listened to, understood and supported allowed him to be more calmed in his relation in the others during the school hours. Indeed, within the school, we have never observed from him of either fit of anger, or behavior going astray on the entire school year.

Conclusion:

As specialized teacher, I found in the practice of the coaching and mentorship an allies to bring to a successful conclusion my mission of teaching with intellectual deficient teenagers presenting associated behavior disorders.

On one hand, the theoretical contributions met during the research works allowed me to put words on practices of support at school which I practised in a empirical way. Thus it allowed me to analyze my practice and to target better the actions which I could implement to accompany more effectively my pupils.

On the other hand, to put into practice an experience of coaching / mentorship convinced me of a fundamental thing. That we are a teacher, an educator, a volunteer with young people or parents, we have to introduce the partnership with our mentoré with the implementation of an interpersonal quality relation. So this one agrees to be placed under our aegis and can invest in us the necessary trust to make a commitment in his turn. This way, this experience was for me the confirmation of a postulate : nowadays the support at school of the French young people suffers from the lack of interpersonal quality relations. If the school devices made a priority objective, a lot of children and teenagers would live with much more enthusiasm their route to the school, what would help them succeed in it better.

13. Individual programme of work with the student/ward.

The time of the programme implementation:

Name and surname of the teacher-coach: J.....

Name and surname of the student:

Stage I.

Collecting and analysing information about the student:

The student comes from an incomplete family, is brought up by her mother. P..... has got occasional contacts with her father. She lives with her mother and brother. From

the interview with the mother it appears that the student improved her behaviour. While staying at home, she behaves well, helps in home activities. Her relationship with her brother has improved. From passes she returns on time. Her mum has got no objections to her daughter's behaviour.

Knowledge and skills:

a) academic skills

- retardation in academic knowledge and skills from previous classes,
- she uses a very limited verbal vocabulary,
- has poor general knowledge,
- reads smoothly, makes small mistakes, remembers parts of the text,
- writing – she keeps spaces between words, writes carefully, makes few spelling mistakes, writes quickly,

The arithmetic reasoning is at a very low level. P..... has got very serious problems with performing basic mathematical operations. She displays a negative attitude to learning.

P.....'s strengths include her willingness to participate in extracurricular activities (sports club),

b) social skills:

She observes rules, rarely enters into conflicts, addresses friends and teachers with respect, willingly accepts praise, with the right motivation she can adapt to the requirements. If she is positively motivated she willingly participates in the life of the Centre.

c) personal skills:

The student during the classes is not always motivated. She cares about her appearance, makes eye contact, is aware of the existence of non-verbal communication and its meaning.

She has leadership qualities. P..... often experiences anxieties and fears, is emotionally hyperactive.

The student in interpersonal relations is distrustful, withdrawn, introvert, it is difficult for her to solve conflicts, she lacks assertiveness. As far as the student's emotional functioning is concerned, she has a good insight into her own feelings, reacts adequately to the situation, rarely is unable to control strong emotions or her emotions are inadequate to the situation.

She still needs to develop the ability to deal with shyness, anger and stressful situations. She is eager to take up activities to acquire new knowledge, get to know herself, and realise the reasons for her own behaviour. She should continue developing the skills of active listening, gathering information, providing feedback, conducting constructive discussions, arguing, expressing and accepting criticism.

The student, compared to the group, is a quiet, shy person, she participates in classes, is liked by the group. She has the ability to manage her own time and plan work, which allows her to participate effectively in afternoon classes. P..... participates in everyday

life of the Centre. During free time, she is willing to take additional activities. She rates highly the order and rules prevailing in the Centre. She cares about her neat appearance, keeps order in the room and the closest surroundings. She is doing better and better in different life situations. P..... fulfils the assigned tasks. Asked for help, she never refuses. She addresses the staff with respect. She tries to be nice and friendly. She is an open and emphatic person. She is motivated to work on changing her behaviour.

Stage II.

"Getting to know myself"⁴ - self-assessment of the student with the help of a coach/mentor based on the programme "Getting to know myself" – Appendix No. 1. Five sessions with the student/ward.

I...

My name is P....., I like being called "Ginger". During the meetings I understood who I really am, what I am like. It's so hard to talk about myself. I am a shy person, but I can open up with small steps. I understood that I had behaved badly before. I would like to turn back time to change many things. My life would look different. I know that I want to finish school, get a job - be a better person. I would like to go back to swimming and win medals. I realised who I can really count on in my life, who is my best friend. I now appreciate what I lost because of my behaviour. Generally, I am a good person with a lot of energy and enthusiasm for life, I only have to overcome my shyness. I would like to be more courageous, I can change it, it all depends on me. I do not like criticism but I am happy when people praise me, it gives me a lot of joy. I am tolerant and loyal to my friends and strangers. I have my own opinion, and I also value people who have their own opinions.

Stage III

Synthesis of the diagnosis – student's profile:

Student's profile	Student's strong points	Weak points - areas for development
Psychological profile (intrapersonal)	She follows rules in force in the Centre, recognises her feelings, is aware of	Low self-esteem and self-assessment. Distrustful towards other people.

⁴ The programme "Getting to know myself" was prepared on the basis of material brought from a study visit at the HillsideSecure Center in Wales, which was held as part of the DAPHNE III programme - "Girls using violence - intervention and prevention" in Poland run by the Polish Association for Legal Education and co-financed by the European Commission.
Prepared by: Fundacja po DRUGIE

	mistakes made	
Social profile (interpersonal)	She is able to pursue a goal, helps the weak, shows empathy	Lack of ability to cope with stress. Lack of self-confidence in relations with other people, shyness.
Educational and vocational profile	She takes responsibility for the tasks performer, is involved during the classes when the subject is interesting for her.	Lack of perseverance, getting discouraged when performing long term tasks.

Selected areas for development:

Areas for development within intrapersonal competence:

1. Strengthening student's self-esteem.

Areas for development within educational and vocational competence:

2. Enhancing and shaping motivation.

Goals to achieve with the student:

Strengthening student's self-assessment.

1. Strengthening the sense of self-esteem.
2. Developing student's strong points.
3. Developing the skills of proper self-assessment.

Enhancing and shaping motivation.

1. Inspiring to set more and more ambitious plans.
2. Developing skills (praise).
3. Making the student aware of her abilities, virtues and strengths.

Expected results.

The student/ward:

1. can talk about her strengths and areas for development.
2. can draw conclusions from improper behaviour.
3. can see her successes and enjoy them.
4. can solve interpersonal conflicts, feels confident in relationships with other people.
5. is aware of her strengths, can set more ambitious goals.
6. has a motivation for self-development.

Stage IV.

Planning activities - milestones.

1. Me and my self-esteem.
2. Me and my motivation.
3. My little success.

Plan of coaching sessions:

Milestones	Coaching sessions	Methods and tools used during the session
Concluding a contract	The rules for work of the teacher-coach with the student/ward during coaching sessions.	Conversation with the student, technique of unfinished sentences. Contract visualisation.
Me and my self-esteem	Me and my virtues.	Coaching conversation, exercise <i>What do we know about ourselves?</i> show, presentation, list of virtues and vices.
	My self-esteem.	Coaching conversation, wheel of satisfaction, exercise <i>Self-fulfilling prophecy</i>
	Developing positive thinking and talking about oneself and other people.	Coaching conversation, test <i>Do I like myself and think positively.</i>
	My plans and dreams.	Coaching conversation, technique of unfinished sentences, writing exercises (making notes), Power Point presentation.
Me and my motivation.	My motivation and learning.	Coaching conversation, presentation, making a poster, big sheets of paper, markers.
	I manage my time.	Coaching conversation, Pomodoro technique, list of tasks, making a poster – timeline, big sheets of paper, markers.

	My goals in life.	Exercise <i>Skyscraper</i> , conversation, discussion.
My little success.	I'm getting on well with my self-assessment.	Coaching conversation, exercise <i>My self-assessment</i> , technique of unfinished sentences, exercise <i>Caricature of positive traits</i>
	I learn from my successes.	Coaching conversation, making a poster, technique of unfinished sentences, exercise <i>The sun</i> .

Session No 1

Principles of teacher's/coach's work with a student/ward during coaching sessions.

This session is focused on establishing the rules for cooperation with the student/ward- a contract setting out the principles of cooperation.

It is determined by the following steps:

1. Creating space for conversation - eliminating communication barriers.
2. Talking about expectations - what is important for the student/ward in cooperation with the teacher - coach, how she imagines this cooperation; how the teacher-coach imagines cooperation?
3. Creating a contract: practical information that you can refer to at any time; determining:
 - dates, places and hours of meetings,
 - organisational rules related to the course of meetings, including the possibility to talk with other people, participation of other people in the meetings, rules regarding unplanned events such as cancelling a meeting, being late,
 - principles that both sides will follow during the coaching relationship, e.g. openness, honesty, confidentiality, respect,
 - the scope of rights and obligations of both parties, e.g. who is responsible for setting the goals of coaching, what they are, etc.

Relying on the potential (strengths) of the student/ward. Strengthening and making use of self-awareness of her strengths. Using strengths (skills and attitudes) in working on areas for development. Establishing that at any time during the coaching meetings a conversation about the agreed contract can be initiated and changes can be introduced if necessary.

4. Conversation about the principles using the technique of unfinished sentences:
e.g. I would like the meetings to be our secret, because Writing a contract in a positive language, without using the word "no".
5. Contract visualization.
6. Summary and end of the session.

Sessions No. 2 – 6

Sessions from stage II

Session No. 7

Me and my virtues.

1. Coaching conversation according to the GROW model.
 - Searching for the answer to the question: what are virtues?
 - What virtues have I got?
 - What is the most important virtue?
 - Is it difficult to indicate virtues?
 - If you did not have any virtues, what would you do to have them?
 - How will you know that this is your virtue?
 - In what activities will your virtues help you?
 - What will you use in the nearest future?
2. In the next exercise the student is to discover herself: **What do we know about ourselves?** Write on a sheet of paper 15-20 words (or more) that characterise you. They can be any words describing:
 - your appearance - what you like and what you are not happy with,
 - your talents,
 - your successes,
 - your failures.

Read silently what you wrote, then write sentences containing the words you wrote earlier. Start your sentences with "I am ...". Then read them out loud.
3. Think about what moved you in this exercise? Did you find out something interesting about yourself and your virtues? What are your reflections after the exercise?
4. Exercise: Write on the piece of paper your name and your virtues and vices (any number).
 - is it difficult to indicate virtues?
 - is it difficult to indicate vices?
 - is there a difference between virtues and vices?
 - can you express objective opinions about yourself?
 - how do you feel when you say out loud your virtues and vices?
 - is it easy to write about yourself?
 - was it easy to point out your vices?
 - was it easy to write about your virtues?

- what could you do to make your virtues noticed?

My flaws	My virtues

5. Summary of the meeting, emphasising student's virtues.

Sessions No. 8, 9

My sense of values.

1. Coaching conversation starting the session:

- Searching for the answer to the question, what is self-esteem?
- What values are important to you? What are your goals?
- What is your self-esteem?
- What are your successes? What do you think about them?
- What is the biggest challenge for you?
- How can you implement them?
- Who is an authority for you?
- Where do you start?

2. Exercise: **My energy WHEEL OF SATISFACTION**. On a piece of paper draw a circle with a diameter of 6 cm. Assuming that the whole circle has 100% of your energy, colour the part of the circle showing the amount of energy currently available for you. Then describe the positive experiences that contributed to the creation of this energy, for example: getting a very good grade for an essay during Polish language class, making a Christmas decoration, meeting a new person, etc.

CONVERSATION:

- What do you see when you look at your level of satisfaction with positive experiences?
- Which of the experiences is the most important for you?
- Which of the experiences you think needs the most attention?

3. Exercise **We write something nice about ourselves**. Write on a piece of paper some positive, honest information about yourself, for example, I like my hairstyle, I like my glasses, I'm great at English, I have a great sense of humour, etc. Then read the sentences aloud.

- What did you feel when you heard something nice about yourself?
- Is it difficult to talk about yourself in a positive way?
- Have you learned something new about yourself?
- How do you feel now?

4. Exercise: **Self-fulfilling prophecy**. Listen carefully to the text I am going to read: An experiment was conducted at the University of Harvard. Three groups of students trained three groups of rats in the maze. At the same time, it was measured how quickly the rats learned to find the shortest path to food. The first group of students was given a group of rats that were described as "genius". They were supposed to have exceptional learning abilities. The second group of students received "average" rats, and the third group of rats was "mentally retarded". During the experiment, not only rats but mainly students who trained them were observed. It was noticed that students who were teaching "stupid" rats, commented on their efforts with such statements as "where do you go you idiot," "move you slowcoach" "you are stupid." However, the coaches of the "genius" rats stroked them and encouraged using nicknames like "The lightning", "Einstein" or comments "you are wonderful". The results in these three groups were clearly different. The "genius" rats learned the fastest, then "normal" rats, and the worst were "stupid" rats.

What's weird about that? What do you think? (The rats in the three groups were the same, only the students thought they had different abilities, so the only difference between the three groups were the coaches' expectations).

Can you relate these behaviour to situations between people? In what situation would you feel motivated? 5. At the end mark on the circle the level of energy you have at the moment.

Sessions No. 10, 11

Develop positive thinking about yourself.

1. Starting the session with student's report about her experiences during the last week. The teacher-coach uses it to talk about positive thinking. The aim of the session is to develop the student's positive thinking by defining her key values:

- what is positive thinking for you?
- how do you understand the concept of optimism?
- what does it mean to have motivation?

2. Test **Do I like myself and think positively**. When assessing yourself, try to be honest with yourself. You check yourself and make your own analysis. Doing the test will allow you to answer a very important question: What are my feelings, beliefs and thoughts?

TEST: *Do I like myself and think positively*:

Choose for each question one answer closest to what you feel. Mark with 'X' the answer that tells the truth about you:

No.	Question	YES	NO
1.	I feel embarrassed when somebody praises me		
2.	I don't feel embarrassed when somebody praises/values me		

3.	I easily make contact with people		
4.	Establishing contacts with my surrounding is difficult for me		
5.	Showing feelings is a sign of weakness for me		
6.	I like praising other people		
7.	I'm not afraid of showing what I feel		
8.	I'm often anxious about my future		
9.	I prefer not to think about the future		
10.	Failures and disappointments make me feel broken down		
11.	Failures and disappointments enrich my experience		
12.	Sometimes I'm not honest with myself		
13.	I'm honest with myself		
14.	I don't accept views other than mine		
15.	I'm interested in other people's views		
16.	I don't trust people		
17.	I trust people		
18.	I'm sure that my ideas are right, I fight for them		

3. Discussing the test with the student, analysing its results, summary and end of the meeting. Task for the next session: observe yourself, your attitude to tasks, responsibilities and situations. Exercise: The teacher-coach encourages the student to observe changes in her attitude during the week (preceding the session) and write her observations in the table. Conclusions are to make the student aware that her attitude can be changed.

Questions in the table:

- Is your attitude constant?
- Did your morning attitude affect your day at school?
- Did it influence the willingness to learn and your motivation?
- How do you perceive yourself when you have a positive attitude?

4. Starting the next session with a conversation about the past week and analysing the table describing the attitudes of the student.

5. Formulating conclusions together:

- The attitude is not something permanent, we are able to change it.

- Think positively, because it allows you to believe in your own strength and increases motivation.
- The application of the theory of success in life increases the chance of achieving it, it also allows you to better endure failures and draw conclusions from them.
- Positive self-assessment affects our lives and decisions.
- Awareness that other people believe in us and want to help us (in case of difficulties at school - help from classmates) increases motivation and influences our attitude.

6. Visualisation of conclusions – making a poster, session summary.

Sessions No. 12, 14

My plans and dreams

1. The session begins with listening to a fragment of the musical piece: *Dream* by Schuman.
2. Coaching conversation - searching for answers to the following questions:
 - what are dreams?
 - do you have dreams?
 - what title would you give to this piece?
 - what do children dream about?
 - what do adults dream about?
 - which of your dreams have a chance to come true and which not and why?
3. The teacher- coach gives examples of people who have fulfilled their dreams, i.e. they have achieved the goal. He/she asks the student to search for information about these people and their path to fulfil their dreams. The teacher prepares helpful materials.
4. The student searches for information, prepares a Power Point presentation. The session ends with the work on the presentation in Power Point.
5. The next session begins with the work on the presentation and then the student presents her material.
6. Then the teacher presents the profiles of famous Poles, whose dreams have come true thanks to hard work, fortitude, persistence, etc.:
 - a) Rafał Blechacz,
 - b) Wanda Rutkiewicz.

A conversation with the student about this subject. Summary of the session, stating that dreams will come true, if a person wants them to come true (believes in them, is working, is responsible).

7. The next session starts with a conversation with the student:
 - do you know any people whose dreams have come true?
 - what personality traits help you fulfil your dreams?
 - what do you need to do to fulfil the dream of becoming e.g. a famous actress/sportsman, get a dream job, have a happy family, etc.

8. The session ends with the technique of unfinished sentences. Think about your plans and dreams:

- I would like to
- My plan for adult life is
- When I think about my plans

9. Summary of the session, emphasising the strengths of the student. Planning activities to make a small dream come true in the nearest future.

Sessions No. 15, 16

My motivation and learning.

1. At the beginning of the meeting return to dreams, to the activities planned during the previous session.

2. Then the exercise *Factors conducive to and unfavourable to effective learning*. On large sheets of paper list the factors that are conducive to effective learning.

I like studying when....	It disturbs me when studying....

3. Conversation about the factors mentioned, how they determine learning.

4. Summary, preparing a list of conditions conducive to the acquisition of knowledge and skills. It is worth to have the following things on the list:

- self-esteem,
- positive attitude and action,
- strong motivation.

Making the student aware that the lack of these three elements leads to a "vicious circle", also called a self-fulfilling prophecy. It means that as long as a person thinks that he/she cannot do something, he/she constantly fulfils his/her beliefs (e.g. .if you think that you will never learn something, you are right because your belief governs your actions).

5. Sticking the poster with the factors conducive to the acquisition of knowledge and skills in the student's classroom/room.

6. At the next session *List of conditions conducive to the acquisition of knowledge and skills*. The teacher-coach refers to the previous session and then presents the conditions that are conducive to learning:

- You will not learn what you think is unnecessary, what you are not interested in, what you do not like.
- You will not learn when you are in stress or you are scared. Strong emotions make concentration difficult and weaken motivation.
- You will not learn when you feel discomfort, when it is too warm, too cold, uncomfortable.
- You will not learn when the contact with the teacher is not good or when you do not like him/her.

- You will not absorb knowledge if you believe that you are not clever, that you have a poor memory, that learning is difficult for you.
- You will not absorb material if you consciously decide to "not learn". You often refuse portions of knowledge in advance, without even trying it and without bothering to check whether it is really needed.
- You will not absorb knowledge if you have unpleasant experiences with the subject.

6. Conversation with the student:

- Do you think that this list is conducive to the acquisition of knowledge?
- What works well? What does not work well?
- What do you do to work on improving learning conditions?
- What will help you improve your quality of learning?
- What are you doing well with?
- What else do you need? What tools to make learning effective?
- What obstacles must yet be overcome?

7. Summary of the session. Asking the student for reflection between sessions and looking at herself in the context of the above-mentioned conditions.

Sessions No. 17,18

I manage my time.

The next two sessions will be devoted to the organisation of student's own work and the implementation of tasks.

1. How can I manage my time? What do I know about it? The meeting begins with a conversation about how the student uses the time she has. Does she keep any notes of what she did at a certain time, what she does after compulsory classes, does she feel that time passes quickly and sometimes she feels like nothing was done? This is an introduction to time management techniques.
2. The student makes a poster - timeline/circle of one day and marks on it what she does at certain time. Discussion about the poster, paying attention to the time during the day, when the student does nothing. This is the introduction to the next exercise.
3. How can I manage my time? - Pomodoro technique exercise: preparing a list of tasks to be performed and setting tasks according to the importance of their performance, preparing an alarm clock.

Stages of the exercise:

- a) selecting a task from the list,
- b) setting the timer for 25 minutes - 25 minutes, one Pomodoro, it is the time for completing a part or the whole task,
- c) the work over the task for 25 minutes, not stopping work, putting the timer in a visible place; if the work is not completed as a whole, a part is completed in 25 minutes,
- d) if the task is done entirely, mark it on the task list, if not, indicate what has already been done,
- e) after one Pomodoro, one 5-minute break,

f) second Pomodoro lasting for 25 minutes - the second task from the list of tasks.

4. Session summary - was it a motivating task, or was it difficult to endure to the very end, what was most difficult, did finishing the task give you satisfaction. Is good time management important and why?

5. At the end of the first session the teacher-coach asks the student to prepare tasks to be carried out during the next meeting.

6. At the next session tasks are performed using the Pomodoro technique. They are discussed and presented. The technique shapes perseverance in pursuing a goal, consistency

in the implementation of the task, patience, concentration on the task; it calms down negative emotions, allows you to work in a planned way, without stress.

The creator of this technique is an Italian, Francesco Cirillo, and its name comes from a kitchen timer in the shape of a tomato.



Sessions No. 17, 18

My goals in life.

1. Creating opportunities to become aware of student's own life goals.

The session begins with the introduction by the teacher-coach. Each of us takes first important decisions. To take these decisions consciously, it is necessary to define your own life goals. Everyone, even a small child, has their life goals, for example, having a Barbie doll. Therefore, the child undertakes certain actions that, in her opinion, will lead to this goal, for example, crying, asking parents to buy the doll, etc. However, these goals have no or little influence on her future life. It's different in your case. The goals you set for yourself and the actions that you take, will have an impact on your whole life. That is why it is so important to discover your goals and only then to take appropriate actions that will lead to their realisation.

2. Graphic representation of the importance of life goals - drawing a skyscraper on a sheet of paper.

3. Brief description - "skyscraper" as a base for further considerations. Write on your sheets

your intended goals. Arrange the sheets in such a way that the goals form a hierarchy - from the most important to the least important ones. Mark sheets with symbols A, B, C, where A means the most important goals, B important goals, C least important goals.

4. Conversation with the student about the hierarchy of goals. Why the goal was marked A, B or C.

5. The student attempts to answer the following questions:

- Is the hierarchy you originally set up still valid? If not - change the order of the goals.
- If yes - glue the notes in the order you set to the "skyscraper" - stick hard that no target falls off !!!

6. Setting one leading goal to be pursued in the coming week and a summary of the meeting.

7. Starting the next session with the conversation about the achievement of the goal chosen at the previous meeting .

8. Referring to and reflecting on various aspects of the realisation of a given goal and goals on the "skyscraper":

- who or what can help you in achieving these goals?
- what obstacles or limitations can make achieving these goals difficult?
- which ways of achieving the goals prevailed, those that led quickly to the goal, or indirect ones?
- did you manage to come up with effective ways to achieve your own goals?
- in each case, would you decide to take the fastest or the most effective actions; if not, why?
- what do you think about saying "the end justifies the means" in relation to life goals?
- did you find out something new about yourself?
- did this task lead you to self-reflection - or reflection on your life goals?
- to what extent did this task help you to set a hierarchy of importance concerning your life goals?

9. Marking on the "skyscraper" the time to achieve goals, dividing them into short-term, medium-term and long-term goals - life goals.

Sessions No. 19, 20

Getting on well with my self-assessment

1. The session begins with a conversation about the last week. The teacher emphasises many important information from the previous meetings.

2. The student is given a card with a list of adjectives defining human personality. Student's task is to underline those features that seem to describe herself. Then she chooses five adjectives and arranges them according to the criterion "what I value most in my life".

3. Conversation with the student about five selected features, understanding their meaning.

4. Exercise: **My name**

Write on a piece of paper the letters of your name. Add a word that begins with each letter, which at the same time represents your thoughts, desires. Then present your card:

P -

A-.....

T -

R -

Y -

C -

J -

A -

Discussing the exercise.

5. Exercise - my self-assessment.

The technique of unfinished sentences. Complete the sentence:

- I like the most in myself
- I am great at
- I like myself because
- No one can do.....better than me.

6. At the end of the session, the student will draw her caricature, exaggerating positive qualities and then present it.

Sessions No. 21, 22

I learn from my successes.

1. A coaching conversation as an introduction to the session.

2. Game **Sunshine**. The teacher-coach draws the sun on a large sheet of paper. Inside the sun he/she writes the word *success*. The student's task is to give connotations with the concept of success, e.g. win, praise. The goal of the game is to create as many sunrays as possible. One ray is one connotation.

3. We create our own definition of success. The teacher-coach asks the student to create her own definition of "success". Individual work: making a poster - *My successes ...* The student creates a poster - *My success (home, school, after school)*. She works alone. In the following columns she lists activities, that in her opinion she performs very well. The teacher emphasises that all these activities are successes.

Examples:

Column HOME: cleaning up the room, taking care of younger siblings, shopping.

Column SCHOOL: practicing sports, reciting poems, having neat notebooks.

Column AFTER SCHOOL ACTIVITIES: cycling, encouraging friends to play, playing ball games.

Making a poster: *My successes*

First name and surname.....

Table for entering successes.

HOME	SCHOOL	AFTER SCHOOL ACTIVITIES
1.	1.	1.
2.	2.	2.
3.	3.	3.
4.	4.	4.
5.	5.	5.
6.	6.	6.
7.	7.	7.
8.	8.	8.
9.	9.	9.
10.	10.	10.

Among the successes mentioned above, the student indicates the greatest one, completing the sentence:

My greatest success is

4. Summary - discussion about the prepared poster. Underlining the strengths of the student, motivating her to act.

5. The next session is devoted to determining the successes of the group (class, group in the Centre, peer group) and analysing the factors that helped achieve success, facilitated the implementation of the task. It takes place with the participation of other students.

6. The student wonders what success they have achieved together as a class/group, e.g. participation in the school performance, victory in sports competition, etc. Then, the students together paint a situation in which, in their opinion, they achieved a common, group success.

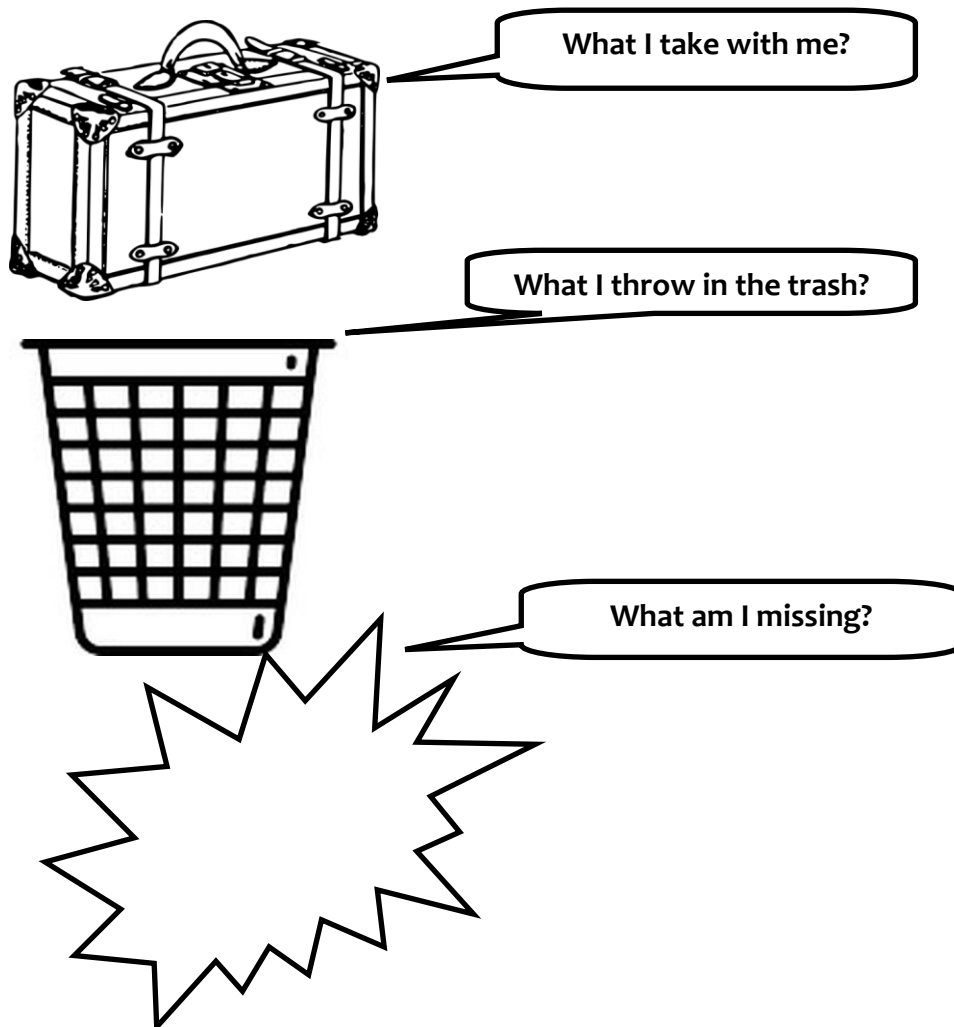
7. Summary - focusing on the strengths of the student, other students, factors supporting the achievement of goals and successes.

Stage V

Session No 23.

Evaluation of the programme.

The evaluation of the programme will be carried out with the use of "Suitcase and dustbin" method. We draw a suitcase. Next to it, we write: What do I take with me? The student is supposed to write what was especially important for her, what she liked during the programme implementation or what will be useful to her in the future. Below we draw a basket and a white spot. Next to the dustbin, we write: What will not help me? And next to the white spot: What's missing? The student writes short sentences or key words. It is also an opportunity to analyse the classes and quickly remind their course.



All the student's opinions are important. What is missing should be included in the current work with the student. Similarly, the things that were satisfying, enjoyed. Then the student writes "A letter to friends", including the written opinions and supports them with arguments.

14. Individual programme of work with the student/ward.

The time of the programme implementation:

Name and surname of the teacher - coach: V

Name and surname of the student/ward: A.....

Stage I.

Collecting and analyzing information on the pupil:

AC was born in France on 27/08/2001. She is therefore 15 years old, at the beginning of our coaching work.

Here family: her parents have been separated since her birth. She lives with her mother and her mother's second husband, and spends a few week-ends with her father. She has a half-brother, younger than her, on her mother's side.

Collecting information from different professionals through by accompanying the student, implementation of the programme and based on the student's documentation.

During the multidisciplinary work carried out within the institution for each user welcomed, the social worker collects the history of the user and the expectation of his family for his support at the “Complexe de Pagès”. Here are excerpts from this collection of information:

AC was born of the union of Mr B. and Mrs C.

At her birth, Mr B. left. At first, he did not want to recognize his daughter. After a lengthy procedure initiated by Mrs C and DNA tests proving his paternity, Mr B. recognized AC then 3 and a half years old.

Mrs C then started a relationship with Mr L. and had a son with him: Anthony. He is 11 years old and is schooled at the School of D village in CM2. Mr L's parents live nearby and take care of AC regularly.

Now AC alternates returns to her father's home and to her mother's home. Mrs C and Mr B say they agree to the planning of AC and agree to her education (catechism, Pagès...).

Due to AC's aggressiveness, to the difficulty her parents have of offering her a sufficiently content frame to appease her, Ms. C asked for AC's placement. AC was thus entrusted to the departmental foster home for one year. This welcome came to an end in September 2015 due to the entrance to Pagès and the evolution of AC's behavior. Educational support at home was put in place to support Mrs C and Mr B.

At the school level, AC attended regular schooling at the D school until CE1.

Very quickly, difficulties arose. A follow-up by the SESSAD of Mont de Marsan has been in place since the age of 6 years. She then joined CLIS at the Hagetmau school for CE1 and CE2. The year after she was at CLIS College J M Lonné for the 6th and 5th SEGPA. The follow-up of SESSAD ended at the entrance of PAGES. All these are institution for children in difficulty.

AC joined Pages on September 1, 2015 and is now a member of the pre-professional group. According to her parents, she shows a great interest in service.

Concerning the collection of the expectations of Mrs. C, mother of AC: It's difficult for her to express herself on this subject. She wants AC to be more open, to feel better about herself, to trust her mother more easily, and to continue to improve her behavior.

Mr B, his father also has great difficulty expressing himself on this subject. He think about no point to work in particular, he wants the accompaniment to continue "like that". He would just like to be taught to serve reasonably at the table, without being "afraid of missing".

The social worker asks parents how they feel their daughter at the IMPro:

Mrs. C finds that her daughter is much better since she is at Pagès. She speaks more easily to her mother; Since the beginning of the school year, she speaks mainly of boys. At the

workshop level, she mainly referred to the service. She does not seem attracted to the kitchen.

Ms. C acknowledged that for her it was difficult to see her daughter "so far away" but she accepted it because it was for her future.

Mr B thinks AC feels good at Pagès. She talked about repairing the bikes. He says he does not have to complain about the facility.

Third point raised by the social worker: "How does it happen at home? Outside ? "

AC alternates returns to the home of her father and mother.

At her mother, AC is often in her room where she sings, reads, writes or plays board games alone. AC has quite a few interactions with her younger brother. AC often reproaches her mother that she is more often with her little brother than with her.

Relations with her mother have subsided since the end of the placement. Indeed, Mrs. C had asked for AC's placement in the home because she could not get any authority over her; AC clawed at her, slapped her and did not speak to her. For Mrs. C, AC took the placement well. However, they are not yet very close. Ms. C seems to have difficulty going to AC.

About her autonomy, AC at her mother goes to wash and lie by herself. She is able to help set the canopy or serve the table after the meal. For the rest (shopping, laundry ...), Mrs. C says not to ask AC because she does not see much. "I let her rest because the week is hard".

AC occasionally goes shopping on her own, but Ms. C does not know if AC is paying attention to the money she is making or whether she knows if she has enough money or not.

AC did not keep contact with her former college comrades. Ms. C described her as not enjoying being in a group and always struggling with relationships with her peers.

At her father's house, AC goes cycling or playing alone in her room. He tries to play with her from time to time. She seems to respect her authority without any problem.

AC is also not too busy with her father's housework because M's mother lives with him and assumes all these tasks. AC does the same things as at her mother's (toilet alone, serving the table).

With her father, AC regularly goes into empty lofts. With her pocket money, she is going to buy on her own "young's things" that is to say pokemon or accessories for her

telephone. He does not know if she is paying attention to the money she pays him because he is not with her for her purchases. AC also manages her own treatment if she has to take one.

Next question: "Did she tell you about her future?" And you, how do you envisage its future? "

AC does not speak at all about her future with her mother. With her father, she evokes wanting to be a waitress.

Her father, on the other hand, seems rather confident. "It should be ok." He imagines her with a family.

In addition, during this interview with the social worker, Mrs. C speaks many times about her mother who lives next door. She described her as very toxic, having always devalued her and being the source of many of her problems with AC. Mrs. C acknowledges that she is incapable of detaching herself from the influence of her mother and of opposing it.

Mrs C asked of herself the maintenance of an educational accompaniment. Today the appointments are fixed as soon as Ms. C feels the need.

Stage II.

"Getting to know myself"⁵ - self-assessment of the student with the help of a coach/mentor based on the programme "Getting to know myself" – Appendix No. 1. Five sessions with the student.

⁵ The programme "Getting to know myself" was prepared on the basis of material brought from a study visit at the HillsideSecure Center in Wales, which was held as part of the DAPHNE III programme - "Girls using violence - intervention and prevention" in Poland run by the Polish Association for Legal Education and co-financed by the European Commission.
Prepared by: Fundacja po DRUGIE

AC expresses wanting to be less shy, more comfortable in her relationship to others. She would like to be able to express to others (friends or boyfriends) what she feels, what she wants. She also wants to know how to "react better" when she is told bad things, to be less sensitive.

The advantages she has for our coaching work: she is voluntary, motivated, has a good ability to listen and adapt. The multidisciplinary team at Pagès has seen a lot of progress since her entry into the school (the second year in progress.) She has expressed a desire for change, wants to improve on the points mentioned above. To be a brake on her progression: her family difficulties, especially in early childhood, as well as her cognitive impairments (mild intellectual deficiency).

AC appreciated the work "booklet of the student", she readily filled this document, to express her tastes, her motivations, her wishes ... What emerges is important: she had a difficult academic course in terms of results and her relationship to others; She suffered academic harassment. The separation of her parents from birth, the devastating relationship of her grandmother with her mother and with her, was difficult for her to live with. At the beginning of the school year, when she wrote the student's booklet, she had difficult relationships with the other girls in the group, especially on boarding periods (25 boys, 5 girls). However, she also expresses love to be in Pagès, appreciate much school activities, sports, leisure. Animal mediation also has an important place for her: she loves contact with horses, and she participates in a dog training activity that she loves very much. She is involved in her cooking and service training, she plans to work later as a waitress.

Stage III.

Synthesis of the diagnosis – profile of the pupil, goals.

Psychological profile :

She is a very sensitive girl emotionally, who can react to events and interactions by great joy, or on the contrary a great sadness. A work has been done with her on the management of emotions, and remains to be continued. She also has to find a right place in the peer group.

With evaluation using WISC IV appear below-standard scores, with a near-standard working memory index and fairly good information processing speed, fairly low verbal comprehension, and an index of Average perceptual representation. Her IQ corresponds to a mild intellectual disability.

We meet each other once every two weeks, to conduct a psychological follow-up of AC. We work on her emotions management, her place in the group and within her family.

This year we also question the fact that AC is pretty sure of herself, mature, to know if she can benefit from inclusion at Nogaro High School. She says she wants to go to high school.

Educational profile

In the first year (2015-2016) AC was the only daughter of the pre-pro group to which she was able to integrate easily. She took possession of her place of life decorating her room, which demonstrates her well-being in the institution.

She is a young dynamic and sporty who appreciates the activities proposed and especially those with a sporting (foot, zumba). Her involvement in these mediums of mediation is so strong that she is struggling to bear the defeats.

She has a good level of autonomy in all the everyday actions (raising, sleeping, serving, arranging her place of life).

She has good relationships with adults but can sometimes struggle with remarks and frustration. She is still immature in her reactions at these times.

About the second year she is in progress: She knows how to manage the times when she has to go to shower, wash, without any need to be guided. She really progressed, in her dress mode, and the adaptation of how to dress for different events, and weather.

AC expresses herself feeling well at the boarding school.

About the daily tasks to be managed by the group, AC make it without any recall.

She participates in the shopping, for the preparation of the meal before the activity Zumba.

She needs to learn how to make change as well as manage enough quantity when she's shopping.

AC talks little about her plans, apart from her desire to enroll in service training.

In the group, she still has difficulty placing herself. Indeed, she seems to want to assert before her peers an assurance, which she manifests by being regularly vindictive. This hides, a real lack of confidence in her, and a fragility, which brings her to come looking for the adult, reassurance.

AC expresses herself feeling well at IMPRO, she seems to understand her need for support, especially to protect her from the conflicts she can generate.

AC shares with us what she does on weekends, without dwelling on her family relationships.

Outside, she knows how to get in touch with people.

AC is a teenager who naturally integrated the rules of life. However, in times of conflict, it can show opposition, without maintaining it.

On a daily basis, it shows the joy of living but also a need for attention.

Compared to last year's project, AC really managed to make progress in her day-to-day management. It remains to improve, its positioning in the group, and the management of frustrations.

At the medical level :

In his personal medical history one can note:

- No history of convulsion or epilepsy
- No allergy
- No asthma
- No diet
- No cardiac or auditory problems
- Wearing glasses at all times

She can do all sports and is fit for work.

Work has been done since her arrival by the nurse, concerning the wearing of a dress appropriate to the circumstances; According to her AC has incorporated dress codes (as educators have also observed).

In psychomotricity :

Her presentation of herself is correct. She may well find herself in her family and with her school career.

As for relations with others, she mentioned that last year she could have difficulties about this. From the point of view of the psychomotor assessment, at the arrival of AC:

➤ Time tracking:

Good tracking in days, months and seasons. The time reading is correct. It happens to project itself into a professional future that would be the field of table service.

➤ Spatial tracking :

The benchmarks are acquired. The knowledge of the right and left is of good quality on it, another one and in relation to the objects. It has access to reversibility and symbolism. I was able to note errors of orientation in the establishment which suggests that the spatial location can be fragile.

➤ Laterality:

Her lateral dominance is established homogeneously at RIGHT.

➤ Graphic writing:

writing is slow but the graphic is adapted to her age. The holding of the pencil is done with hooking of the thumb with a certain tightening on the tool writer (which does not seem to be inconvenient for AC). Its position of the body with respect to the sheet is correct.

➤ Visuoconstruction :

The spatial analysis presents deficits with a reproduction which at the beginning is organized then that progressively lacks coherence and seems disjointed. Visual memory is also weak.

➤ Muscle tone:

The tests of the ballant and the fall show some difficulties in its capacity to relax. It does not mention any difficulty in falling asleep and sleeping.

➤ Body diagram:

I note a knowledge of the various body parts which presents some deficits with regard to details with respect to its age with an ease when it is called the parts. I was able to note a pretty good working memory to this item.

➤ Overall coordination:

correct with weaknesses especially in jumping feet together.

➤ Balance:

weak, accentuated to close eyes.

➤ Manual motricity:

slow rhythm with disturbances in the synchronization of movements over time.

➤ En motricité fine

AC manque de dextérité surtout lorsqu'il y a la consigne de vitesse- précision.

Conclusion: There is heterogeneity in her psychomotor development. Indeed, she can be sporty and at the same time have difficulties of balance, of jump, of synchronization (She does not know how to make the rope to jump for example). Spatial-temporal location is correct. We note a more fragile spatial analysis. Tone management and self-control seem difficult. Finally, AC seems tiring.

Following the assessment, a follow-up was set up. She also participates in the theatre workshop voluntarily, at her request.

In an individual session, AC volunteers and participates. She is a young person who often smiles and likes to joke. However, she has great difficulty in receiving advice. It is difficult for her to question herself quickly. She needs time to correct and adapt her behaviour. In manual coordination, she may be able to do well but she has to take the time to do it. Same for overall motor coordination.

At the theatre, AC was very much invested. She really appreciated this workshop and was part of the group's drivers.

Finally, about social relations, distances are sometimes not correct. Her relationships with peers are sometimes complicated. AC barely supports the reflections of others. In the theatre her relations with others were correct, except towards certain targeted people, towards whom she could be disagreeable, rasping.

In the same discourse, she may have two opposing ideas.

In second year of psychomotricity: AC is able to play, to stage in front of the others. She got some confidence. Behaviours are adapted.

However, she has difficulties to contain her emotions in the face of frustration (eg a change of method). Afterwards, she can come back to the facts.

In individual session, AC comes without any difficulty. She appreciates this individual moment when she feels comfortable and confident. She regularly shows me her grades

at school, her notebooks of which she is very proud. She also talks to me about her new "buddies", her "intimate problems».... AC is in demand for attention.

Through this trust, AC was able to overcome, tackle her difficulties and improve.

School profile:

AC had a relational problem with her peers, who rejected her and mocked her.

On her arrival in the classroom, the teacher was able to see good achievements in all subjects despite certain shortcomings (mental calculation, situations of sharing, written expression = structure a short paragraph).

Her level in mathematics was CM1, as well as her level in French.

AC has a good foundation in English, science (sorting).

However, there was a rapid discouragement to the first difficulty (lack of perseverance), difficulty in digging a subject (particularly in the questions of comprehension in French), and completing her work (little care given to the presentation and the finish), this showed a certain nonchalance and a tendency to yield to the facility.

All this was a certain immaturity of AC in relations with her peers but also with the adult; however it should be noted an improvement in the general attitude since the beginning of the school year.

AC has made good progress over the last year and has achieved her goals (calm relations in the group work, care given to the work done, progression in French as in mathematics).

The inclusion in the third SEGPA did not take place because the team judged AC too fragile and too immature in its social relations.

AC was very keen on this inclusion, but she was able to hear the opinion of the team and arrived with a smile at the beginning of the year determined to continue her learning.

This year the teacher will accompany AC to a "3rd segpa" level in French and mathematics so that she can obtain her CFG and aim for an inclusion in "second CAP" at the N vocational high school next year.

AC cooperates with great seriousness and perseverance in this project of which she is fully involved.

On the sporting level :

Pupil very well integrated in his group. Big activity during EPS sessions or as part of the sports association, by a big commitment. AC has good fundamentals in most of the disciplines taught and is progressing through hard work.

Very dynamic on a motor level, she is also very receptive and applied to the instructions on a social level. She may be easily thwarted by failure, or even abandon.

In terms of the second year's balance sheet, work remains to be done on the management of failure and frustration, because failure is a necessary step to make new acquisitions.

Professional apprenticeships:

In the workshop, AC is discreet, even withdrawn during the activities proposed. She shows little interest in professional workshops, and still seems immature, yet lacking in confidence. In fact, it seems that she does not project herself, for the moment, in a training project.

In the second year, there is a clear evolution: AC is actively involved in the service workshop, she seems motivated.

Much more confident, she takes initiatives and is able to take orders and follow a table of 3 people without problem.

She takes account of the remarks. Good behaviour.

Synthesis of these profiles:

It emerges from all these elements, these few points that seem to me in connection with the wishes of AC and with our coaching work:

1. Progress in accepting remarks from peers
2. To improve also the management of the frustration during a failure (in sport in particular).
3. Progress in her hypersensitivity and emotional management.

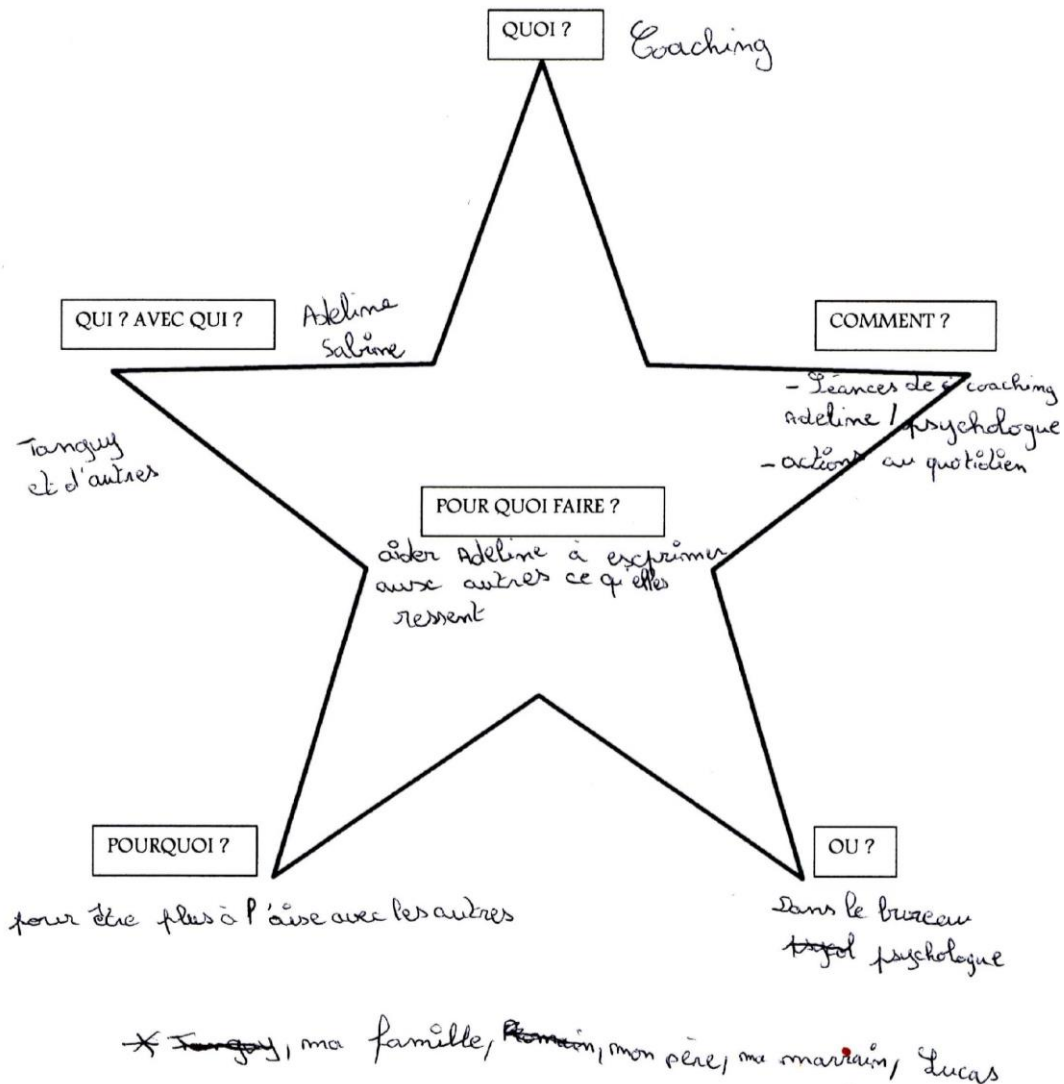
Note the strengths of AC, which should allow her to evolve on these points: she is voluntary, participative, motivated, smiling. She wants to please the adult and likes to share things with the professionals as with her peers.

Regarding our coaching work, since the beginning of the sessions she has been very happy, voluntary.

We start by taking stock of the coaching work undertaken: "star".

COACHING

ETOILE



From this data collection and analysis work on AC, we work to develop our next coaching sessions on the following objectives:

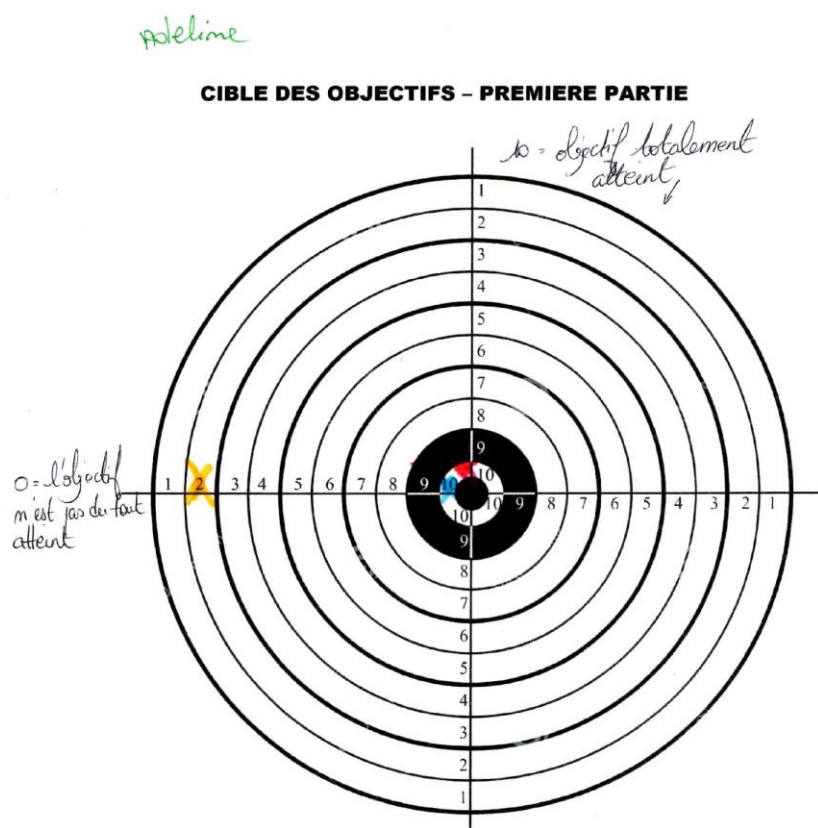
- Improve relationship and communication to others.
- Accept remarks and failures, to see them as a factor of progress.

Goals to achieve with the pupil:

AC will work to achieve the following:

1. Improve communication with others: know how to express what it feels to important people.
2. Manage emotions, be less sensitive to remarks.
3. Accept failure.

In order to evaluate the results of the coaching sessions, I carried out a first self-assessment of AC, on these 3 points: "target objectives".



Rappel:

obj. 1 = aider Adeline à exprimer aux personnes qui l'entourent ce qu'elle ressent

obj. 2 = Aider Adeline à mieux gérer ses émotions, se montrer moins sensible notamment face aux reproches venant des autres.

obj. 3 = Aider Adeline à accepter les échecs et les voir comme un élément pouvant l'aider à progresser.

Through this self-assessment, we see that, from the beginning of our work, AC feels progress on two of the three proposed objectives: the management of emotions, and the acceptance of failure. The objective to work in our next coaching sessions is therefore as a priority: To express to others what it feels.

Expected results:

1. Concerning goal 1 "know how to express what she feels to important people", AC wants to be able to call her godmother, whom she loves a lot "Godmother". She tells me to be impressed and not to succeed, while she would like to express her affection for this person.
2. Against this objective, she also wishes, at the beginning of her work, to express to a boy named L. that she appreciates him very much.

3. Concerning the management of emotions, we hope that AC will be less sensitive to the remarks, especially will not cry in case of criticism, which was often the case at the beginning of his journey in Pagès.

4. Regarding the management of emotions always, an expected result is also the reduction of the conflicts with the girls, especially on the times of internat (evenings).

5. Concerning the failures, we wish that his difficulties to accept defeats are not (or only slightly) raised, at the sporting and school level.

Stage IV.

Planning of coaching sessions:

Area of development	Work Sessions	Method used	Number of hours
Collecting and analysing information	3	Analysis of documentation (documentation from specialists, medical documentation Conversation, meetings with Parents (questionnaires, surveys).	5
“Getting to know myself”	5	Student Book	5
Synthesis of the diagnosis (profil of the pupil)	3	E.g. pyramid of priorities, target, criteria poker.	6
Development goals	2	«Etoile» Objectives Target	4
Area of development	Coaching sessions	Method used	Number of hours
Expressing your feelings	5	Concrete exercises of the type: calling your godmother "Godmother"	15
Talk to L, a boy she likes	1	AC has given up on this goal, rejected the proposed exercises	2
Management of emotions	5	Exchanges and interviews on his management of emotions	10
Conflict with girls	3	Interviews, exchanges. Educators engage in girls' activities to improve their relationship. Mediation in case of major conflicts.	6
Managing Failure	2	Evaluated on the "Target of Objectives"	4
	Total number of coaching sessions: 16		Total hours coaching sessions: 37h

Stage V.

Evaluation of the programme.

2 sessions (3 h). AC says she is always shy, although she has progressed to this level, she would like to become more comfortable with others. However, to date, she believes she has reached the end of the goals she wanted to set, and suspend, for the time being, our coaching sessions.

To carry out an evaluation of his feelings, I renewed the "Objectives Target" exercise. She still believes that she has reached Objectives 2 and 3 and considers that she has progressed by 1 point (going from score 2 to 3) for Objective 1, that is to say how to express to others what she feels.

AC and I enjoyed these coaching sessions, which have enriched us. I have learned things that will be useful for my approach to teenagers, and AC says I'm happy to have done this job, which has helped her to move forward. The training required for the coaching sessions has also provided me with practical tools to evaluate, express and situate various problems, and these tools can be transposed into my practice as a psychologist if need be.

15. Individual programme of work with the student/ward.

The time of the programme implementation:

Name and surname of the teacher - coach: A.....

First name and surname of the student/ward: C.....

Stage I.

Collecting and analysing information about the student/ward:

The student was taken in charge at the SESSAD of the ESSOR from 2004 to 2009 in parallel of a schooling in CLIS. He was hosted in a semi-internship at the ITEP of L'ESSOR in 2009 and then in internship from 2010. The student entered IMPRO de Pagès in August 2012

He is currently in the 3rd year of training "building maintenance worker". Since this year, he has joined the school of Nogaro to follow the theoretical modules of the CAP. The objective is then to go to the CFA of Pavie to pass a CAP of sanitary installation. Indeed, the student has long wanted to be a plumber and to eventually take over the company of his father.

At the family level, his parents are divorced and each has resumed his life on his own. His father is expected to marry his new partner at the end of September 2016. On his mother's side, he has two brothers.

In the aftermath of his 18th birthday, the pupil chose to live only with his father. He does not want to go on weekends at his mother's.

The student can be an influential person. He is capable of great generosity with his comrades in order to be integrated into a group. This point should be kept in mind this

year as part of an assessment of a possible protection measure. Work around its majority will therefore be the main issue this year.

EXPECTATIONS OF STUDENT EXPECTATIONS

Questioning for the development of the PP:

1. How do you feel at Pagès?

"I feel good, I like the building".

"Sometimes there are people who seek the confusion, I isolate myself in my room or I will discuss with the educators". "There are people who can only do that. I will not type them, otherwise it will fall on me "

"I like the places of life, the workshop"

2. What is important to you this year?

-Go to the studio

-Going to rugby

- Have the code before July (registration code in Gimont and work the code at the school, for example)

-Make an internship with accommodation in Auch. And to make the journeys work place in motorcycle

3. What do you want for the years to come?

Go to CFA after Nogaro. Start going into business as an employee and if I have the skills in plumbing, math (etc.) can be take over my father's business.

Analysis and observations of the referent after the interview.

The student seems calm and clear with his professional project since the end of last year.

He seems to have a logical and realistic reflection on his skills and his future. In addition he prioritizes what he must put in place to carry out his project (first succeed Nogaro and have the code this year.) Then finish Nogaro and pass the license next year to ensure his trips in company and cfa plumbing the year after).

Identify the main objectives (expectations and objectives of the young person).

Experience self-contained accommodation (studio and FJT or gîte on Auch).

To develop social integration in the ordinary environment (rugby club, Nogaro pro high school).

Work to obtain the highway code (study financing and training to the auto school and support to the school).

PSYCHOLOGICAL REVIEW

The student is now a young adult, in the third year of professionalization AEB Building Maintenance Officer, and enrolled at the Nogaro High School. His future project is constructed and relevant: he wishes to integrate a specialized training in plumbing, and then work in this trade. He has carried out several internships with a positive result. The student has gained maturity and is flourishing within Establishment and personal life. I still wish to meet him once a month, and more if necessary, to discuss his choice not to see his mother for the moment, his integration and his experience at the Nogaro High School.

PSYCHOMOTEUR BALANCE SHEET

The student is a young adult. Last year, it was monitored individually and Workshop theatrical expressions.

Objectives:

Our objectives were:

Consolidate his confidence in him through the theater workshop.

Accompany it on finishing tasks requiring precision.

Evolution: At the behavioral level, the student is a very pleasant young person. The dual relationship allows him to express himself. He is comfortable and seems confident. He has evolved well and has confidence in him, which could be seen over the two years of theater. He is more comfortable even when speaking. The student remains a somewhat influential young person. Also, with regard to his abilities and especially his envy in relation to the finishing work, the pupil is more voluntary and can do the work well. By making his table in mosaic, the student was able to become aware of his abilities and be content with what he did. Perspective: In view of its positive evolution, psychomotor monitoring stops this year. Regularly, I will pick up the student at the Lycée de Nogaro. He shows himself punctual; Polite, involved and serious in this project. He seems to have found marks. To be continued.

MEDICAL BALANCE SHEET

In his personal medical history one can note:

1. Medical visit Dr P....: can do all sports. Discussion with regard to cigarette because since the student is inserted in Nogaro it has considerably increased its consumption.
2. Medical visit of the work Dr M.....: Suitable for the work Port of spectacle permanently last appointment January 2015 Since the beginning of the school year, no or few tics in the student. To this day he no longer has a brand but the balance remains fragile and in case of stress and/or strong contrariety, the tics can reappear because the student has difficulty to verbalize. It will appear that tics have been changed and would now take the form of a rocky cough, to follow the evolution.

Evaluation of the young person compared to the last opinion :

The objectives are to be renewed. Indeed the balance remains fragile, the student always has difficulty to verbalize. He also often has accidental injuries during rugby matches or training sessions. He allows himself to be easily trained by his friends and can put himself in situations dangerous for him. Moreover, it is difficult to follow the care properly and to the end. For his papers (vital card, mutual), the student has them on him (photocopy). It still needs help for management (mutual endorsement, to whom to give what?) But seems to want to be more actor in this management.

SCHOOL REVIEW

The student obtained his/her CFG (The general education certificate) in June 2016.

An academic inclusion in the vocational secondary school of Nogaro in the second CAP (Certificate of professional competence) was proposed to him, he accepted it.

He is now schooled on Monday, Tuesday, Wednesday and Thursday morning at the vocational high school.

He follows the theoretical teachings of mathematics and science, French and history and geography, applied arts, PSE, English, sport, and mechanical engineering (subject in which the teacher gives him exercises on plumbing).

The objective of the student is to validate in June 2018 the theoretical subjects of the CAP in CCF (control during training) in order to no longer have to pass them when he will integrate the CFA for a CAP plumbing and thus devote himself to the Vocational education.

He returns every Thursday afternoon to the teaching unit in order to benefit from support for inclusion in the subjects that are problematic and to catch up with the Friday morning French time at which he can not attend Because he is in a professional studio in Pagès.

The student returned enchanted from his return to high school, content with the lessons and content with his comrades with whom the integration seems to be done very naturally.

He was very anxious to develop with me an organization allowing him to classify his courses to find himself more easily in the different documents distributed.

He was also very concerned with the management of the administrative papers: folder of re-entry, card of canteen, of buses, books to order, supplies to buy and knew how to show organization

EDUCATIONAL BALANCE SHEET

The student is a young person, major since August. He is integrated on the group of the Pavilion to work his domestic skills the pupil often wishes to render service to his Comrades and supervisors. This allows him to give a good image of him and show me his skills regularly. Indeed he often puts himself forward, able to take the place of others to prove his skills and abilities.

He has good relationships with adults and his peers. According to his speech, it seems to be the same at the school of Nogaro. He seems to have a constant need to be with people, and does not like to stand alone or do nothing. So he regularly attends the younger than him on boarding school.

This young person may occasionally have excesses of anger that he does not seem to be able to control at the moment due to frustrations or remonstrances. The student now has good competencies in terms of basic home skills in the collective where a supervisor is present. These skills are now assessed in an individual dwelling without constant supervision of the educator.

Since the last project, the student seems to have acquired maturity and serenity. This seems to be in parallel with his positioning on his choice of professional future and project on 3-4 years he built (school inclusive, validation CAP theoretical then CAP plumbing).

The student shows less excess of anger, although this may still happen.

He developed his domestic skills, only evaluated in the collective for the moment.

Managing the frustration on food no longer seems to be working.

Finally the management of her hygiene and room seems to have improved since the holidays and work related to this issue in the parental home. However this is still to be perpetuated and an educational vigilance is still necessary.

The student must experiment with the management of a daily newspaper in a dwelling independent of the collective. This is to assess his skills, but also to observe what he implements by him and for him, and not for others or to please the supervisors

PROFESSIONAL BALANCE SHEET

Pupil of group I M P R O 3ere and who likes to come to the workshop

Very voluntary with good involvement. On the technical level it has a good

Knowledge of tools, materials and know-how to implement them

The student still has to learn to work calmly, he tends to work too fast which ends with a rather sloppy work the student must validate this year two?

Activity AT2 (Carry out maintenance and fitting work on a domestic electrical installation) and AT3 (Carry out maintenance and

A sanitary installation) on the knowledge to be the student easily helps his comrades even to tend to do their work, open to the discussion but it does not support that one. He makes remarks about his work he can quickly become angry. Behavior adapted in workshop.

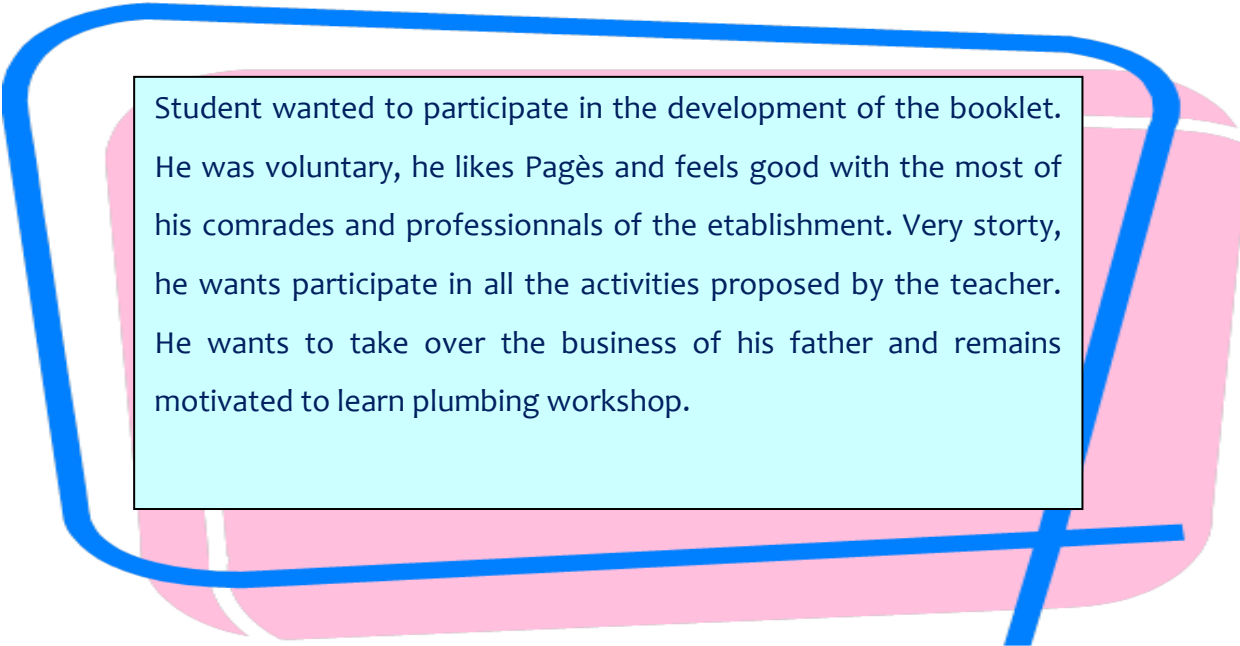
SPORTS BALANCE

A student who presents a register of important and varied sports know-how. Applied, participating, enthusiastic regardless of the sport taught, the pupil works conscientiously to bring about progress, new gains in his sporting development. Moreover, it always gives a correct ability to analyze the situations proposed to associate behind correct motor responses and a satisfactory level of achievement. This year, the school will be teaching at Nogaro as part of its inclusion, and it is likely that its sports results will be very good in the continuum of its evaluations prior to Pagès.

Fragile still in the management of failure or frustration, his behavior can skid very punctually and not reflect his excellent state of mind which characterizes the majority of his motor evolutions. (Accident of course) This component of his personality is still current. However, his perfect integration into the Gimont rugby club and his regular attendance proves that the student, despite some weaknesses, has great skills and potential for social integration. In addition to his integration with the club of Gimont in rugby, we will try to integrate him to the club of Plaisance on Wednesday to offer him an additional training session to keep him a high level of form for the weekend.

Stage II.

"Getting to know myself"⁶ - self-assessment of the student with the help of a coach/mentor based on the programme "Getting to know myself" – Appendix No. 1.



Student wanted to participate in the development of the booklet. He was voluntary, he likes Pagès and feels good with the most of his comrades and professionals of the establishment. Very storry, he wants participate in all the activities proposed by the teacher. He wants to take over the business of his father and remains motivated to learn plumbing workshop.

⁶ The programme "Getting to know myself" was prepared on the basis of material brought from a study visit at the HillsideSecure Center in Wales, which was held as part of the DAPHNE III programme - "Girls using violence - intervention and prevention" in Poland run by the Polish Association for Legal Education and co-financed by the European Commission.
Prepared by: Fundacja po DRUGIE

Stage III.
Synthesis of the diagnosis

	Strong points	Indicators
Support the student in the success of his or her academic inclusion.	Timetable adapted to combine the passing of the professional title schooling in Nogaro and moment of rest or sport	School Results Teacher review Meeting minutes
Preparation for obtaining the professional title and promoting professional integration.	Validation of AT2 activity. (Carrying out routine work. And maintenance on a single-phase electrical installation). Preparation for the professional title.	The student has validated his activity. Presentation to the professional title building maintenance agent. Training.
Fostering social inclusion	Integration in the rugby club for training Developing self-management and refusing to act in the face of a peer (mediation in relation to others and frustration)	The student has validated his activity. Presentation to the professional title building maintenance agent. Training.
Accompany the student in his socio-professional development project.	Assessment and interview with parents. The student is positioned on his/her future socio-professional development project. Long course in ordinary environment.	The student is positioning himself on his future.

Defining areas for development - domain working with the student.

The student has a hard time concentrating and remaining calm. He can quickly get excited as soon as he can not. The purpose of the coaching session is to prepare the student for a specific activity (carry out routine work on a single-phase electrical installation of

a building for the passing of his maintenance worker of the building).

DOMAIN 1

The pupil must be a volunteer for the theoretical courses in compliance with all the rules.

DOMAIN 2

Make him an electrical installation respecting all the safety rules.

DOMAIN 3

What can a calm exercise do without anger and concentrate on a specific task that he must perform.

Operational goals to achieve with the student:

1. Do not devalue the pupil for good to live his professional life and to cultivate self-esteem so that he takes another look at himself.
2. Valorize the student so that he works quietly in autonomy and reassure him so that he does not stress in front of the difficulty.

Stage IV.

Coaching session.

Sessions are the implementation of the project. Each of them lasts at least a few hours.

Session 1:

The student seems to be willing and willing to have some knowledge of electricity: a discussion was made with the student I explained to him that in electricity there are many rules of security to know and that even if he does not like The theoretical courses he will have to pass by there and in agreement with him one will stop the courses as soon as he wants.

Session 2:

First day for the classes, the student seems to be very attentive and to pass many questions on the advances and wants to know at all costs what corresponds the colors of files, it seems to be very motivated but at the end of 3:30 it is much Less attention and a joint decision was taken to stop him.

Session 3:

First morning of practiced class the tools and materials are shown to the student. I show him several exercises like asking for electric wire. He does it successfully; A little reminder about the safety rules.

We did some theory with the practical courses, it seems to be more out of the way than in class. I give him an electrical panel with the circuit breakers, I show him how to connect it, respect the colors (blue for neutral, red for phase and yellow and green for earth) and the importance of connecting the circuit breaker to its good square. I ask the student if he has understood everything and can reproduce what I showed him. I ask him if he wants to repeat the exercise now or later; So he decided to do it by following because he has everything in his head. I leave him alone and I leave him alone to reproduce the

exercise, he comes to me from time to time to ask me if he does well, I ask him to continue and we will make a point together The end of the fiscal year.

After 5h he got nervous, so I had to intervene to calm him, I told him to stop

The exercise to postpone it but the student decided to continue and was able to finish before the end of the morning.

The exercise was over, I asked him how he had found the exercise, he said he found it easy and on the fact that he got pissed several times, he blames the tool .

The hour of the meal arrived I propose to him to make the point after. (5h)

Session 4 :

Return to the workshop I ask the student to change and put it is EPI We make the point together on the exercise we check the tightening of circuit breakers And correct the color and size of the wires it turns out a Error was made on the size of the wires and two screws were badly tightened at the level of a circuit breaker the pupil tells me That it does not matter I explain the importance of a good tightening it there is A fire risk if this causes a circuit course after half an hour explanation and interview with the student tells me it will do better next time

Exercise is going to be even more complte the student will have on a wall in plaster plaster Install a cabinet 13 modules put two switch back and forth and two electrical plug and the wires corresponding to their diameter well pass in the sheath First explanation to I Student with reading plans I show him a plan with the location of the switch and socket as well as his cabinet measure dimensions on the plans and I am i intransigent I want it to be silk side well respect I put him up How to make a hole in the plaster with the bell (he already master it) I but in place with him a box embedment that will receive a hold it was not comfortable on how to put the box I show him Then how to pass the threads in the sheath sense that this one does not stupid. As for the connection of the case it was previous exercise I ask the young person if it needs other explanation I propose to him to take his binder in order to review exercise in the evening in his room he tells me that it does not bother The court being finished I ask the young person to join his comrades and that the exercise he will have to reproduce tomorrow afternoon

Session 5 :

The student arrives in court at 2:00 pm to change in the locker room to put these PPE (personal protective equipment) the student arrives at his site to carry out the exercise I ask him to prepare his tool and all the materials to realize The exercise he tells me the tools he needs and I will look for him in order to put him a little in confidence all being on the table the student begins and I tell him well to ask me for what he needs From me the pupil sits in a chair to fully understand the plan I gave him and after 3 hours he begins the exercise

The pupil has the area to have well understood it begins by plotting the location of the electrical board of the plugs and switch it catches the screwdriver and the bell saw to

make the holes for the location of the catches and inter occasionally He comes to see me and asks me if he is doing well I tell him to continue like this that for the moment he is doing well and in the quiet 3 h30mn the end of the day having arrived I suggest to the student to resume exercise the following day

Upon arriving at the workshop I feel that the student has the Avenient area I ask him if all goes well he tells me yes and that he can resume exercise after 1h30 when the boxes for Put the catches I being pupil getting irritated and put punch in the box and finished to break it I ask him why this nervousness he answers me that it is because of the material and also that these angry with a Boyfriend in the morning I explain to him that the material there and for nothing and that the problems that he has with his comrades should not hinder his training is discussed together for half an hour and I feel there the student And much more calm and ready to resume exercise we see together or and the problem I explain to him that perhaps it was badly prayed to put the box in place I remind him another time and then I see with him the cause of Problem he knew of himself seeing and understanding dout came The difficulty of putting the box it was able this calm and resumed exercise after a short pose pupil finished to connect any exercise at the end of the day I congratulate him and I check with him if his electrical installation works correctly it is a success all Works it and proud of what it has done and tells me it also explains me that in the future it will not get upset on the material because it tightens nothing

Stage V.

Evaluation of teh programme/evaluation expected results.

Now the pupil seems to be much calmer in the mornings when he comes to the workshop to discuss to see if a problem does not disturb the day before doing any exercise in the workshop that reassures him and the but in Trust The fact of having done with him of coaching has made that the student and more sure of him reflected much more and these to ask and to put aside if he feels the pressure rise in him

16. Individual programme of work with the student/ward.

The time of the programme implementation:

Name and surname of the teacher - coach: C

Name and surname of the student/ward: B.....

Stage I.

Collecting and analyzing information on the pupil:

Since his arrival in the institution, Bernard has regularly mentioned family tensions and a great difficulty in communicating with his uncle and aunt. For their part, Mr and Mrs D evoke quite easily the problems they encounter in the education of Bernard and his brother. In the past, Bernard's brother was placed in foster care. Mr and Mrs D also

benefited from educational assistance with the social services of the County Council. They told Bernard that they regretted adopting them.

Faced with this lack of communication and the tense family climate, last year Bernard spoke of temporary foster care. However, following various health problems of his aunt and mediation sessions by the school team, Bernard decided to abandon this project. This event showed us his attachment to his uncle and aunt.

School and institutional development:

Bernard attended primary school in his village from 2006 to 2009 and then attended CLIS⁷ in the nearest town.

In September 2010, he joins the 6th ULIS⁸ of a college in the county capital. He is then half boarder and goes there by taxi. At the same time, a follow-up with SESSAD⁹ is being set up. This support includes individual and collective educational care, psychological care and support for parenting. In September 2011, Bernard joins the 5th ULIS. Quickly faced with the difficulties of Mr and Mrs D, but also with Bernard's school delay and these questions about his childhood (knowledge of his origins); the question arises of a more intensive and professional integration oriented care for Bernard. In September 2012, it was thus directed towards IMPro¹⁰ de Pagès.

From 2012 to 2014, he moved on to the pre-professional group, where he discovered 3 professional workshops (building, cooking and service). During his two years, class time predominates over workshop time. Since 2014, Bernard has chosen to take the building maintenance agent training course. He will pass the professional title (level V state diploma) in October 2017, which should complete his training.

Stage II.

"Getting to know myself"¹¹ - self-assessment of the student with the help of a coach/mentor based on the programme "Getting to know myself" – Appendix No. 1.

My name is Bernard. I like to play football. I like to go out with friends. I do not like when I go shopping and I can not buy anything. I am nice and obliging. I do not want to be worse than others. I like spending time at the computer on the Internet. I like the sense of humor of other people. I do not like people who get angry quickly. I feel at the Pages. The most important thing for me is to find my own identity. I would like to finish school and get professional qualifications.

⁷ Inclusive school class = class for children with disabilities within the regular school

⁸ Localized unit for school inclusion = special class for disabled children within the College

⁹ Special Education and Home Care Services

¹⁰ Medical Professional Institute

¹¹ The programme "Getting to know myself" was prepared on the basis of material brought from a study visit at the HillsideSecure Center in Wales, which was held as part of the DAPHNE III programme - "Girls using violence - intervention and prevention" in Poland run by the Polish Association for Legal Education and co-financed by the European Commission.
Prepared by: Fundacja po DRUGIE

Stage III.

Synthesis of the diagnosis – ward's profile:

Summary of the observations of the various professionals of the establishment

At the school level, Bernard passed and passed the CFG¹² exams in June 2016. In mathematics, he masters the 4 basic operations techniques (addition, subtraction, multiplication, division).

He can read and understands what he is reading. He is able to write a text of about ten lines. However, it has a significant vocabulary deficit due to its origins.

He is a student anxious to maintain his skills. In connection with the workshop, he continues to work on the notions of proportionality, perimeter and surface. He also learns how to use and memorize conversion tables for length and surface units.

On a professional level: he is currently in his third year of training as a building maintenance agent. He validated the modules of masonry and siding (painting, tiling, wallpaper...). At the beginning of the school year he was more comfortable, more willing and a little more willing to work. Everything he had done had been done properly with careful work, which proves that Bernard had acquired a certain know-how. However, since the beginning of the year 2017, Bernard seems to be less at work or even regressing in some areas.

His behaviour in the workshop is correct even if sometimes, with his classmates, he can still be a little bit in the game, nonchalance and fun. Bernard doesn't take any initiative, he still needs a third person to guide him.

By October 2017, it must validate two new modules: electricity and plumbing, in order to qualify as a building maintenance professional. He has two internships to do. Bernard did not hide his concern about electricity activity: he is afraid of not being able to retain electrical standards.

On boarding school, he participated in the Pavillon group. Since April 2017, it has been on the "studio" device. Bernard also carried out an internship in total autonomy in a young workers' home during an internship on Auch. He must repeat this experiment in July 2017.

Bernard is autonomous at the toilet level. He is even very concerned about his image and can spend a lot of time in his room preparing himself.

His main occupations are the telephone, video game console and internet. He also participates regularly in football activities on boarding school and sports. He is registered in a club next door.

It is managed by itself for raising and lying down. However, from time to time, he can go to bed quite late. He says he respects the schedules, but is always on the limit of the planned schedules (often 5 minutes late). He has even sometimes not woken up and missed an exam or workshop.

¹² General training certificate. This diploma awarded by the State guarantees a satisfactory mastery of basic skills (counting, reading, writing, analysis of a text...)

He always seems to be hungry at night and out of step with the meal rhythm.

The management of his or her living environment deteriorates as soon as educational supervision is relaxed. He has a tendency to eat in his room by taking food from the community or during snacks. The team was also able to find bottles in his room where he had urinated in by lazy to go to the toilets (located in the common areas).

At the collective level, Bernard seems to do things above all for himself and not for the group. He is very sensitive to the correct division of labour. It does not show initiative. However, he can be surprising by making unassisted meals where he takes care of the taste or presentation.

His peer educator notes that he is well integrated into his peer group. Bernard has few relations with the supervisors on boarding school. However, when he has requests or in a dual relationship, he can express himself.

During an internship on Auch, Bernard was housed in a young worker's home where he was totally autonomous. In case of difficulties, he could go to the home's educational team. Bernard was able to manage to be on time every day at work and to find his way around the city to go shopping. He was even able to go beyond the itineraries identified before his internship. Even though his diet was not very balanced, he was able to make himself eat every night and plan his food bowl for the next day at noon. The inventory of fixtures was not part of a clean room without any deterioration.

Psychological assessment: Bernard has a mild intellectual disability. He has difficulties in understanding verbal language. At the level of his learning, a major problem is his lack of motivation, associated with a fear of failure.

He received psychological follow-up every two weeks. He expressed his feelings about his childhood, his adoption, his life in Madagascar and then in France. The psychologist of the structure notes that it is very invaded by its past, has difficulty to define itself with an impression of uprooting in childhood. This seems less significant to date.

He also regularly talks to the psychologist about his relationship with his uncle and aunt. Even if relational difficulties persist, she notes that he has evolved on this point.

Medical check-up: no significant medical problems for this young person.

Bernard received speech and language therapy support until 2015. This follow-up had 3 objectives: improvement of oral language and reading, improvement of writing and spelling, improvement of logico-mathematical reasoning (counting, counting). Bernard was asking for help in understanding the instructions. Little by little, sessions with the speech-language pathologist helped him to regain his confidence and lift his speech inhibition.

At the social level: Bernard seems to have capacities in the management of his papers and the administrative procedures incumbent on him. He is sometimes embarrassed by his difficulties in understanding French. His pace of work is rather slow. However, as soon as we take five minutes at the beginning of the interview to clear up his vocabulary gaps, he

can fill in almost all the paperwork on his own. He shows understanding and adapts to an unexpected event.

With regard to his professional orientation, Bernard regularly changes projects, depending on his internships, meetings and experiences. He evoked green spaces, work in factories, helping the elderly, painting... He is quite curious about all the trades. His main motivation remains to earn money to buy clothes and other things. They may be attracted to well-paying trades, even if they do not have the required diploma or skills. You should regularly explain technical vocabulary to them, but also help them to study the practical feasibility of a job offer (e. g. travel problems related to distance from home).

Synthesis and choice of areas to be developed

Synthesis :

At the professional level, the team is fairly divided on its ability to work in an ordinary environment. It seems that on the outside, it is able to provide serious work with the minimum of social skills necessary for integration in an ordinary environment (attendance, ability to be in independent housing, etc.). Inside the establishment, he seems more nonchalant and always seems to rely on others. We can therefore ask ourselves whether in the long term he is able to sustain his efforts. It seems important that he still has some support to work on the seriousness that he sends back, to help him not to put himself in danger or to help him better understand the reality of the world of work and its demands.

At the same time, the team points out a need to evolve towards autonomy in everyday life (respecting schedules, hygiene of the living space, need for administrative support...). These points will also be crucial in helping him to find and keep a job. On this point, Bernard does not necessarily recognize his difficulties but he knows how to rely on the necessary people. On this point, he will also have to make progress in managing the papers that concern him; a point on which he may find himself in danger. This is in line with Bernard's first request concerning the understanding of the letters concerning him.

All of these elements make it clear that Bernard's requests are linked to points relating to his professional orientation and his future job search after Pagès. Indeed, he still has apprenticeships to do in class as well as in the workshop to be able to pass his professional title, diploma which will undoubtedly be one of the keys to his professional insertion. In this area, he still has to define his professional project. For this, he will need to progress in order to better understand the reality of the professional world and the seriousness that this requires, but also all the vocabulary specific to the world of work.

We can see that Bernard has acquired certain skills in daily management. He knows how to be effective when he is outside the institution; however, as soon as the context permits, he relaxes his efforts. Its achievements are therefore still fragile and are not yet automatic. This could play tricks on him when he leaves the protected area of the institution.

In Bernard's strong points, we can note his ability to surpass himself and make the necessary efforts when he is outside the establishment (internship, football...). He is therefore able to understand what is expected of him.

I believe that we can associate this ability with a certain transmission of the notion of work by his uncle and aunt. In fact, even if they are both retired today, Bernard saw them all his childhoods chaining the small jobs to try to give Bernard and his brother all the comfort they wanted. The support of his uncle and aunt will be a great advantage for Bernard.

Finally, even if it is difficult to perceive at first sight, his motivation seems very real to me. He really wants to earn money and be able to buy all the things he dreams of.

Areas to be developed:

Given his coming out of the school and all these elements, we can say that Bernard still needs professional and personal support.

In line with Bernard's requests and in view of my specificity as a social worker, I will focus my support on job search assistance and the definition of his professional project and on the development of his administrative autonomy.

Goals to achieve with the student:¹³

Goal 1: Allow Bernard to start looking for a job before he leaves Pagès.

Goal 2: To allow Bernard, prior to his departure from Pagès, to have all the tools to understand and manage his administrative rights; and failing that, to allow him to have protection on this point.

Expected results :

For the 1st goal, the indicator will be to see if Bernard is registered or not as a jobseeker with Pole Emploi (a state body in charge of job search). In order to do this, he will need to be able to better define his professional project.

In addition, the coaching work should enable him to see and understand the different job offers available in his housing sector. He/she must also have written a CV and a sample cover letter. We will also be able to judge the progress of the accompaniment work carried out through applications sent by the young person.

Concerning the second goal, the main indicator will be to see if Bernard is up to date with all his administrative and social rights. In addition, it will be important to assess whether Bernard has been successful on his own or with someone else. Finally, it will be essential to take into account Bernard's assessment. Indeed, it will be necessary to ask him/her whether they feel able to do this alone, whether they still need help or not and whether they have confidence in the steps they have taken and will have to take.

¹³ Goals defined using the SMART method

Stage IV.

Coaching sessions :

With Bernard, we decided not to set a precise frequency but rather to schedule our sessions according to his training path and according to major events likely to interest him and be linked to his project. Given Bernard's mental handicap, the idea here was to use concrete elements to work on his professional integration and his administrative and financial autonomy.

Session n°1: Preparation of the Employment Forum¹⁴

With my support, Bernard is able to remobilize what he saw in class to write his resume. We also simulate interviews with an employer. This role-playing game allows me to make him reflect on his strengths and weaknesses but also on the image he reflects on him. It is an opportunity for him to take stock of his training path but also to learn some vocabulary words.

Session n°2: accompaniment to the employment forum with its reference educator

In order to help Bernard overcome his stress, before he goes to meet an employer, we systematically take a little time to try to decipher the company information given by flyers or bulletin boards. This allows him to familiarize himself with a certain vocabulary but also to start projecting himself into the interview. As time goes by, Bernard feels more comfortable. He is very curious about various activities. He manages to communicate with some bosses and gives his CV several times.

Session 3: Meeting around the booklet "Getting to Know Me".¹⁵

As a result of his speech and language difficulties, Bernard became more comfortable with the computer to fill it in. Motivated by this tool, he decides to fill it out in a single session. This interview is an opportunity to start the conversation on more intimate subjects of his life (adoption, memories of Madagascar, his family, his tastes...). Bernard appreciates being able to express himself freely and to make me discover his universe. He doesn't hesitate to go online to show me his favorite singers or video games.

Session n°4: preparation of his internship

With my help, Bernard completes the application for admission to the young workers' home where he will be accommodated during his internship. When he doesn't know a word, I encourage Bernard to find his own solutions himself instead of giving him the answer immediately (search for the online dictionary, parallel with words he already knows...).

In a second step, he calls his future tutor to introduce himself and discuss with him the latest practical details. Beforehand, we had worked together on the information to be given and the questions to ask. As with the job forum, we did a little role-playing.

Session n°5: coaching during the internship

¹⁴ A large public meeting where job seekers can meet directly with employers looking to hire in their company. There is also the presence of numerous organizations related to job search, training, development of mobility...

¹⁵ See attached annex

I show him the itinerary between the young workers' home and his place of internship. On the way, I realize that Bernard forgot his work clothes. Even though he took a jogging suit and some old sneakers, he doesn't seem to be aware of the importance of this outfit in terms of safety or the dilettante image he sends back.

Bernard expresses his fears of not assimilating all the electric norms or eating with other young people he does not know at the FJT. I invite him to remember our previous sessions where he was able to highlight his strengths and weaknesses. I also refer it to what my technical educator in Pagès says.

Session n°6: Preparation of an application for a summer job at the town hall of the capital of the department.

After a first job at school on the cover letter, together we update his CV and adapt his cover letter according to the job offers offered.

This interview is another way of evoking his project. I then propose to Bernard to formalize this project through the drawing of a football field¹⁶, an activity in which he excels.

The blue player with the ball matches him. The football cage defines the goal he wants to achieve; the goalkeeper and the red team symbolize what can slow him down and the other blue player can help him to achieve that goal. Finally the drawing is more disturbing for him. On the other hand, he understands the allegory well and takes part in this exercise.

His main motivation is: "earning money, having everything I want, living".

At that time, he thinks he is ready to take his exam in June. At the same time, his technical educator evokes a significant delay in Bernard's learning and writing of his internship reports and a certain regression in the workshop.

Session n°7: sending in your application and looking for new offers

Bernard says he is proud, glad to have sent his first application. We take the opportunity to look for other offers for this summer. He discovers job search sites and begins to read different job offers. Each offer gives them the opportunity to go online to search for the definition of certain words. It is also a way of explaining the French social system.

As the interview progresses, he becomes aware that it is not easy to find a job. He understands the need for effort.

Session n°8: refusal to go to the job forum again

Bernard seems more interested in sports activities. He says he doesn't need to practice again in front of bosses and doesn't want to look for a job this summer.

Session n°9: resumption of interviews in order to find a summer job.

¹⁶ See attached annex

Through the head of the department and his reference educator, Bernard asks to get back in touch with me. This interview allows us to recall the objectives we had set for this coaching work. At the next meeting, we agree to prepare his next internship and prepare applications for summer jobs. Bernard is not sure what field he might be interested in. I inform him about the sectors that recruit for the summer period, without any special qualifications (agricultural work, home help, etc.).

Session n°10: sending a new application and discussion on the notion of legal protection measure.

Following our previous appointment, Bernard says he wants to apply for corn castration this summer. After preparation together, he calls a group of agricultural employers for more information. These people refer him to a website where he could apply.

Secondly, we discuss the second objective of our support. Bernard is aware of his difficulties in understanding the letters he receives or simply the specific vocabulary of the French social system. I inform him then on the various measures of legal protection (guardianship or curatorship). Given Bernard's abilities, I think a curatorship¹⁷ measure would be sufficient. He seems interested in this proposal but still needs to think about it and discuss it with his peers and the team.

At the end of this interview, I insist on accompanying Bernard to look for his work outfit at the workshop for his internship next week. Even though he tries to dodge several times, I also force him to wash it before he leaves.

Session n°11: new discussion on the protection measure and registration at Pole Emploi (in the framework of a home visit)

During this appointment at his home, I am a little overwhelmed by his uncle and aunt who are worried and have trouble finding a justification. This allows me to realize Bernard's relative autonomy in the process of registering on the Internet at Pole emploi. He can complete most of the boxes on his own. When he blocks, he knows how to ask. As usual, these are often gaps in technical vocabulary.

At the end of this interview, his registration is over and an appointment with a Pole Emploi counsellor has been set.

We take this opportunity to discuss the concept of legal protection again. Bernard appears to be aware of the risks he may be facing and his need for support at this time. He makes a parallel with his brother who is doing the same thing.

Session 12: Request for protective measures.

Bernard almost alone carries out the request for legal protection. Together we apply for her birth certificate on the internet. Bernard will then send the file along with his uncle and aunt after seeing his doctor, who will have to write a certificate to attach to the file.

¹⁷ The curatorship is a judicial measure intended to protect an adult who, without being unable to act himself, needs to be advised or controlled in certain acts of civil life. There are several levels of curatorship.

This interview is an opportunity for him to discover certain elements related to his adoption. He then took advantage of my presence to try to start a conversation with his uncle and aunt about his origins and adoption.

Session 13: Application for recognition of the status of disabled worker.

In order to promote his integration and in the light of our latest interviews, I propose that Bernard make a request for recognition as a disabled worker. Until now, Bernard has been very reluctant to present himself as a person with a disability. He had difficulty perceiving his difficulties in relation to the so-called ordinary world. Over the course of our exchanges, his internships but also following discussions with friends, Bernard progressed on this point. He does not yet wish to express it in front of third parties (neighbours, friends of the football club...) but with some of the team members, he begins to accept the notion of handicap. Thus, he agrees to carry out this step which can promote his professional integration.

Stage V.

Evaluation of the programme.

The coaching sessions with Bernard took place mainly in my office, but they also took place outside the institution during the internship coaching sessions or at job forums. These sessions could be conducted in conjunction with one or two other professionals from the school (teacher, reference educator, technical educator, etc.). They represent 30 hours of meetings and accompaniment.

At the end of his sessions, we can say that Bernard has difficulty in self-evaluating his progress. Depending on the context, he sometimes manages to drop his nonchalant facade mask to reveal his weaknesses. At other times, he prefers to go to activities with immediate pleasure rather than continue this work of accompaniment. He then locks himself in a very confident attitude, without any questioning.

Bernard still manages to say that he likes it when we take time together to look at job offers. He is proud of his nominations. He admits he couldn't have done all this on his own. Before his departure from Pagès, he wants us to continue in this direction.

With regard to the first objective, on the whole we can say that it has been achieved. At the end of the sessions, the young person is registered with the national job search service, has submitted applications for jobs and has an up-to-date CV and sample cover letter. So he has all the keys in hand to start his job search. However, we cannot say that it has been completely autonomous to carry out all these steps. In view of what we have assessed on the establishment, we can ask ourselves whether once he has left the protected area of the establishment, he will be able to do it all on his own.

For the second line of work, I will be more moderate. In my opinion, we've only scratched the surface for the time being. Indeed, Bernard is still relatively little confronted with administrative realities. He himself acknowledges that he needs help on this point. His uncle and aunt are unfortunately not in a position to follow up on the work that has begun. That is why we have instead been working on a legal protection measure, which

should be implemented soon. In the absence of autonomy, I preferred to work on its protection. Difficulties encountered at the administrative level could hinder him in his job search or to keep a job, thus joining the first line of work.

As far as coaching work is concerned, the fact that I am not in the management of daily life with him (without reminders of the educational framework, without the influence of the group), allowed me to have another relationship with him. Bernard can more easily express his difficulties, his dreams... The work around the booklet "Getting to know me" has allowed us to engage in conversation on more intimate subjects and thus to build a certain relationship of trust.

In conclusion, we can say that without revolutionizing the way I work, this training on coaching and mentoring allowed me to question my professional practice. With this new insight, I was able to reflect again on the concept of the helping relationship¹⁸ as I learned during my initial training. I also had the opportunity to enrich my practice with new practical tools and by inventing new ones, adapted to the intellectual disability of the young people we follow at Pages.

17. Individual programme of work with the student/ward.

The time of the programme implementation:

Name and surname of the teacher - coach: A

Name and surname of the student/ward: W.....

Stage I.

Collecting and analysing information about the student/ward:

The analysis of the documentation available in the Centre shows that W..... is aggressive towards her family members, she is vulgar, does not listen to commands. She starts conflicts with her sisters. According to the interview with her mother, W.....'s behaviour during the leaves has improved. She willingly helped in the housework, followed her mother's instructions. She took care of her siblings.

Knowledge and skills:

a) academic skills

Reading: slow reading speed. She has a limited vocabulary and poorly developed ability to formulate statements and judgments. She has considerable difficulties in verbalization, uses colloquial language, not always correct.

Writing: difficulties in mastering the correct spelling and punctuation, inability to apply spelling rules, difficulties in formulating sentences and written statements, slow pace of writing.

b) social skills:

She observes rules and principles, rarely enters into conflicts, she addresses her friends and teachers with respect, controls her emotions, opinions of other people matter for her, she is open, polite, has common sense, is courageous, willingly accepts praise.

c) personal skills:

¹⁸ Based on Carl Rogers' theories.

The student knows and understands the social and moral rules of conduct. Although she knows and understands the rules of moral behaviour, he does not always follow them. She has the ability to motivate herself to act, skilfully builds her authority in a familiar environment, has leadership qualities, and is able to pursue a set goal. She is empathic. W..... is extroverted, so she is lively, sociable and impulsive. She is bold and courageous while taking new activities.

Emotionally, she is still not mature enough. She is not always able to deal with negative emotions. Sometimes she reacts too strongly to various stimuli, is prone to impulsive unconsidered reactions. She reacts to stressful situations with increased irritability and agitation, has a tendency to express her views in an emotional way.

During the conversation, she can control herself not to use a raised voice. She sometimes uses an obscene language in relations with other students and teachers, shows a low tolerance threshold for frustration and loses self-control. However, she tries to work on controlling her impulsiveness.

The student is motivated during the class and motivates other group participants with her attitude. She takes care of her appearance, makes eye contact, is aware of the existence of non-verbal communication and its meaning.

In terms of emotional functioning, the student has good insight into their own feelings, but does not always react adequately to the situation. She has competences in the field of recognising her emotions, determining their sources, understanding the feelings of others.

She still needs to develop the ability to deal with someone's anger and the ability to deal with stressful situations.

The student is eager to take up activities concerning acquisition of new knowledge, getting to know herself, and learning about the reasons of her own behaviour.

In terms of interpersonal competences, she gradually develops skills in particular areas: communication with adults, culturally desirable relationships with peers. The skills of active listening, gathering information, providing feedback, conducting constructive discussions, arguing, expressing and accepting criticism should be further developed. The student tries to use polite language, addresses teachers in a polite way. She cares for her neat appearance and maintains order in the room and closest surroundings. She is getting better and better in different life situations. She has knowledge how to cope with stress and build appropriate interpersonal relationships. She tries to be nice and friendly.

Victoria fulfils her duties. When on duty in the kitchen she fulfils her tasks thoroughly. Asked for help, she never refuses. She addresses the staff with respect.

Stage II.

"Getting to know myself"¹⁹ - self-assessment of the student with the help of a coach/mentor based on the programme "Getting to know myself" – Appendix No. 1.
Five sessions with the student.

¹⁹ The programme "Getting to know myself" was prepared on the basis of material brought from a study visit at the HillsideSecure Center in Wales, which was held as part of the DAPHNE III programme - "Girls using violence - intervention and prevention" in Poland run by the Polish Association for Legal Education and co-financed by the European Commission.
Prepared by: Fundacja po DRUGIE

I...

My name is W..... I am a nice and sensitive person. I like being in a group of people I know and among whom I feel safe. I am a person who likes cleanliness and order. I am an independent person, loving my own company. I'm often sensitive and I have a sense of duty. I try to be optimistic, but life is not always bright. I often lack faith in myself. Like all of us, I have moments when I feel unhappy and helpless. I like to get it all my own way and dominate. I get involved in every task entrusted to me and try to do my best. I am tolerant and loyal to my friends and other people, friendly to my friends and desiring the happiness of others. I often get carried away by my nerves and unpleasant emotions. I hate hypocrisy, bad work and mediocrity. I do not know what I want to do in the future.

Stage III

Synthesis of the diagnosis – student's profile:

Student's profile	Student's strong points	Areas for development
Psychological profile (intrapersonal)	She knows and understands social and moral rules	Lack of self-confidence. Lack of trust.
Social profile (interpersonal)	She can establish contacts with peers.	Inability to cope with unpleasant emotions. Inability to accept criticism.
Educational and vocational profile	She is interested in arts and technique.	Planning her own development. Inner motivation.

Selected areas for development:

Areas for development within intrapersonal competence:

1. Shaping a positive self-image.
2. Developing the ability to build her own system of values.

Areas for development within interpersonal competences:

3. Developing the ability to deal with unpleasant emotions.

Areas for development within educational and vocational competence:

4. Planning her own development.

Goals to achieve with the student:

Shaping a positive self-image.

1. Positive thinking about herself.
2. Developing the ability to build her own system of values.

Developing the ability to deal with unpleasant emotions.

1. Unloading emotional tension related to functioning in various social situations.
2. Developing the skills of constructive expression of emotions.
3. Improving the skills of unloading unpleasant emotions.

Planning her own development.

1. Developing the ability to choose a further path of development.
2. Planning and developing a professional career.

Expected results.

The student:

- 1) is aware of the importance of building a positive image of herself.
- 2) can define her strengths and weaknesses.
- 3) is aware of the feelings and emotions she experiences.
- 4) can constructively express her own emotions.
- 5) knows how to unload emotional tension.
- 6) knows her interests.
- 7) can take decisions about her life.
- 8) knows how to plan her future.

Stage IV.

Planning activities - milestones.

1. I am great!
2. My emotions are OK.
3. My profession - my future.

Plan of coaching sessions:

Milestones	Coaching sessions	Methods and tools used during the session
Concluding a contract.	The rules for work of the teacher-coach with the student/ward during coaching sessions.	Conversation with the student, technique of unfinished sentences. Contract visualisation.
I am great!	I spread my wings, or what do I know about myself.	Coaching conversation, Exercises: How do I assess myself?, A notice, If I was an animal – what would it be?
	I will do what I can, using what I have...	Coaching conversation , Exercises: my energy, self-fulfilling prophecy
	Trust does not hurt, or it's easier together.	Coaching conversation , Exercises: colour of my mood, pendulum, clapper, tightening circle, intruder, wave

My emotions are OK.	Perceiving myself and understanding my feelings	Coaching conversation , Exercises: with mixed feelings, what makes me angry, technique of unfinished sentences
	Don't burst up – the skill of coping with unpleasant emotions.	Coaching conversation , Exercises: what feelings do you know, balloons of anger, alphabet of anger, dance of parts of the body, a mock duel, emergency ways of coping with unpleasant emotions.
	We defuse mines – how to be angry and not hurt other people?	Coaching conversation, Exercises: what is happening to our body..., inner I, constructive ways of coping with anger
My profession – my future.	I have planned my future.	Coaching conversation , Exercises: pyramid of goals, greeting card, does achieving a success make me happy?
	A party – my vocational predispositions	Coaching conversation , game, self-assessment test
	A success suits me.	Coaching conversation , A road to success, does achieving a success make me happy?

Session No. 1

Principles of teacher's/coach's work with a student/ward during coaching sessions.

This session is focused on establishing the rules for cooperation with the student/ward- a contract setting out the principles of cooperation.

It is determined by the following steps:

1. Creating space for conversation - eliminating communication barriers.
2. Talking about expectations - what is important for the student/ward in cooperation with the teacher - coach, how she imagines this cooperation; how the teacher-coach imagines cooperation?
3. Creating a contract: practical information that you can refer to at any time; determining:
 - dates, places and hours of meetings,
 - organisational rules related to the course of meetings, including the possibility to talk with other people, participation of other people in the meetings, rules regarding unplanned events such as cancelling a meeting, being late,
 - principles that both sides will follow during the coaching relationship, e.g. openness, honesty, confidentiality, respect,
 - the scope of rights and obligations of both parties, e.g. who is responsible for setting the goals of coaching, what they are, etc.

Relying on the potential (strengths) of the student/ward. Strengthening and making use of self-awareness of her strengths. Using strengths (skills and attitudes) in working on areas for development. Establishing that at any time during the coaching meetings a conversation about the agreed contract can be initiated and changes can be introduced if necessary.

4. Conversation about the principles using the technique of unfinished sentences: e.g. I would like the meetings to be our secret, because Writing a contract in a positive language, without using the word "no".

5. Contract visualisation.

6. Summary and end of the session.

Sessions No. 2 – 6

Sessions from stage II.

Sessions No. 7, 8

I spread my wings, or what do I know about myself.

1. Coaching conversation: The aim of our meeting is to draw your attention to the importance of learning about yourself and comparing your self-image with how others perceive you. Person's self-knowledge builds up gradually, develops and deepens as a result of human activity and intellectual and personal development. Getting to know yourself, accepting and liking is a necessary condition for the good functioning of each of us and the basis to work on yourself. Positive self-esteem affects our well-being and emotional relation to ourselves, choosing the activities and way of acting, as well as shapes our relationships with others.

2. Exercise: **How do I assess myself?**

The student completes prepared worksheet: "How do I assess myself?"

The list "What am I like?"

Write at least 20 sentences beginning with the word "I am".

1. I am

2. I am

3. I am ... etc.

3. Exercise: **"Advertisement":**

The student is asked to write an advertisement in which she advertises herself as a friend.

4. **What qualities a person should have, so that others would like to establish a close contact with him/her.**

The teacher-coach asks the student what features a person should have, so that others would like to engage in close relationship with him/her. The teacher writes each answer on the board until the student is out of ideas.

5. Exercise: **"If I was an animal, what would it be?"**

The student gets a card on which she draws herself as an animal. The student says what animal's features came to her mind (e.g. dog - friendly, faithful). Then a moment of concentration when the student is to think about what she learned about herself from this exercise.

6. **Coaching conversation at the end of the session:** I hope that today's meeting gave you the opportunity to reflect on yourself. Try to find some time every day to talk to yourself and try to answer the question: What am I like? What would I like to be? How to develop desirable traits and overcome weaknesses? Do not forget, however, that in the pursuit of self-improvement and self-knowledge, the indispensable condition is self-acceptance and

awareness that you are an imperfect and incomplete being. The correct starting point is looking at yourself and seeing all the virtues and vices - you need to like something in your way of acting and thinking and in your body. Then just try to evaluate what is worth developing and what you should change.

Session 9

I will do what I can, using what I have ...

1. The teacher-coach shortly outlines the topic of the session. Self-esteem depends on the attitude we take towards ourselves. It is expressed in self-assessment, mainly through the evaluation of various aspects of our self-image, e.g. appearance, abilities, skills, character traits. We assess ourselves by comparing ourselves to the ideal me, with the achievements of other people, and by comparing our own judgments about ourselves with the judgments and opinions expressed about us by others. Our self-esteem can be understated, inflated or adequate, positive or negative. On the emotional level, the attitude towards oneself can be expressed in self-acceptance or self-rejection. Self-acceptance triggers trust and faith in one's own strength, prompts us to use our own abilities and corrects this trust under the influence of criticism. Self-rejection occurs when we do not accept ourselves as we are and we do not see the possibility of changing ourselves for the better. During today's session, we will do some exercises that, I hope, will strengthen your sense of self-worth.

2. Exercise: **Self-fulfilling prophecy**. Listen carefully to the text I am going to read: *An experiment was conducted at the University of Harvard. Three groups of students trained three groups of rats in the maze. At the same time, it was measured how quickly the rats learned to find the shortest path to food. The first group of students was given a group of rats that were described as "genius". They were supposed to have exceptional learning abilities. The second group of students received "average" rats, and the third group of rats was "mentally retarded". During the experiment, not only rats but mainly students who trained them were observed. It was noticed that students who were teaching "stupid" rats, commented on their efforts with such statements as "where do you go you idiot," "move you slowcoach" "you are stupid." However, the coaches of the "genius" rats stroked them and encouraged using nicknames like "The lightning", "Einstein" or comments "you are wonderful". The results in these three groups were clearly different. The "genius" rats learned the fastest, then "normal" rats, and the worst were "stupid" rats.*

- What's weird about that?
- The rats in the three groups were the same, only the students thought they had different abilities, so the only difference between the three groups were the coaches' expectations).

This exercise should make the student aware how important her expectations towards herself are and her belief in her own worth.

3. At the end of the session the student can mark on the circle the level of energy she possesses at that moment.

Session No. 10

Trust does not hurt, so it's easier together.

1. A session with the participation of other students. It starts with an introduction to the topic of the meeting, reflection on the last week.
2. Then the students perform exercise No 1: **The colour of my mood**: The students determine the colour of the mood in which they came to the session. They try to justify

their choice, for example: My mood is yellow, sunny, because I had a good day at school. Summary of the exercise, an attempt to answer the question about how much depends on the attitude of the person, from positive or negative thinking about yourself.

3. Exercise 2: **The clapper**: The group stands in a circle, close to each other. We ask a volunteer who wants to see if she feels safe in the group, to stand in the middle, relax her body, close her eyes and try not to take her feet off the ground. The other participants in silence, hand her over to the next person, taking care she does not fall. Exercise is stopped:

- at the request of the person standing in the middle,
- after a set time,
- when the group is not properly focused.

4. Exercise 3: **Tightening circle**: Participants scatter around the room. At the sign of the teacher they slowly, step by step, come closer to each other, tightening the circle. We stop the game when people start to touch each other or someone experiences discomfort.

At the end of the session, the teacher-coach encourages the students to put into practice the newly acquired skill: revealing themselves. The teacher-coach asks the students to reveal themselves during the first contact with a newly-met person or a person whom they had met before, but they did not reveal themselves to.

5. The session is summarised with the conversation about trust in another human being. Is it easy to trust; when we do not trust; what affects it? Can we open ourselves, reveal the secret to the person we trust. Has anyone let us down, or we let somebody down. How did we feel then? The teacher - coach summarises the session, emphasising that trust in life is important

and needed. Trust means truth, honesty in action, openness. He/she also emphasises that once trust is lost it is difficult to get it back and draws attention of the students to this fact.

Session No. 11

Perceiving yourself and understanding your feelings.

Part I

1. Coaching conversation: The teacher-coach presents the purpose of the session and discusses the content of the session: All relationships between people consist in exchange. People exchange bad things and good things, starting with objects, ending with feelings and gestures. If you give something, in return you get it. If you "give" anger, you usually "get" anger; if you "give" aggression, in exchange you can "receive" aggression. Experiencing emotions and feelings brings us many benefits: it stimulates us to act, signals that this behaviour is particularly important to us, governs the relationships between people. There are pleasant and unpleasant emotions. And this will be the subject of the session.

2. Exercise 1: **Unfinished sentences**

The student receives a card with the beginnings of sentences:

- I feel angry when
- I feel happy when
- I feel sad when
- I feel anxious when
- I feel ashamed when

3. The student's task is to complete the unfinished sentences. She has several minutes to do this exercise. After the specified time, she reads one sentence after another.

Discussion about the exercise: After reading all the sentences, the teacher-coach asks a question - in which situations people experience these feelings (i.e. anger, joy, sadness, shame, anxiety).

4. Exercise 5: ***What makes me angry***

The teacher-coach asks the student to think for a moment and then to write on the page everything that annoys her (in a specific situation, in relations with certain people, etc.). Then, on the poster, the teacher draws a large circle, in which he/she writes the previously written reasons for getting angry, covering an adequate part of the circle (the more important the cause of getting angry, the bigger part of the circle it covers). On the second sheet of paper, he/she draws similar circles and writes in them the ways/ideas for coping with anger

and the benefits for the student. While discussing the exercise, the coach draws attention to the fact that you can always counteract such emotional states, but you should remember about this. The exercise shows how much you can gain and how much lose if you feel angry.

5. The session ends with the agreement that the student will try to use the ways of coping with anger, which she pointed out during the exercise, in the coming week.

Sessions No. 12, 14

Do not burst up, or the skill to cope with unpleasant emotions.

1. Coaching conversation - feelings.

Each of us experiences different feelings. They are reactions of our body, our psyche to the world around us. Some of them are pleasant, others sad or even painful; those we are waiting for and those that we would like to avoid. However, all of them are needed. It would be good if we did not divide feelings into good and bad or positive and negative. Because then we would blame ourselves for sadness, rage or shame, and in fact sadness, rage or aggression are natural, often independent of us and we should not blame ourselves. It will be more appropriate to divide feelings into pleasant and unpleasant ones. Each of us can sometimes feel sad or angry and there is nothing wrong with it. The reason for such feelings is the specific situation in which we find ourselves. When we experience difficulties, when we have problems, we feel unpleasant emotions, and often it is not our fault, life is not always as we would like it to be.

2. Exercise 1. ***What feelings do you know?***

The student writes on the board feelings that are familiar to her. The teacher-coach gives her a ready list of feelings (Appendix No. 1). The student underlines with the red pen the unpleasant feelings that often accompany her, and with blue pen the pleasant feelings that often accompany her. Then she circles the feeling that accompanies her today.

3. **Coaching conversation**

If we already know that there are no good or bad feelings, we should also know that only a way of expressing them, a way of dealing with them can be good or bad. Some people try to deal with unpleasant feelings using different methods that are harmful to themselves and their environment. They often unload their rage on other people, shout, kick, beat. Some use substances that are harmful to health, such as drugs, alcohol, cigarettes. Unfortunately, the feelings that such substances are supposed to suppress do not disappear, they are only dammed up and reappear soon. People quickly lose control over stimulants. We know, however, that there are other natural ways to deal with unpleasant emotions ... and we will talk about them in a moment.

4. Exercise 2. Balloons of anger.

The teacher-coach asks the student to inflate the balloons, then says that the balloon represents a person and the air in it is, for example, anger. Then he/she asks: What happens to a person when anger gets stuck in the middle of the head, for example.

The student presses the balloon so long until it bursts.

The teacher-coach gradually releases the air.

The coach asks which of the methods was safe? He/she emphasises that in the second case the balloon remained untouched, although anger was released.

Then he/she asks for good and bad ways of coping with feelings. It will be good to write them down on a sheet of paper and put them in a visible place. Good ways of dealing with emotions will be placed under the undamaged balloon, and bad under scraps of the destroyed one.

Then the teacher-coach complements the ways of dealing with unpleasant emotions presented by the student. It is important that the following are listed:

- Verbalisation: conversation with another person, diary.
 - Sport - you can emphasise the importance of endorphins - the "happiness hormone" that is secreted during intense physical exercise.
 - Music - listening, playing an instrument.
 - Dance.
 - Relaxation - it should be emphasised that there are various relaxation techniques (meditations, visualisations, breathing methods, yoga), but not all of them work equally for every person and that's why it would be good to learn something about them in order to choose the most appropriate one.
 - Visiting a specialist.
 - Ad hoc ways of dealing with unpleasant emotions, stress:
 1. Count down from hundred
 2. Massage your neck
 3. Shout AAAA ...!
 4. Make three slow breath ins and outs
 5. Take a bath
 6. List your virtues
 7. Remind yourself what you were worried about three months ago
 8. Firmly clench your fists so that all your tension will accumulate in them and then shake them down
5. The teacher-coach informs the student that she will get to know examples of positive ways of dealing with unpleasant emotions. One of the ways is **expressing feelings with words (verbalisation of feelings)**. The teacher informs that talking about feelings is one of the ways to deal with them.

6. Other ways to deal with unpleasant emotions:

Exercise 4. Dance of body parts (exercise with music)

The teacher turns on music and says:

- Now only hands are dancing
 - Now only legs are dancing
 - Now only the head is dancing
 - Only knees are dancing now
 - Only elbows are dancing now ... etc.
- (nose, ears, stomach, ...)

Exercise 5. A mock duel (exercise with ethnic music - preferably African)

The student begins to make such movements as if she was fighting, threatening someone etc. It is not allowed to speak. The teacher-coach gives commands regarding next movements:

- **Only your left hand is waving.**
- **Only your right hand is waving.**
- **Only your left leg is waving, etc.**

7. The teacher-coach returns to the issue of emotions during next sessions, because dealing with emotions is a big problem for the student.

Session No. 15

We defuse mines, or how to be angry and not hurt other people?

1. The session begins with a conversation about anger. The teacher-coach says that the feeling of anger is a natural feeling of expressing our frustration and dissatisfaction. He/she makes the student aware that it is not easy to express anger and not hurt other people. Many people are afraid of anger and getting angry and often cumulate this emotion. The effect is something opposite. A bigger problem arises from a small problem. Frustration and cumulated emotions turn into grief and sadness, and then into depression or rage, leading to violence. The teacher-coach tries to convince the student that she can learn to express anger, as she learns many other skills, that is, without harming her or others people's health.

Auxiliary questions:

- When did you get angry last time?
- How did you react?
- Is anger a positive or negative feeling?
- Who has and influence on how our anger will end?

2. Exercise: What happens to our body when we feel unpleasant emotions such as anger, wrath, irritability?

The teacher-coach hangs a picture of the human body in a visible place. He/she suggests the student to think for a moment about how her body reacts to anger. The student is given "lightnings" cut out of self-adhesive paper. She is asked to stick them to "places of anger" on the picture.

3. Exercise: Constructive ways of coping with anger:

The teacher-coach briefly presents the following ways to control anger:

- Count up to ten when you feel that you are about to burst, and at the same time tell yourself that it would not do you any good and could only have bad effects - especially for you.
- Breathe deeply. Focus on this. It will divert your attention.
- Clench your fists tightly (preferably only the fingers, because the fists can unintentionally be used to do something else).
- Direct your anger to something else, such as a punching bag. Giving vent to anger in this way helps many people. Playing sports is also a good way to get rid of anger.
- Write a letter in which you will express all your grievances and anger. Remember to keep it deep in the drawer or tear it after writing.
- Watch a funny movie, read something funny, etc. Laughter is the best medicine for anger.

- Try to get to know and understand the reasons for your anger. Try to eliminate its indirect sources – e.g. if you have noticed that it is easier to burst when you live under stress, get rid of it. Avoid people who annoy you and do not talk to them if there is no need.
- Do not provoke the other person to have an argument. If the other person started it, try to cut the topic or think of a smart reply instead of raising your voice.

Session No. 16

I have planned my future

1. Exercise: **My life goals (dreams).**

The teacher-coach gives the student stickers and the worksheet with the pyramid (Appendix No. 2) divided into 4 parts/categories, where from the bottom of the pyramid there are the following categories: very important, important, distant, unrealistic. The teacher asks the student to write on stickers her 4 dreams and then stuck them to the pyramid, and finally to present her pyramid of life goals/dreams.

The teacher-coach asks the student: "What must happen to help you achieve the goal/dream that would help in overcoming obstacles?" Visualisation of the dream, a ladder on which the student climbs, approaching the dream and achieving the goal.

2. Exercise **Greeting card** (Appendix No. 3): The teacher-coach gives the student a worksheet. He/she asks the student to write on the card in the dotted places her best wishes for the person important to her, taking into account the plans and dreams of that person.

Session 17

A party - my vocational predispositions

1. The teacher-coach introduces the student to the topic of the session: Thomas Edison said - "I have not worked a single day in my life. Everything I did was a pleasure. " I hope that someday you will be able to repeat this quote. Today, during the session, we will try to determine your vocational personality type. Performing work in accordance with your own type of vocational personality guarantees satisfaction, which is of great importance especially nowadays, when more and more time is spent at work. F. Parsons is considered to be the author of the theory of vocational traits and factors, and John Holland developed it. Before we get acquainted with the assumptions of Holland's theory, we will go to the party.

2. The teacher gives the student a card with a hexagon drawn on it. Imagine that you were invited to a party. The drawing in front of you represents the hexagonal room in which the party takes place. People gather there in six non-random groups. The members of each group share the same characteristics. Read the descriptions in the picture and choose the group that suits you best, the one you would like to join most, in which people have features similar to yours. Do not worry, you do not have to talk to them. After familiarising yourself with the characteristics of the groups, please write the symbol in the square on the page. Imagine that after 15 minutes, these people are leaving and now you have to choose a different group. Write its symbol next to the square. Unfortunately, after another 15 minutes also these people leave, choose the next group. Next to the square, write the symbol of this group.

3. In this way, she has established her vocational personality code. Holland is its author. According to him, people are predisposed to specific occupations by their personality and many factors from their surroundings. Choosing a profession is combining personal interests with the possibilities offered by the world of work. In this exercise, you

approximately determined your code by selecting the groups of people you would like to be with at the party. Usually, in a new situation, we feel better with people similar to us. Holland distinguished six types of vocational personality.

4. Now please do the test, its purpose is to make you aware of your own vocational predispositions (Appendix No. 4). On the card, circle the numbers of statements that you agree with. Do not hesitate, circle the first answer that comes to your mind.

5. Session summary: We compare the results obtained in the test with those obtained earlier. The test was to pre-determine the type of vocational personality of the student. A conversation about her professional plans and possibilities of their implementation. Strengthening the student's self-esteem.

Session No. 18

A success suits me.

1. Coaching conversation: The teacher-coach emphasises that achieving success is to a large extent a matter of perseverance in pursuing the set goals.

Then, he/she asks the student to add associations to the word "success." The student writes all her ideas on the board - on their basis we create together the definition of the word "success".

In the summary of this part the teacher points out that the word "success" does not mean only outstanding achievements in some field, but for example, for people who have problems with mathematics, it may be a success when they get a positive grade in this subject.

2. Exercises: **The road to success** (Appendix No. 5):

The teacher-coach asks the student to think about what success she would like to achieve most. He/she gives the student a sheet of A4 paper showing the path to success.

The student's task is to write on the path the features needed to achieve success, about which she previously thought.

Then the student presents her work.

3. Debate: **Does achieving a success make you happy?**

- We are proceeding to the next stage of the session, that is, a debate on: "Does achieving a success make you happy?"

- The student is to create a list of "+" and "-" of striving for success on the board.

Striving for success	
+	-

4. Coaching conversation: In the summary, the teacher-coach primarily refers to the goals they have set in this session. They focused on creating a definition of the word "success" and referring it to the student's experience. The aim of the session was also to get to know herself better, try to determine her virtues and features that can help her achieve success.

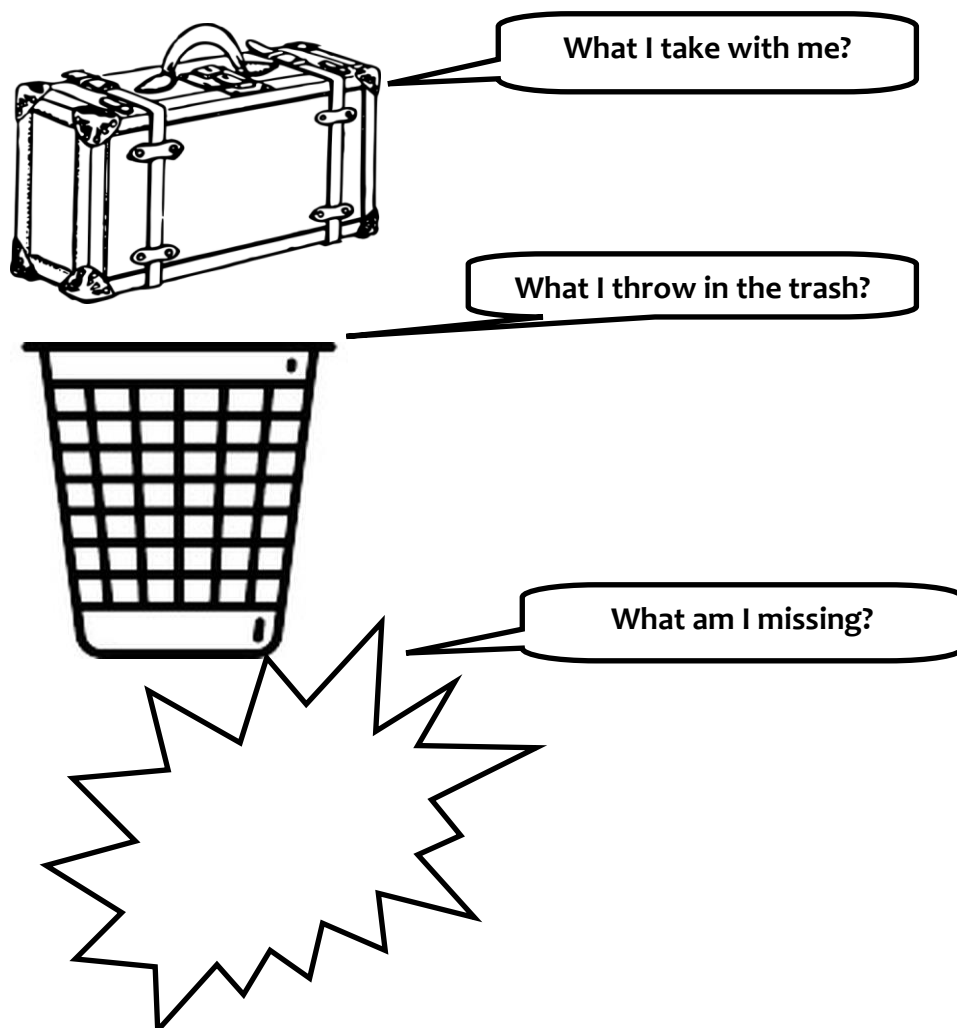
At the end of the session, the teacher-coach asks the student to finish the sentence: "A success that pleased me the most was ..."

Stage V

Session No 19

Evaluation of the programme.

The evaluation of the programme will be carried out with the use of "Suitcase and basket" method. We draw a suitcase. Next to it, we write: What do I take with me? The student is supposed to write what was especially important for her, what she liked during the programme implementation or what will be useful to her in the future. Below we draw a basket and a white spot. Next to the basket, we write: What will not help me? And next to the white spot: What's missing? The student writes short sentences or key words. It is also an opportunity to analyse the classes and quickly remind their course.



All the student's opinions are important. What is missing should be included in the current work with the student. Similarly, the things that were satisfying, enjoyed. Then the student writes "A letter to friends", including the written opinions and supports them with arguments.

18. Individual programme of work with the student/ward.

The time of the programme implementation:
 Name and surname of the teacher - coach: P, H
 Name and surname of the student/ward: V.....

Stage I.

Collecting and analysing information about the student/ward:

1) The collection and the analysis of information concerning the pupil (1,5 hours).

V. The 13/08/2001 was born in France. He is thus 15-year-old, during the beginning of our work of coaching.

He lives in host family and spends a weekend on two as well as one evening a week at her mother, he maintains very good relationships with her.

V. Was in ordinary environment up to 2nd year of primary school.

In 2010, he integrated the class ULIS (localized units for inclusive education) of the school.

In September, 2013, he integrated the 6th ULIS of the middle school.

In front of persistent difficulties of V., an orientation in IMPRO was recommended at the end of 5^{ème} ULIS.

He so integrated the IMPRO of Pagès in September, 2015, he was in pré-pro1.

This year 2016-2017, he is pré-pro2 and hesitates between an orientation cooking or building next year.

2) The collection of information of the social worker thanks to the Project of Welcome and Personalized support of the pupil (PAAP) (1,5 hours).

During the multidisciplinary work led within the establishment for every welcomed user, the social worker collects the story of the user, and the expectation of her family for her support to the Complex of Pagès.

Here are extracts of this collection of information:

V. A very autonomous young person is who takes initiatives at her mother, he manages himself the pocket money given by the General Council.

He goes alone in the treasury to transform the checks of the ASE into currency and knows how to save to realize personal projects.

Her mother says himself confident as for the future of her son because " he sees that it is surrounded that he has of the world to help him to work".

Stage II.

"Getting to know myself"²⁰ - self-assessment of the student with the help of a coach/mentor based on the programme "Getting to know myself" – Appendix No. 1.
Five sessions with the student.

²⁰ The programme " Getting to know myself" was prepared on the basis of material brought from a study visit at the HillsideSecure Center in Wales, which was held as part of the DAPHNE III programme - "Girls using violence - intervention and prevention" in Poland run by the Polish Association for Legal Education and co-financed by the European Commission.
Prepared by: Fundacja po DRUGIE

V. Recognizes that he has skills at the manual level and that this is why he was directed in the IMPRO.

He tells to appreciate the alternation of the courts and the professional workshops because in the ULIS (unity of school integration) of his former college, he had only courts and it put him in trouble, indeed the dyslexia tires him enormously and he has difficulty in remaining to concentrate a whole day in class.

He tells to prefer mathematics to French "which he finds tiring". However he is conscious of the utility of knowledge to read and to write.

He wishes to learn "all which is useful to be autonomous".

He tells to have already progressed for the last year in French and in mathematics.

He wants to obtain a vocational degree to obtain an employment.

He feels at ease in the workshop AEB (Cleaning operative of the Building).

In his activities of the WE he speaks about biking, walking in family but no outings with some friends.

His circle of close friends except the family (mother, brother, father, host family) limits itself to a friend, probably A. has with whom he maintains almost exclusive relations.

The most important for him is "to take out" there in life!!

V. Wish to pursue his learnings in French for its future autonomy.

His problems of dyslexia slows down him nevertheless he sees itself in progress and it encourages him.

He also wants to pursue the work on his self-confidence.

He is always motivated by the exits and the proposed projects.

V. waits to be supported in his learnings and in an approach of greater well-being.

Stage III.

Synthesis of the diagnosis – profil of the ward:

1) The collection of information of the various professionals : Psychological, social, educational profiles of the pupil (6 hours)

- Psychological Profile:

We notice at V. a discharge of the handicap and the "exceptional" behavior. He agrees badly to be in a specialized establishment.

This year he speaks more about him and about his circle of acquaintances, he seems to gain confidence in the team which surrounds him.

- Educational profile:

The educational team noticed too real skills of autonomy of V. nevertheless he has to make a work on him (accept his place in IMPROV, trust him and put into words) and on its report in the others.

Thus the main objective of the team is to work the respect for others in spite of the differences and the self-confidence.

- At the medical level:

Young person with no problem at all of health.

He is interested in all the subjects bound to the health (food, sexuality ...)

- In psychomotricity:

No follow-up because good temporal location, good spatial location, good maid and good handwriting, very skillful with the hands.

Good one visuo construction (very talented for example to read a plan, develop a complex origami, reproduce a figure).

Good muscular tonic effect, and correct body image, good global coordination and good balance.

Good manual motricity and fine motricity.

- School profile:

V. Is always accompanied by a speech therapist with whom he maintains excellent reports for his problems of dyslexia.

He puts a lot into the projects of class but discreet rest since it is necessary to put forward at the level of the image because he does not wish that his entourage knows that it is schooled in specialized environment.

A big will to exceed its difficulties in French as in mathematics.

That is why both main objectives will centre on the help to progress in these two school subjects.

The third objective will be to place V. in situation of responsibility in the audiovisual project to bring him to find its place in our structure and to increase its respect of him.

- At the sport level:

Student who possesses a very big physical and technical potential in PE.

His driving behavior is excellent even if its motivation is fluctuating.

The social behavior leaves something to be desired, selfish, individualistic pupil who can be hurtful with his peers.

Thus the pursued objective is to improve his social behavior in community and to develop his team spirit.

- Professional learnings:

In workshop "of cleaning operative of the building", V. shows some knowledge and a good control concerning the employment of tools.

He shows a good understanding and an ease to reproduce what he is shown.

However we note here also relational problems with his peers, V. want to play the "small leader" and would tend to command his peers.

Both pursued objectives thus are to help V. to choose of his workshop and to help him to manage its relation with his peers.

2) Synthesis of diagnosis (2 hours).

It emerges from all these elements, these few points which seem to me in connection with the wishes of V. and with our work of coaching:

- Progress to be made in the school learnings in particular in French (reading, writing).
- Improve the confidence in him, increase the self-respect.
- Improve his relation with his peers (more respect and team spirit).

To note the key points of V., which should allow him to evolve on these points: he is voluntary, participative, motivated, endowed at the psychomotor level (in a global way). He wants to take out in the life there and sets up all the actions to make progress his autonomy.

Concerning our work of coaching, from the beginning of the sessions he showed itself composed, thoughtful, responsible.

Goals to achieve with the ward and expected results:

Goal 1: help V. to progress in the school subjects in French in particular.

Goal 2: help V. to gain confidence in him, to consider itself.

Goal 3: help V. to be more respectful others (accept the differences), to manage to work in team (less individualism).

Stage IV.

Planning of the sessions of coaching (38 hours).

Sessions 1 in 5 preparation of a competition " portraits plural " with use of the software "Movie Maker".

Session 1.

Presentation of the project "plural portrait".

This competition enters the more global frame of the project of European exchanges ERASMUS + whom we lead with Poland because we are going to realize the final slide show with our Polish correspondents, this competition aiming at learning to know each other before our first meeting in May, 2017.

IF V. always shows himself interested in the project with Poland, he dreads the photography session. As coach, i remind to V. that it is about a teamwork in wich each as to participate.

Session 2.

Accept its image by painting portraits only or with his companions for the final slide show to be sent to the jury of the competition.

V. manages to accept the photo but with a direction (masks on the occasion of Halloween) and visual effects. On the other hand while his other companions also decide to make original photos openly, V. arranges not to participate.

As coach I let him the choice hide its identity behind a mask so that it does not drop out of the project and so that he can join it.

I know that he does not want to appear openly in a project connected to our center of P., because it is agreed to be recognized as "young person in situation of handicap". Except V. refuse this status because he cannot assume him, his self-respect being low, the purpose is to show him that the words " in situation of handicap ", which are I recognize it very hard to accept, do not mean that he has to consider as lower than the other young men of his age.

Session 3.

To Participate in a writing workshop " We call me " on the self-portrait which allows the pupil to raise a portrait by completing debuts of sentence.

We call me ...

I like(love)

I learn ...

Every time I can, ...

One day, I have (something of which I was proud) ...

One day I do not have ...

I am particularly endowed for ...

But we often blame for me ...

I speak rather freely of ...

But, I never land ...

We can meet me ...

But, we shall never see me

We call me ..., but also "

V. In spite of his problems of dyslexia and his will of discretion on his person gets hooked and manages to come to light through this self-portrait. As coach I congratulate him on the capacity with exceeding its apprehension of the paper and with speaking about him and I value the made work. He will translate it into English and will put forward it in the slide show.

Session 4 and 5.

Use of the software " Movie Maker " to mix photos, texts and music.

Use of WE transfer to send the slide show to the correspondents matched by a letter in English to invite them to the elaboration of the support of the competition.

I notice a real interest for all the "technical" part on behalf of V. that it is about the use of the software Movie Maker, or the use of WE transfer on whom he works thanks to a tuto which I printed on the Internet (to work its skills in reading). I note that this will be certainly the point of catcher for him in the audiovisual project. As coach, I make him work in binomial with J. with whom he has communicated never really from the beginning of the year in spite of the fact whether he is in his class.

Indeed up to there V. maintains almost exclusive friendly relations with a boy of the other class A. And locks itself into this relation with him. Thus one of the purposes of the work

in project is going to be to form binomials to work as a team to favor the solidarity and the opening to the other one.

Sessions 6, 7 and 8. Training with P the producer director on the use of the camera.

Session 6 Dérushage of a movie about a soccer match and first reports.

P. joins us today to make the first training on the use of the camera from shots that a pupil S. realized during a soccer match in whom the pupils attended in Toulouse in November.

During the viewing Catie made notice to the pupils what could be improved and gives the first tracks:

- film by making short shots.
- work on " the handling " of the camera.
- do not make a travelling platform by zooming.
- to make a zoom, cut the shooting, zoom, centre and take back the shooting.

V. Shows itself interested in all the technical part not hesitating to train on the handling of the camera and the basic functions (start, stop, to zoom, to settle the sound and the luminosity) to the advice of P.

P., as coach, congratulates and encourages V. for his implication. V. Resumes the advices in the oral then we write them to memorize them and work the writing of the words, not forgetting that one of the objectives is the improvement of French.

Session 7.

Viewing of documentaries realized by P. and formulation of expectations.

Today we view extracts of a documentary realized by P. entitled " Beautiful districts ". In this documentary, the inhabitants of a "difficult" district write a scenario and interpret characters of the real life, then they are all interviewed one by one by P. to collect their impressions on this human adventure.

P. asks then the pupils about what pleased them in these interviews, and brings them to discover other tracks to be followed to improve their future movies:

- Use one foot or a support to centre correctly a person who speaks during a long interview.
- To return the "alive" interview, we notice that we can record the voice of the interviewed person then film images which illustrate his words to stick them on the voice-over of the interviewee.

-Finally the pupils realize that it is important to film with " an intention ", that is to wonder beforehand about what we wish to highlight.

P. suggests then to them using the camera during the transfer in the ski to saint Lary who approaches and suggests to come back for derushing with them.

P. as coach tries in his sessions to imply V. at the most and to bring him to discover by himself tracks to be followed to assure good shots, of more V. is not considered as a simple spectator but well as a partner whose word is taken into account. V. resumes the advice in the oral then we write them to memorize them and work the

writing of the words, not forgetting that one of the objectives is the improvement of French.

Session 8.

Viewing of the videos of the ski and the formulation of expectations.

In our return of the ski every pupils used the camera: A. B., N., F. V don't use the camera, he's not appear on filmed sessions. However he had brought one GO PRO to film the descents but he did not know how to run her. P. congratulates the pupils who took the initiative to use the camera.

Movies are viewed, V. participates in the oral to say what was correctly filmed or not and to find the reasons, other tracks are updated:

- the person who films has to avoid commenting on everything because we do not hear anymore "the sound atmosphere" of places recorded thanks to the microphone integrated into the camera.
- if we film in a closed place (bus, cable railway ...) to film back in the light source to prevent the subject from being plunged into the shade.
- when we film to look at the subject filmed through the small window and not directly to avoid the errors of centring.
- not to make travelling platform by zooming (it still caused problem).

V. Resumes the advice in the oral then we write them to memorize them and work the writing of the words, not forgetting that one of the objectives is the improvement of French.

Further to these reports P. suggested to the pupils getting organized in groups of three to establish " production teams " with a cameraman, an interviewer and a fitter. They then have to choose a subject to be filmed.

V. Chooses as subject the soccer of Monday evening organized by an educator of boarding school, with J. and Ad. who are in his class, he had proposed it unsurprisingly to Al but this one goes back home every evening and refused to stay a little later in the evening to realize this activity with him.

We are satisfied to notice that he intends then to team up with other young people.

At the end of these 8 sessions, a first balance sheet is imperative, I choose to create on "socrative" a questionnaire to review the motivation of the coached (in appendix).

In the view of the answers, V. seems more interested in the video editing than in the camera or the interview. He held nevertheless the instructions of P. on the way of filming. He clearly asserts not wanting to appear to the image.

At the end of two weeks we were able to notice with P. that no team was involved in the chosen subject, also I suggested to P. not to insist because on one hand all the pupils were involved in the organization of the activities for the coming of the Poles and on the other hand their stay of week in May in our center would be certainly a trigger for the shooting then the assembly(editing) later.

V. Is enormously involved in the organization of Tuesday with our Polish correspondents. He looked for activities of address and reflection to be made them realize in various

places of the establishment. We worked thus enormously the reading from the activities found on the Internet then the writing to create the supports of activity, establish the list of the material necessary for every activity.

Finally write to the Departmental Council to ask for prizes for our correspondents.

As coach I thus requested his opinion, his ideas, his suggestions, he was named responsible for this day with J. with whom he had the opportunity to work in binomial very often.

Thus he was impatient to welcome these girls. He perfectly coordinated the activities of Tuesday, it was happy being able to offer them at the end of the day T-shirts and pens of our partner, the Departmental Council. During the stay of the correspondents, we were able to notice with P. that V. accepted better the presence of the camera and participated much more in the activities of group.

Sessions 9 in 16.

Training with P. the director on the software of editing

When the girls left, as I had planned it the external hard disk contained approximately 5 hours of shots realized largely by our pupils.

V. Had not still taken the initiative to film but he was impatient to try the software of video editing.

Session 9 and 10:

Viewing of videos and learning of the features of the software POWER DIRECTOR 15.

P. thus began to show us the basic functions of the software (import the images, cut, mixer, to separate the sound and the image) by throwing by means of the video-projector, the image on the wall of the computer room in a way that the small group of pupil can see how it took itself there.

Then every pupil individually to realize manipulations on the software to acquire the basic functions. V. showed himself talented because he memorized very quickly the manipulations to be made. We congratulated him on it.

Sessions 11,12 and 13:

Viewing of videos and learning of the features of the software POWER DIRECTOR 15

Every group of two saw itself confided "a video project". V. And J. put itself together to realize a small movie about Tuesday from the videos which had been realized this day. If the technical part was acquired at the level of the software, the hardest was to get on to know what it was necessary to emphasize or to throw during the viewing of videos. The teamwork very well passed.

Session 14, 15, and 16 work on sound tracks :

Once the video was gone up from the images chosen, it was necessary to work on the sound, that is to know which voices, which background sounds be going to be kept and which would be replaced by the music. It was then necessary to choose the musics adapted to associate them with the images. Once this last work made, V. and J. was

satisfied by their production, because the assembly emphasized all the work realized for the success of the coming of the Polish correspondents.

Sessions 17 in 20.

Realization of the final movie:

We then assembled all the video projects " to make a movie of 35 minutes which we wished to offer to our correspondents during our stay in Poland in June.V. put again a lot into the realization of a mail with an local association to bring in Poland T-shirts, CD and posters, to make better known our territory. I was able to notice that he was much more removed inhibitions when it was necessary to produce a paper.

Stage V.

Evaluation of the working programme (4 hours):

To estimate this working programme which was spread out from December, 2016 till June, 2017, I would resume the objectives fixed initially.

Goal 1: help V. progress in the school materials in French in particular.

V. Enormously participated in the oral during the sessions, what is a progress because it remained very discreet in class. The sessions as well as the transitions between the sessions (for example preparation of activities for the coming of the Poles) were supports in the activities of reading and writing.

Reading of tutoriels, internet documents, indications to treat the software, questionnaires ... Writing of the instructions of shots, the self-portrait, mails to the partners, the lists of equipment, supports of games ...

I note at the end of this session of coaching that V. much more feels at ease to produce a paper, in the same way its reading fluidified, he does not have an apprehension anymore when he reads what is a big progress.

Goal 2: help V. to gain confidence in him, to consider himself.

V. Obtained concrete and developing results in the actions which he led: Realization of a " video project " which received a very enthusiastic welcome of the correspondents during the projection of the movie in June!

Success of the activities prepared for the correspondents and highlighted by the video of these moments. Success in the communication (demands and thanks) with the partners (Departmental Council, local association) which adhered, sent prizes.

The result in Poland of this work of partnership was the same beyond what was expected because chairman of district council where is situated the establishment wishes from now on to establish a twinning with the association of local authorities " Bastides et vallons du Gers " thanks to the communication realized around the jazz festival.

Finally put into situation by responsibility during the assembly but also during activities with the girls. V. is very proud of his obtained results during all the project. He loves travelling like others boys of his age.

Goal 3: help V. to be more respectful others (accept the differences), to manage to work in team (less individualism).

For V. this work of coaching really allowed him to open to the others through the work in binomial at first with J. then thanks to the exchanges with the correspondents and at the moments rich in feelings lived with his companions during all the duration on the project which was placed under the sign of the division and the solidarity. His look changed on the young people who left with him, even on those whose difference it managed badly to accept.

He saw that each had his place and that each could be recognized because every individual possesses his qualities, because he is considered as " in situation of handicap " or not.

Finally the sessions continue in June and in September because on one hand the young people prepare an exhibition with photos for the party of the establishment in July from. Those photos returned during the stay: each chooses photos, writes comments then they classify them according to the chronological progress of the week. On the other hand numerous moments were filmed in June and will be viewed at the start of the school year (in autumn).

CONCLUSION (2 hours).

In June during our travel in Poland, V. surprised P. who respected his will not to appear to the image, by telling him that from now on " it was equal to him" to appear on the documentary which turned Pierre on the project ERASMUS. This new state of mind showed us that V. had evolved positively at the level of its personal image because he did not feel any more the need to hide.

I would thus say that to make a success its work of coaching, it is important first of all that the young person is actively involved, that it has himself a desire to evolve, as had him V. at the beginning of the programme. We always respected the wills of V. who wished to escape with regard to the others. We listened to him, we took into account his points of view because it is important to build an interpersonal relation based on the confidence and the respect.

We knew also how to show ourselves flexible on the ways (see again our activities when the pupil did not show the will to cooperate), but constant on the objectives to reach (improve the level in French, go at the end of the realizations to improve the self-confidence and its personal respect, work as a team, be respectful from all the participants in spite of the differences). We favored the work in autonomy, occurring only to bring tools.

Finally during all the project we favored the self reflection in particular with regard to the

status of the handicap which is a brake for many young people to reach a confidence in them satisfactory because they feel stigmatized.

Indeed, often this status sends back a negative image. We wish that they realize that they do not have to be ashamed there but on the contrary show that this status is not a brake in the social and professional integration.

The image bound to the handicap still needs to change in our country and we hope that the project of documentary movie on which we decided to lead with P. will contribute to it.

19. Individual programme of work with the student/ward.

The time of the programme implementation:

Name and surname of the coach:A.

Name and surname of the student/ward: P.....

Stage I.

Collection and analysis of information about the student/ward:

P..... comes from her mother's dysfunctional informal relationship. Her father has not been interested in his daughter from the moment of parting with her mother. Currently, their contacts are occasional. A mother with an alcohol problem. The student has got half-siblings with whom she maintains contact. She was brought up in very unfavorable family conditions, both concerning the living as well as care and upbringing.

Knowledge and skills:

a) academic skills

Reading: good reading speed, she understands the text being read.
Writing: she writes carefully, understands the basic principles of spelling and can use them in practice.

b) social skills

She observes rules and principles, occasionally enters into conflicts. She takes the opinion of others into account, cares about her appearance and surroundings. She is open, brave, likes to be praised. She participates actively in the Center's life, is helpful, friendly and liked by her mates.

c) personal skills

She has leadership qualities, pursues a set goal, empathises, motivates herself to achieve the goal. P..... correctly understands the rules that govern society, obeys them, is emotionally mature. She quickly makes contact with her peers, is observant. She is distrustful of newly-met people. She has competence to recognise her emotions, determine their sources, understand other people's feelings. She experiences family problems that heighten negative emotions and stress. She does well in class, is active, has good visual memory, achieves good academic performance and usually has a good annual grades average. She loves physical activities, dance and art, she has well-developed visual

thinking. She takes care of her neat appearance, works on changing her behavior, motivates her friends. She fulfills the tasks entrusted to her, is always willing to help. She treats her colleagues and employees with respect. She is looking for a sense of security and stability.

Stage II.

"Getting to know myself"²¹ - self-assessment of the student with the help of a coach/mentor based on the programme "Getting to know myself" – Appendix No. 1. Five sessions with the student.

I.....

My name is P... .., I have been placed in the Centre because I did not go to school and spent time in inappropriate company. When I learned about the committal to the Center, I was surprised, I did not think it would happen. I regarded being placed in the Center as punishment and I missed my mother terribly. During our meetings, I realised that time has passed very quickly. However, it has been a well spent time. I learned, saw, visited a lot of things here, and had a nice time. Unfortunately, there are also some unpleasant situations related to my personal problems, my mates. However, I have received support and help. I consider staying at the Center as a well-used time. I'm still learning something new. Time here goes well, I'm more independent and responsible for myself. I would like to graduate from lower secondary school here and gain more control over my emotions.

Stage III

Synthesis of the diagnosis – student's profile:

Student's profile	Student's strong points	Student's weak points – areas for development

²¹ ²¹ The programme "Getting to know myself" was prepared on the basis of material brought from a study visit at the HillsideSecure Center in Wales, which was held as part of the DAPHNE III programme - "Girls using violence - intervention and prevention" in Poland run by the Polish Association for Legal Education and co-financed by the European Commission.
Prepared by: Fundacja po DRUGIE

Psychological profile (intrapersonal)	She takes care of her appearance, her surroundings and being fit. She is aware of obeying rules and principles in force in the Centre.	She breaks the rules in order to achieve personal gain. She occasionally breaks the rules during leaves.
Social profile (interpersonal)	She has got the ability to take care of persons who are close to her (e.g. her friend). Leadership qualities (e.g. she can lead the group of her peers and organise their activities e.g. organize events at the Centre). Helpful, involved in the life in the Centre.	Verbal aggression, using swearwords. She has got difficulties in cooperating in a team and coping with emotions.
Educational and vocational profile	Dancing skills. She eagerly takes part in P.E. classes, social studies. Generally she is active during classes, has got good grades average. She is interested in cosmetology, develops her skills in this field	She quickly gets discouraged when performing long-term tasks.

Selected areas for development:

Areas for development within intrapersonal competence:

2. 1. Shaping and acceptance of rules and principles.

Areas for development within interpersonal competence:

3. 2. Ability to cooperate in a team, improving the ability to control emotions.

Areas for development within educational and vocational competence:

3. Self-discipline, motivation to perform long-term tasks.

Goals to achieve with the student:

Shaping and acceptance of norms and principles.

1. Strengthening the understanding of the essence of rules and principles and the need to comply with them.
2. Improving self-control skills in situations requiring compliance with rules and principles.
3. Developing the skills of self-assessment of behaviour and attitudes.

Ability to cooperate in a team.

- 1 Improving teamwork skills and emotional control.
- 2 Shaping the skills to use her own potential in a positive way when performing team tasks.

Internal motivation. Self-discipline.

- 1 Strengthening internal motivation.
- 2 Shaping the sense of duty and responsibility.

Expected results.

The student/ward:

- 1) understands the consequences of non-compliance with rules and principles and positive aspects resulting from compliance.
- 2) tries to respect social rules and to control her behavior.
- 3) is able to analyse her behaviour, predict its effects and plan desired changes.
- 4) can determine her strengths useful in teamwork.
- 5) observes the rules of teamwork.
- 6) knows how to organise her work effectively.
- 7) can finish the started task.
- 8) understands the importance of responsibility in life of a human being.
- 9) is able to see her successes, enjoy them and plan the future.

Stage IV**Planning activities - milestones.**

1. Rules and principles.
2. My functioning in a group / team.
3. I am a learner.
4. Responsibility - an important matter.

Plan of coaching sessions:

Milestones	Coaching sessions	Methods and tools used during the session
Concluding a contract	The rules for work of the teacher-coach with the student/ward during coaching sessions.	Conversation with the student, technique of unfinished sentences. Contract visualisation.
Rules and principles	My and my rules and principles.	Coaching conversation, star of questions.
	My rules and the rules recognised as universally binding	Coaching conversation, comic book (drawn by the student), criteria poker, thermometer.
	I assess my behaviour and attitudes.	Coaching conversation, drawing a poster.
	My road map.	Practical action method, road map

		method
My functioning in a group / team.	My relations in a team.	Coaching conversation, Clanza scarf, technique of unfinished sentences.
	My role in the teamwork.	Coaching conversation. Questionnaire by Belbin <i>Team roles</i> .
	My potential – how to use it in teamwork.	Coaching conversation according to GROW model, balloon method.
	Communication with other people during teamwork	Information from the programme „Getting to know myself”, characteristics of feedback
I am a learner.	Learning style I prefer.	Coaching conversation. Questionnaire concerning learning styles. Questionnaire concerning the dominant hemisphere
	I manage my time.	Coaching conversation. Timeline. Day/week/month Planner Time management matrix.
	What helps me and what disturbs me when learning	Coaching conversation. Wheel of satisfaction.
Responsibility - an important matter	My attitude towards duties	Coaching conversation, poster, practical action method.
	I make my decisions responsibly.	Coaching conversation, Decision tree
	I achieve success.	Coaching conversation, planning from the future
Evaluation	Summary session	Suitcase and dustbin method

Session No 1

Principles of teacher's/coach's work with a student/ward during coaching sessions.

This session is focused on establishing the rules for cooperation with the student/ward- a contract setting out the principles of cooperation.

It is determined by the following steps:

1. Creating space for conversation - eliminating communication barriers.
2. Talking about expectations - what is important for the student/ward in cooperation

with the teacher - coach, how she imagines this cooperation; how the teacher-coach imagines cooperation?

3. Creating a contract: practical information that you can refer to at any time; determining:
 - dates, places and hours of meetings,
 - organisational rules related to the course of meetings, including the possibility to talk with other people, participation of other people in the meetings, rules regarding unplanned events such as cancelling a meeting, being late,
 - principles that both sides will follow during the coaching relationship, e.g. openness, honesty, confidentiality, respect,
 - the scope of rights and obligations of both parties, e.g. who is responsible for setting the goals of coaching, what they are, etc.

Relying on the potential (strengths) of the student/ward. Strengthening and making use of self-awareness of her strengths. Using strengths (skills and attitudes) in working on areas for development. Establishing that at any time during the coaching meetings a conversation about the agreed contract can be initiated and changes can be introduced if necessary.

4. Conversation about the principles using the technique of unfinished sentences: e.g. I would like the meetings to be our secret, because Writing a contract in a positive language, without using the word "no".
5. Contract visualization.
6. Summary and end of the session.

Sessions No. 2-6.

Sessions from stage II

Sessions No. 7, 8.

Me, my principles and rules

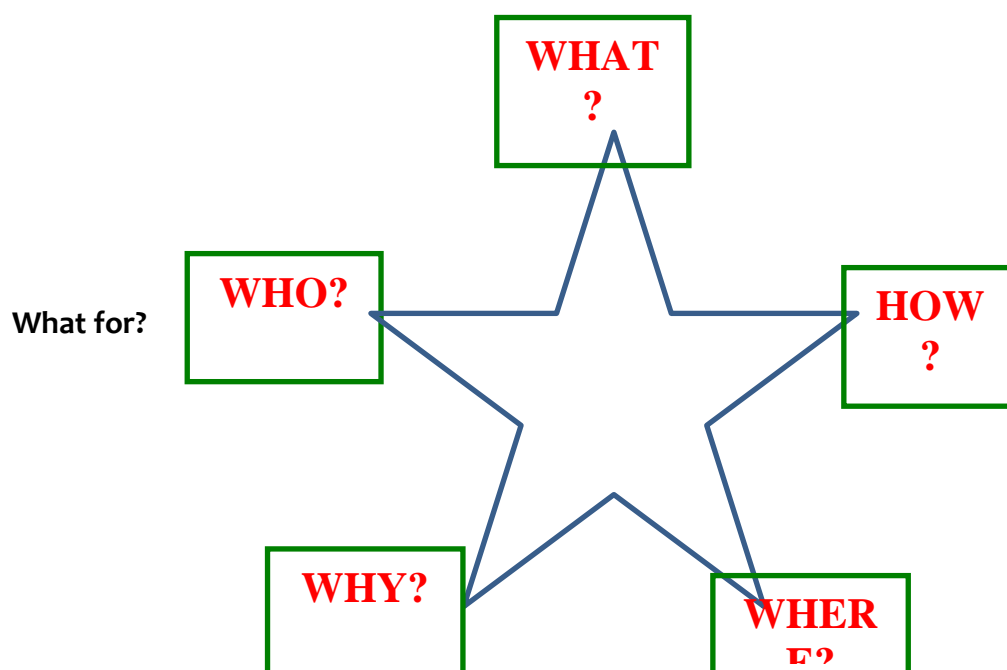
1. The session starts with greeting with the student, then determining what we will do, what will be an important goal for her for the next week. Coaching conversation with the elements of the GROW model:
 - What is your goal for the next week?
 - What problems have you got?
 - What causes them?
 - How can this situation be improved?
 - What are the opportunities?
 - Where do you start?
2. Moving on to the subject of rules and principles.
 - What are the rules and principles?
 - What are they for?
 - Who sets them?

- Why should you follow them?
- How do you manage to comply with rules and principles?
- Who or what helps you with this?
- Who or what bothers you?
- Where should the rules and principles be followed?
- What rules and principles applicable in the Center do you know?

3. Summary of the session, agreeing with the student to talk about the principle and rules later, but those applicable in the Center. The next session begins with a summary of student's compliance / non-compliance with principles and rules during the last week.

4. Conversation based on specific examples. Star of questions as a helpful tool when talking about rules and principles, the purpose of obeying them.

5. A summary of the work with the "star of questions" will be the presentation of the star by the student.

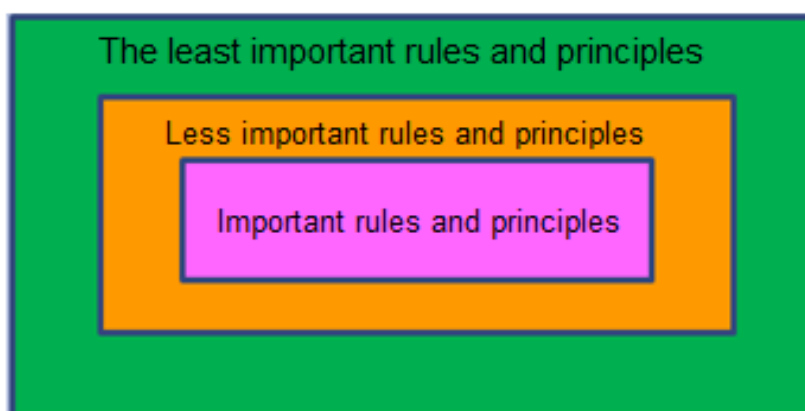


Sessions No. 9, 10.

My rules, and rules recognised as universally binding.

1. Introduction to the session. Marking the student's mood on the thermometer. Coaching conversation about how differently I perceive the principles. Realising the differences will help me understand what is important and how important it is.
2. Task - a comic book drawn by the student. Showing the set rules by means of drawings.
3. Consequences of breaking the rules.
4. Compliance with the rules - a rule or a benefit.

5. Exercise: Criteria poker. It is a method (game) that allows you to determine the rank of factors, to make decisions: What and why is the most important? What is less important? The least important?



6. Rules and principles. The student makes a poster. She writes the rules and principles from the table establishing her own hierarchy of importance.

Use polite language: please, thank you, sorry.	Punctuality	Table manners.
Order in your surroundings.	Not using swearwords.	Speaking when allowed to.
Care for other people.	Friendliness, helping other people.	Following directions.
Truthfulness	Manners when in company of other people.	Avoiding conflicts.
Solving problems by talking about them.	Good manners.	Bahaviour during trips, excursions.
Tolerance, including religious tolerance.	Respect for other people.	Listening, not interrupting.
Using greeting and farewell expresions	Neat clothes.	Giving up your seat to older people.

Not using physical violence.	Not using mental violence	Not stealing, extorting money.
-------------------------------------	----------------------------------	---------------------------------------

7. Summary of the exercise. Why do you perceive the hierarchy of rules and principles in such a way?

Are they being respected for the benefit. What would happen if no one followed the rules or if there were none of them at all.

8. Summary of the session - discussion. Conclusions.

9. Marking the student's mood on the thermometer after the session ...

Session No. 11.

I assess my behaviors and attitudes.

1. A conversation about the behaviour of the student. Have you been able to follow the rules for the last week.

2. Rules and principles and the functioning and relations in the group. A conversation about whether compliance with rules and principles affects relationships with others. If so then how. Search for ideas for good relationships, ways to easily comply with rules and principles, avoiding confrontation.

3. Poster session: How do I assess my behaviour, my attitude.

My behaviour My attitude	Response of other people	Conclusions
e.g. I follow directions	I am being praised for doing the task	It's worth fulfilling tasks
I use swearwords when talking to my mates	My mates are angry with me, reprimand from the teacher	I must change my behaviour

7. Session summary. Concentrating on conclusions, reflections for the next week.

Session No 12.

My road map

1. Session using the practical method. Road map. How can I improve my compliance with rules and principles. The map shows barriers, obstacles, factors that help to comply with the rules, to behave properly.

2. Traffic signs technique.

3. Poster session: building a road with miniature road signs metaphorically expressing the pursuit of the goal.

Session No. 13.

My relations in the team.

1. Coaching session with the participation of other students - educational games with Clanza scarf - building relationships in a group / team.

Integrating games with a scarf:

- Who is missing?
- Colorful trips.
- A storm.
- A shark.
- Have you got this color?

2. The technique of unfinished sentences:

I like working in a team, because

A larger group makes me

I like when in the group

I feel good having in the team

3. Summary of the statements of all session participants.

4. Determining common elements important for the team during work.

Session No. 14.

My role in teamwork.

1. Conversation with the student about last week, her successes, failures, teamwork at school, after classes, feelings during this work, her roles in the team.

2. Exercise "My role in the team" according to the Belbin questionnaire "Team Roles".

3. The technique of unfinished sentences:

- I think I bring to the group ... (the student gives answers on the basis of the questionnaire),
- When I am doing something with others ... (as above)
- My characteristic feature in group work is ... (as above)

4. Session summary. Conversation with the student, does she really see her role as it was shown by the questionnaire results? Does she feel good in this role, in other roles?

Session No. 15.

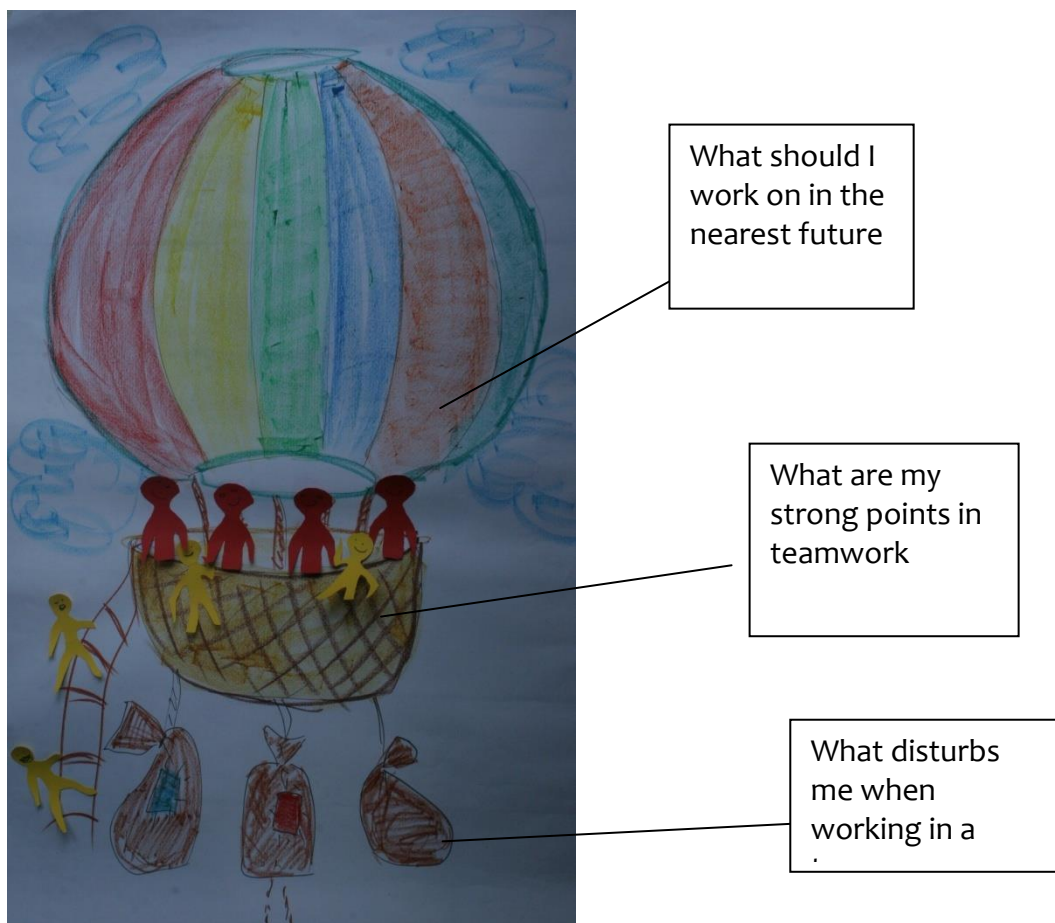
My potential - how to use it in teamwork.

1. Coaching conversation according to the GROW model:

- a) using the potential in teamwork,
- b) identification / verification of the role in the team,
- c) determining the possibilities of action,
- d) choosing the course of action.

2. During the coaching conversation, creating a poster and visualising the conversation.

3. Summary of the session - a balloon.



Session No. 16.

Communication with others in teamwork.

1. Conversation with the student about ways of talking and communicating with other people, what's important in communication.
2. Principles of effective communication when working with others - conversation, poster.
3. Assertiveness in communication (what it means, how to be assertive, examples of assertive behaviour, converting statements into assertive statements).
4. Feedback and its characteristics:
 - feedback should refer to what is happening here and now,
 - we are talking about the behaviour of a person not about the person,
 - our attention should be focused on specific situation,
 - we share ideas and information, and we do not give advice
 - we think about what has been said, and not why.
5. Session summary. Paying attention to the way of providing feedback, e.g to friends. Making sure that it starts with a good message. Determining that the next session will be devoted to learning skills.

Sessions No. 17, 18.

Learning style I prefer.

1. Coaching conversation about successes, problems in learning, ways to prepare for classes.
2. Questionnaire on learning styles by Flask (Appendix No. 1). The purpose of this exercise is to determine what is the student's preferred method of learning.
3. Discussion about the questionnaire, summary of the session - drawing attention to student's sensory preferences, a hint how to learn.
4. The next session is a continuation of this topic. It starts with an exercise that diagnoses the student's way of learning. The student writes down the word indicated by the coach into one of the columns of the table. The criterion here is an individual feeling, whether the given noun the student can "hear", "see", or "touch". The column which will contain the largest number of nouns - determines the student's type of learning.

List of nouns:

car, tulip, cake, snow, music, stream, skipping rope, mum, kindergarten, wind, sleep, autumn, walk, bush, bread, dog, phone, television, relax, friend, sister, grandmother, plane, tractor, bicycle.

Test – How do I learn:

I see	I hear	I touch

5. The next is an exercise determining the dominance of the cerebral hemispheres (questionnaire by Rick Linksman "How to learn quickly"). Short introductory information: We have been equipped by nature in two cerebral hemispheres so that each of them can take over some functions of the second one in case it is damaged, especially in early childhood. The hemispheres are not identical, they have different specialisations, though they are dependent on each other. An exercise determining the dominance of the hemispheres will allow us to understand that each of them has got different capabilities, and our brain has the ability to develop, with a little effort. All you need to do is to exercise. Thanks to exercises, you can force your brain to better cooperate between the two hemispheres.
6. Completing the questionnaire by the student. Summary of the exercise, does she feel that her preferences seen in the questionnaires are noticeable in everyday functioning.

Session No. 19.

I manage my time.

1. Conversation with the student, whether she uses her time well.
2. Making her aware that good time management helps her achieve her goals and gives satisfaction.

3. Exercises - a timeline. It is a method of visual presentation of the problem. In the linear dimension, it shows the time sequence. It consists in marking events in chronological order on a long sheet of paper. It can be used in almost all subjects. It shows the result of the student's search and efforts in an attractive way, which gives her a sense of satisfaction and arouses internal motivation to plan the upcoming year.

4. Day / week / month Planner, making a poster, which will allow you to motivate yourself to perform tasks, plan how to use time, or decide if you can change something, to manage time more effectively.

	Days of the week							
	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday	Together
00								
01								
02								
03								
04								
05								
06								
07								
08								
09								
10								
11								
12								
13								
14								
15								
16								
17								
18								
19								
20								
21								
22								
23								
Together								

5. Summary. An agreement with the student to do the task included in the planner in the coming week.

Session No. 20

What helps me and what disturbs me when learning.

1. Conversation about the realisation of tasks from the planner, student's reflections, positive reinforcement from the coach.

2. The wheel of satisfaction as an element motivating to learn. The student is requested to draw a circle, divide it into six areas and name them. Areas concern factors influencing learning:

- good organisation,
- assertiveness,
- cooperation,
- motivation,
- adaptation,
- I do not postpone anything,

- prize for good results,
- satisfaction from achievement.

3. On the basis of the wheel of satisfaction, we can observe what the current level of satisfaction in relation to a given factor is.



4. Conversation with the student: What can you do to improve the factor that you rate the lowest? Defining the goals to be achieved in this area, the action plan, the first steps to take during the time between sessions. Drawing a timeline, placing actions in the planner.

5. Summary of the session - encouraging to work on improving the efficiency of learning.

Session No. 21.

My attitude towards duties.

1. Coaching conversation, introduction to the session, conversation about student's everyday duties. The student determines her duties and assesses the degree of her involvement.

2. Poster session, making a poster: My duties.

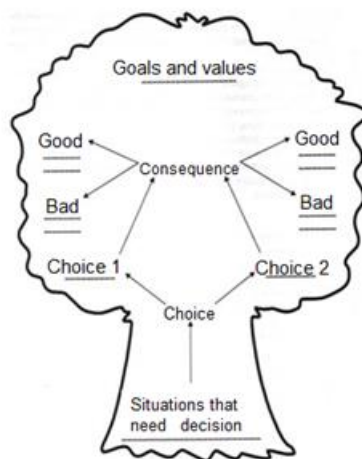
School duties	The level of involvement	Duties after school	The level of involvement

Discussion about the entries on the poster. Determining the cause of small / big involvement, factors affecting it, possibilities of change. Relating poster entries to the satisfaction circle.

Sessions No. 22, 23

I make decisions responsibly.

1. Introduction to the session, conversation - I make decisions responsibly.
2. Decision tree - graphic design of the tree - the student prepares it during the session.



4. Referring to the involvement in duties (poster from the previous session) and repeating information concerning observance of rules and principles. Making a decision concerning the attitude, values, choice of ways how to act, in relation to the tasks carried out:

- determining the most important problem in the performance of duties - possible solutions, compliance with the rules in force at the Centre - possible solutions,
- advantages (positive results), disadvantages (negative results), from the point of view of the goals and adopted values,
- making the right decision.

5. A conversation about the responsibility for taking decisions - summarising the sessions. Awareness of responsibility (for yourself, your loved ones – e.g. a child), safety and consequences related to it, including punishment, not surrendering to influences, working on emotions.

Sessions No. 24, 25.

I achieve success.

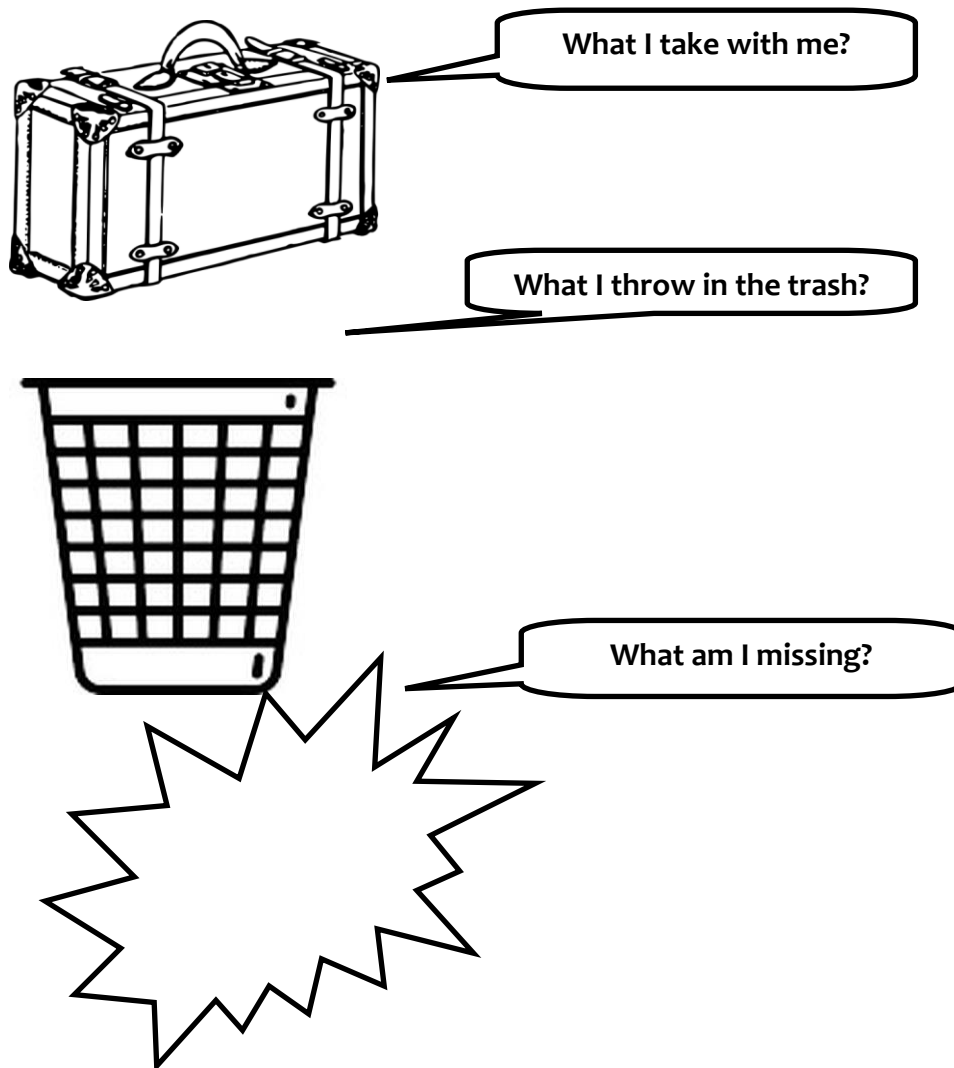
1. The session begins with a conversation with the student about responsibility (referring to previous sessions) and plans for the future.
2. Working with the method "Planning from the future" - the student writes a letter to herself, as she sees herself in 10 years. Before writing the letter - remind the student the characteristics of this literary form - listing the features of the letter on the poster), types of letters (official, to a friend, to parents). Conversation with the student about previous experiences in writing letters. Addressing the envelope – reminding how to do that.
3. Work on the letter: agreeing with the student that it will include, among others, the following issues:
 - imagine what you would like to do in ten years,
 - how do you imagine your profession in 10 years,
 - where will you live?
 - will you have a family?
 - what will your family relationships be like?
 - what will your relationship with your friends look like?
 - will you achieve your goals?
4. Working on the letter during two sessions.
5. Summary of the session – reinforcement concerning student's plans and intentions. Reminding the student of planning methods and factors facilitating achievement of goals. Inspiring her to act during next months.

Stage V

Session No 26.

Evaluation of the programme.

The evaluation of the programme will be carried out with the use of "Suitcase and basket" method. We draw a suitcase. Next to it, we write: What do I take with me? The student is supposed to write what was especially important for her, what she liked during the programme implementation or what will be useful to her in the future. Below we draw a basket and a white spot. Next to the basket, we write: What will not help me? And next to the white spot: What's missing? The student writes short sentences or key words. It is also an opportunity to analyse the classes and quickly remind their course.



All the student's opinions are important. What is missing should be included in the current work with the student. Similarly, the things that were satisfying, enjoyed. Then the student writes "A letter to friends", including the written opinions and supports them with arguments.

20. Individual programme of work with the student/ward.

The time of the programme implementation:

Name and surname of the teacher - coach: E.....

Name and surname of the student/ward: M.....

Stage I.

Collecting and analysing the information about the student/ward:

The student comes from a full, but dysfunctional family, indicating the symptoms of social pathology. Parents' behaviour deprived the minor. When she was at home, she was stealing, neglected her school duty. M..... was placed in the instructional and educational institution due to the greatly disturbed social and emotional development.

Knowledge and skills:

a) academic skills

Reading: slow reading speed. Her vocabulary is limited and she has poorly developed ability to formulate thoughts and opinions. She has considerable difficulties in speech output, uses colloquial language, not always correct.

Writing: difficulties in mastering the correct spelling and punctuation, inability to apply spelling rules, difficulties in formulating sentences and written statements, slow pace of writing.

Due to the reduced verbal fluency, she has problems with verbalising her knowledge and expressing thoughts, feelings and needs. She has a variable motivation to work, she gets easily discouraged when performing tasks perceived by her as more difficult.

b) social skills:

She knows and understands the social and moral norms of conduct, but she does not always apply to them. Her relations with peers are positive.

c) personal skills:

She has the ability to motivate herself to act, is empathic, and has leadership qualities. She can accurately recognise emotions of other people, understands the reasons of their emotional reactions. She is aware of her own emotions and their causes on an average level. She can express her feelings, but does not always disclose them in a controlled way, appropriate to the situation. She tries to be a nice and polite person. She addresses teachers in a polite way. Emotionally, she is still not mature enough. She is not always able to deal with negative emotions. Sometimes she reacts too strongly to various stimuli, is prone to impulsive inconsiderate reactions. In stressful situations she reacts with increased irritability and agitation. In the emotional sphere, she reveals a lack of a sense of security, affective instability. She is distrustful towards other people. She cares for her neat appearance. She tries to fulfill her duties, is open to cooperation and eager to help other people.

Stage II.

"Getting to know myself" - self-assessment of student/ward with the help of a coach/mentor based on the programme "Getting to know myself" - Appendix No. 1.

Five sessions with the student.

I...

My name is M..... I can't and I don't like to talk or write about myself, because then I start to get very nervous. I have school problems, I get angry when I can't follow the instructions and I get discouraged quickly. I like to draw and do various artworks. After many conversations, I realised what kind of person I was and I am now. I also realised that all is not lost in my life. I can and I want to change, not to end up like my family members. I don't like injustice, lies and malice. I often express aloud what I think about others without thinking whether I hurt them. I'm distrustful towards other people. I know that I have to work on my emotions so that I will not be misjudged by others. In the future, I would like to be a beautician and never return to the environment in which I grew up.

Stage III

Synthesis of the diagnosis – student's profile:

Student's profile	Student's strong points	Areas for development
Psychological profile (intrapersonal)	Inner motivation. Awareness of mistakes made.	Difficulties in controlling her emotions. Distrustful towards other people.
Social profile (interpersonal)	Easily establishes relations. Has got leadership qualities.	Unable to cope with stress. Unable to accept critical remarks.
Educational and vocational profile	Creative, resourceful. Artistic abilities.	Gets easily discouraged when performing long-term tasks. Lack of learning skills.

Selected areas for development:

Areas for development within intrapersonal competence:

1. Shaping the skills of building the trust towards people.

Areas for development within interpersonal competence:

2. Developing the ability to cope with stress.

Areas for development within educational and vocational competence:

3. Developing effective learning skills.

Goals to achieve with the student:

Shaping the skills of building the trust towards people.

1. Improving the ability to recognise bad intentions in people.
2. Shaping the ability to treat another person as a friend.
3. Improving the ability to respond to disappointments.

Developing the ability to cope with stress.

1. Acquiring the ability to recognise the causes and symptoms of stress.
2. Implementing new stress-reducing techniques.
3. Practicing the ability to deal with stressful situations.

Developing effective learning skills.

1. Recognising one's own learning style.
2. Improving learning techniques.
3. Improving the ability to apply the acquired knowledge in practice.

Expected results.

The student/ward:

- 1) understands what trust is.
- 2) knows how to build trust towards people.
- 3) can express her feelings and thoughts.
- 4) understands the concept of "limited trust".
- 5) knows the reasons for not coping with stress and its symptoms.
- 6) knows how to deal with stressful situations.
- 7) knows techniques to control stress.
- 8) knows her learning style.
- 9) can choose the best technique for learning.
- 10) can see her values in learning and develop them

Stage IV

Planning activities - milestones.

1. Me and my trust towards other people.
2. Stress - I can cope with it.
3. My value - I study.

Plan of coaching sessions:

Milestones	Coaching sessions	Methods and tools used during the session
Concluding a contract	The rules for work of the teacher-coach with the student/ward during coaching sessions.	Conversation with the student, technique of unfinished sentences. Contract visualisation.
Me and my trust towards other people	I learn about other people	Coaching conversation, the star of questions,

	My trust in a team.	Coaching conversation, balloon, visualisation, exercises: „The Blind man”, „Search for a helping hand”,
	I recognise intentions of other people.	Coaching conversation, exercises: „live business cards”, „watch and learn about me”, sheets of paper, coloured pencils, work on a text
Stress – I can cope with it	I learn about myself under stress.	Coaching conversation, technique of unfinished sentences, a silhouette of a human being, a chart „My portrait”, worksheet, pyramid of feelings
	I express myself in art. I am „Pablo Picasso”.	Coaching conversation, method of practical actions (drawing emotions – a picture „Stress”), project method, coloured pencils,
	STOP - STRESS – I can cope with it.	Coaching conversation, „My methods how to cope with stress” worksheet, reframing, feeling thermometer, S.T.O.P. method, 3x5 method,
My value – I study	My learning style	Coaching conversation, a chart with classification of methods, 4MAT Model by Berenice McCarthy – four learning styles, „Learning styles” test by D. Kolb, preference map, presentation, „Nutritious sandwich” method
	Me and my motivation to learn.	Coaching conversation, presentation and discussion, a questionnaire for measuring motivation „What motivates you”, a list of reasons why to study,
	I study, I achieve success, I enjoy it.	Coaching conversation, „A route” method, „Seven steps to success”, technique of giving feedback (name), sheets of paper, coloured markers.

Session No 1

Principles of teacher's/coach's work with a student/ward during coaching sessions.

This session is focused on establishing the rules for cooperation with the student/ward- a contract setting out the principles of cooperation.

It is determined by the following steps:

1. Creating space for conversation - eliminating communication barriers.
2. Talking about expectations - what is important for the student/ward in cooperation with the teacher - coach, how she imagines this cooperation; how the teacher-coach imagines cooperation?
3. Creating a contract: practical information that you can refer to at any time; determining:
 - dates, places and hours of meetings,
 - organisational rules related to the course of meetings, including the possibility to talk with other people, participation of other people in the meetings, rules regarding unplanned events such as cancelling a meeting, being late,
 - principles that both sides will follow during the coaching relationship, e.g. openness, honesty, confidentiality, respect,
 - the scope of rights and obligations of both parties, e.g. who is responsible for setting the goals of coaching, what they are, etc.

Relying on the potential (strengths) of the student/ward. Strengthening and making use of self-awareness of her strengths. Using strengths (skills and attitudes) in working on areas for development. Establishing that at any time during the coaching meetings a conversation about the agreed contract can be initiated and changes can be introduced if necessary.

- ✓ Conversation about the principles using the technique of unfinished sentences: e.g. I would like the meetings to be our secret, because Writing a contract in a positive language, without using the word "no".
- ✓ Contract visualization.
- ✓ Summary and end of the session.

Sessions No 2 -6

Sessions from stage II

Session No 7

I learn about other people.

1. Coaching conversation about what trust is for the student/ward and according to the STAR OF QUESTIONS:

- what trust is,
- how to trust another person,
- why it is worth trusting another person,
- who inspires your trust,
- with whom do you feel safe,
- when trust is the most important thing,
- what do you need trust in life for?

2. An exercise WHO CAN YOU TRUST. Think about what kind of person, for example a character from a book you could trust. Choose one and describe him/her.

3. Discussing the following issues with the student/ward:

- do you see people with similar features in your surroundings,

- to what extent are these features rare / common,
- what features inspiring trust have got people around you.

Sessions No 8, 9

My trust in the team.

1. Coaching session with the participation of several other students - creating an opportunity to experience the situation of trusting someone, increasing the mutual trust of group members.
2. Exercise THE BLINDMAN. Students pair up. One person plays the role of a blind person, the other – his/her guide. At the sign of the teacher pairs move around the room at the same time. The guide helps the person with closed eyes to go around obstacles. After some time, they change roles. The exercise is repeated several times, changing the people in pairs.
3. Discussing the session with the students/wards. Students talk about their experiences, they tell what kind of behaviour of their mates made them feel safe. This exercise builds trust in the team.
4. Exercise SEARCH FOR A HELPING HAND. Creating opportunities for reflection on the motives of trust. Pupils are divided into small groups at random. They stand in a small circle, close their eyes, stretch out their hands and search for hands that inspire their trust. Then they open their eyes and check whose hand they have grasped.
5. Coaching conversation:
 - did you feel surprised when you opened your eyes,
 - how have you assessed your level of trust towards this person so far,
 - what made you choose this hand,
 - were you active in the search for a hand, or you passively waited for someone's choice.
6. With whom can I go on a balloon trip. The student/ward writes on sheets of paper a person together her/his with a feature that inspires trust and then "puts" them into the balloon.

Sessions No 10, 11

I recognise intentions of other people.

1. Coaching conversation about openness in contacts with people. Encouraging to speak more openly about oneself.
2. Exercise LIVE BUSINESS CARDS. The student draws or writes on a small sheet of paper what she would like others to know about her and what she would like to hide. She puts the sheet – the drawing upwards, when there is information on it she would like to share, drawing downwards when the information concerns the secret sphere.
3. Discussing the session: how much information would you like to hide from others and why, what kind of information about yourself you are willing to reveal to others and what kind not and why.
4. Coaching conversation about Body language - how to read other people's thoughts from their gestures, facial expressions, looks (non-verbal communication). Knowledge of some gestures is extremely important, thanks to some clues you can find out whether someone is lying or is interested in the running conversation, it is easy to guess what he/she really think.
5. Exercise WATCH AND LEARN ABOUT ME. The student is supposed to "read" the character and intentions of several people using the book by Allan Pease *Body language* -

how to read other people's thoughts from their gestures, the article *How to get to know a person at first sight?* And the guide: *How to recognise a person's personality in a few simple steps.*

6. The teacher - coach listens to the student, observes the body language and shares his/her reflections at the end.

Sessions No 12,13

I learn about myself under stress.

1. A coaching conversation about associations with the word stress and making a list of stressing situations on a piece of paper. I was scared the most in my life The student/ward (on her sheet) assesses them - assigns points to those events (from 1 to 10 points, where 10 - the most stressful, and 1 point is the least stressful) creates a pyramid of feelings. Discussion: what feelings occur simultaneously with the experienced stress (threat, uncertainty, ambiguity).

2. How do I experience stress.

The student marks on the drawn silhouette of a human being her symptoms of stress - the chart: MY PORTRAIT.

She writes the answer to the statements on the "Stress - reactions, feelings, behaviours" worksheet. (Name three situations in which you feel stressed Stress evokes the following thoughts: These thoughts are accompanied by physical symptoms like: In these situations, I often behave as follows:

3. Discussing the worksheet with the student/ward.

4. Symptoms of stress in various spheres of human functioning (in the sphere of physiology, in the sphere of thinking skills, in the sphere of emotions, in the sphere of behaviour) - searching for information and analysing it together.

5. Summary of each session.

Session No 14

I express myself in art. I am "Pablo Picasso".

1. Conversation with the student/ward about the last week.

2. Please, imagine that you are a great artist, e.g. Pablo Picasso. Some famous people ask you to paint a picture "Stress". You start painting. (stress can be presented in a form of a raging storm, sea waves, natural phenomena, diseases or in an abstract way).

3. Look at your stress. Is it terrible?

4. Discuss your drawing. What do you think about it?

Sessions No 15,16

STOP - STRESS - I can cope with it.

1. My methods of coping with stress: WORKSHEET. The pupil receives a sheet with a table in which various ways of coping with stress are listed:

a) Colour those cells that are methods of coping in stressful situations typical for you - you can colour 4 rectangles maximum (walking, jogging, swimming, cycling, listening to music, playing the instrument, singing, going to the cinema, talking with a friend, sense of humour, meeting friends, working in the garden, sleeping, reading a book, dealing with your hobby, relaxing exercises),

b) discuss: why do you consider these factors as positive ways of dealing with stress, do the company of other people help you in any way, what other methods can you add.

2. Searching for ways to cope with stress and choosing the ones that best suit the student/ward:

a) I can cope with stress - *Time management*. Waiting for the implementation of a task increases the tension leading to a stressful situation. This tension can be limited by managing the time remaining to the event, e.g. by performing the exercise "The well" (constructing a well from matches). This action has got a calming influence on the psyche,

b) I can cope with stress - *Respiratory techniques*. Breathe in slowly counting to six, then hold your breath counting to three and breathe out slowly again counting to six. Repeat several times. ALPHABET - say the whole alphabet in same breath,

c) I can cope with stress - *Positive thinking* (how we think about something depends on our attitude, because according to Epicure, "things are not terrible, but images of them"), *physical exercises* (relax, unload negative energy).

3. Handle stress with the S.T.O.P. method (this method also helps to focus and relax). Follow the instructions according to the meaning of the words: **S** or **STOP** - means stop all current actions and thoughts, do nothing; **T** or **TAKE** - means take a few deep breaths to better focus on what is here and now; **O** or **OBSERVE** - means observe what is happening to your body now (what smells, sounds and other stimuli reach you), emotions (what you feel) and your mind (what you think at the moment); **P** means **PROCEED** - means continue your previous work taking into consideration what you have learned from the above exercises.

4. The second coaching session. Analysis of the student's/ward's life situation which was stressful, e.g. fear of the teacher. Application of the REFRAMING technique.

a) imagine a teacher who is yelling at you - look at her/him carefully, mimic gestures, voice, facial expressions,

b) now change the voice from your natural to the voice of a well-known/liked character from a fairy tale/film, let it be slow (phlegmatic) - create it as you like,

c) the next step is the disguise - in your mind dress the teacher in funny clothes,

d) change the surroundings and ... clothes for different ones - let your imagination try to create the funniest pictures,

e) the next step is breaking the emotional state - count the number of items that lie on the bench,

f) recall the stressful situation. Conversation - what you feel, has something changed, what do you now feel about the situation that stressed you.

5. Creating a stressful situation that arouses anxiety and fear in the student/ward, and then applying the 3x5 METHOD. - Pay attention to :

- 5 things that you see -name them out loud, focus on how they look, where they are,

- 5 things that you hear -name them out loud, focus on specific sounds, words that reach your ears,

- 5 things that you feel – name them out loud, focus on the emotions that are inside you. Now come back to reality and take reasonable steps with full awareness.

7. Session summary. Mark on the feelings thermometer the level of your emotions associated with stress before and after the exercise.

Sessions No 17,18,19

My learning style.

1. A conversation with the student/ward about various preferences concerning learning strategies. The difference is not only how fast we learn, but also what we focus on during the learning process.

2. Exercise: Diagnosing the preferred learning style according to D. Kolb's TEST. The test is to help you identify your preferred style (or styles) of learning, help you identify the type of experience most characteristic of you. The accuracy of the results will depend on

your honesty. Remember that there are no good or bad answers. Put a "plus" next to positive answers characterising you, and "minus" to negative. The number of points obtained (for each style you can get a maximum of 20) multiply by 5.

Mark the result on the coordinate axis. Then draw lines connecting marked points. The image created is a likely "map" of your preferences concerning your learning style.

3. Coaching conversation - do you agree with the result obtained, what should be changed if anything, what on and how to work - tips concerning the appropriate learning style: visual, auditory, and motor.

4. Advantages and limitations of the learning styles according to David Kolb.

5. Another coaching session with the participation of several other students. Exercise: Determining the required skills for learning styles. Divide the team into 4 groups. Each group receives one of four learning styles according to 4MAT by Berenice McCarthy with a description of the characteristic behaviours for a given style and a list of operative verbs by B. Bloom. The group's task is to assign the required skills to a particular style using the list of operative verbs: for what?, what?, how?, what if?

Then, each group using the method classification card assigns them to the chosen style and skills trained.

6. Presentation of the results of individual teams and summary discussion - indicating doubts and questions arising during the work.

7. Test for the dominant hemisphere of the brain. At the teacher's command, the students/wards fold their hands:

- if the left thumb is on top - the right hemisphere dominates,
- if the right thumb is on top - the left hemisphere dominates. Discussion about what the hemispheres of the brain are responsible for (left - our policeman and censor, right - our clown and artist).

8. Summary of the session using the Nutritious Sandwich method - feedback.

Sessions No 20.21

Me and my motivation to learn.

1. Conversation with the student about what the word motivation means, what the types and sources of motivation are, what affects the level of motivation and what "kills" it, what the ways to increase motivation are and about the time perspective of plans.

2. Establishing the list of reasons why to learn

- write the reasons why you study on the card (I study because).
- next to each reason write **I**, if it is an inner motivation (it stimulates an action that has value in itself - interests, love for something), and **E** if it is an external motivation (it creates an incentive to act, because of some reward or to avoid punishment).

3. I care that you achieve the best results in learning and that you realise what your approach to acquiring knowledge and skills is. Please, answer the following questions honestly:

a) do you like learning?

YES - why (underline the answer)

- because acquiring new knowledge is my passion,
- because I am ambitious, conscientious, responsible,
- because I want to impress my friends,
- because good knowledge and skills will guarantee an interesting work and satisfying salary,
- because I still cannot acquire knowledge and skills required by teachers,

- because I do not care about good grades,
- because I prefer to spend my free time on the computer,
- because I prefer to spend more time with friends,

NO (if not, why?)

b) how much time do you devote to learning during the day?

- less than 1 hour,
- 1-2 hours,
- 3-4 hours,
- more than 4 hours,

c) how much time do you spend on the computer, watching TV during the day,?

- at all,
- 1 - 2 hours,
- 2-3 hours.
- more than 4 hours,

d) what do you feel when your colleagues get better grades than YOU?

- I'm glad
- I feel angry,
- I feel jealous,
- I would also like to receive such grades,
- other (what?)

e) if you get the excellent or very good grade, then:

- it motivates me to continue learning,
- I'm happy and try to get more such grades,
- unfortunately, I start to learn less in this subject,
- I'm happy because my pocket money will increase
- other (what?)

f) if you get an unsatisfactory grade:

- I try to correct it quickly,
- it motivates me to study more,
- I do not learn, because I will not improve it anyway,
- I feel discouraged from further learning,
- other (what?)

g) Have you achieved a success in your life?

- YES - write what
- NO

h) Do you want to achieve a success in your life?

- YES - write what
- NO

i) Do you think that success in life is related to school successes?

- YES, because
- NO because

Discussing the results of the answers with the student, summary and conclusions.

4. Exercise: WHAT MOTIVATES YOU by S.P. Robbins. Choose and circle the number (from 1 to 5) that best corresponds to your beliefs: I totally disagree (1) or I agree completely (5):

1. I am trying to improve my achievements from the previous school.
2. I like to compete and win.
3. I often talk to my friends about matters related to our stay in the Centre.
4. I like difficult challenges.
5. I like to have power.
6. I want others to like me.

7. I want to know what progress I am doing during the task.
8. I face people who do what I disagree with.
9. I try to build close relationships with my friends.
10. I like to set goals and achieve them.
11. I like to influence others.
12. I like to belong to groups and organisations.
13. I like to feel satisfaction after the completion of a difficult task.
14. I often try to get more control over what is happening around me.
15. I prefer to work with others than alone

To define what motivates you, enter below the numbers that correspond to your beliefs next to the number of each statement . Add results in each column. The column with the highest score will determine your most important need.

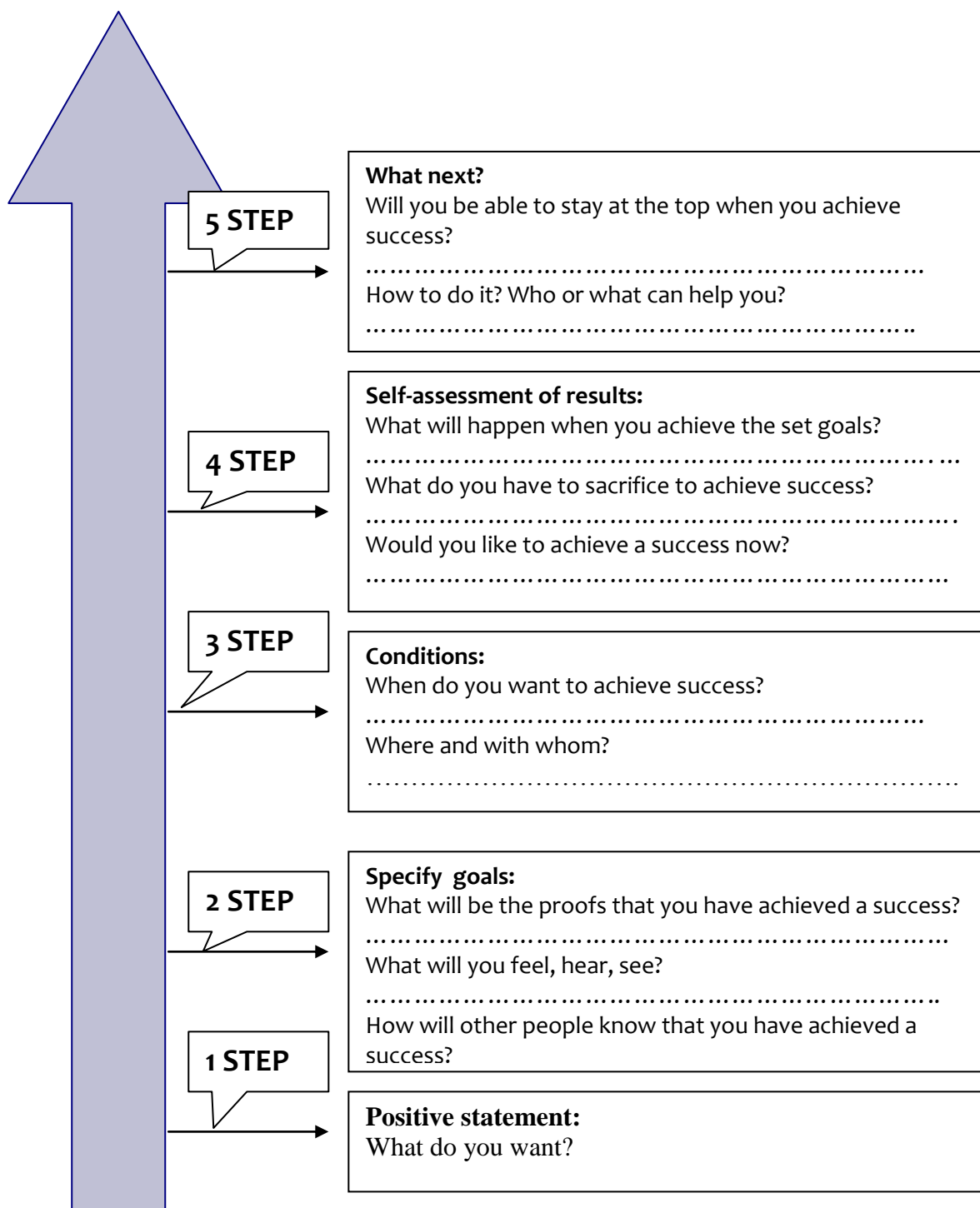
Achievements	Power	Belonging to a group
1...	2...	3...
4...	5...	6...
7...	8...	9...
10...	11...	12...
13..	14...	15...

5. Summary of the task, analysis of results.
6. Session summary.

Sessions No 22.23

By learning, I achieve success and I enjoy it.

1. Using the tool "The route" in order to make the student/ward aware of achieving a goal particularly important for her. Making a poster to visualise the next steps of the method. Summary of individual steps.



1. When planning your success, the tool "Seven steps to success" (according to Bryan Tracy) can be helpful. Act according to the instructions:

a. Decide what you want.

The first step is your decision about what exactly you want.

b. Write it down.

The second step is to write it down, precisely and in detail. The goal that is not written is not a goal at all. It is only a wish and there is no energy in it.

c. Set a time frame.

The third step is determining when you want to achieve your goal. This is the driving force for your subconsciousness. If this is a huge goal, set the dates for reaching individual steps.

d. Make a list.

The fourth step is to make the list of everything you think leads to your goal. When you remember about new tasks - write them down to complete the list.

e. Organise your list.

Step five is to organise your list into an action plan. Decide what you will do first, second, etc. Decide what is more important and what is less important. Then write your plan on a new piece of paper.

f. Start working

The sixth step is to take action according to your plan. Do anything, but do it. Start now!

g. Do something every day

Take action to achieve your goal every day. Do what is the most important thing at the moment to achieve your goal. Develop the discipline of doing something 365 days each year that will lead you forward.

2. Exercise summarising the session: "My reflections" (on a large piece of paper write the letters of your first name vertically and then, from each letter, horizontally, write your reflections about the last sessions – for example "M....." (e.g. - A-activating methods of work is a way to success, I - interesting is the KOLB's cycle, etc.).

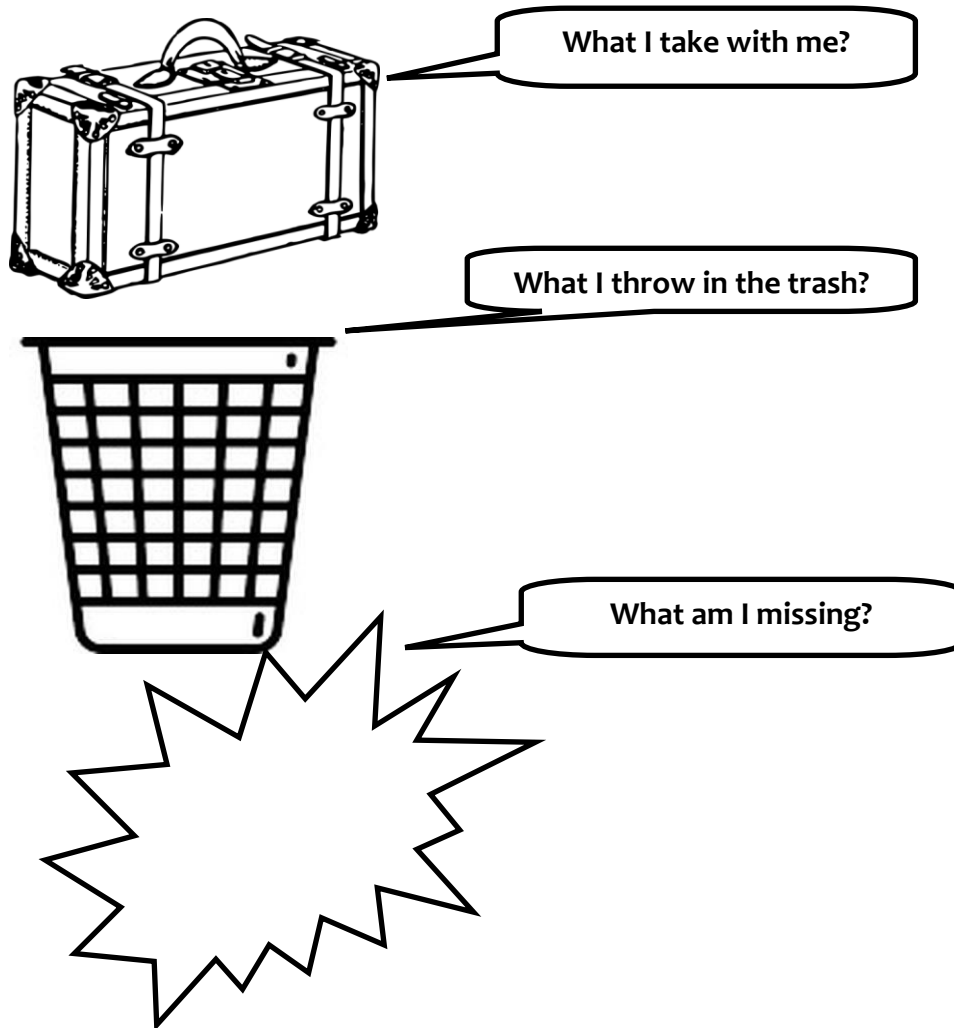
3. The teacher-coach draws attention to various ways of planning the goals and the way to achieve them, encouraging the student to such planning.

Stage V

Session No 23.

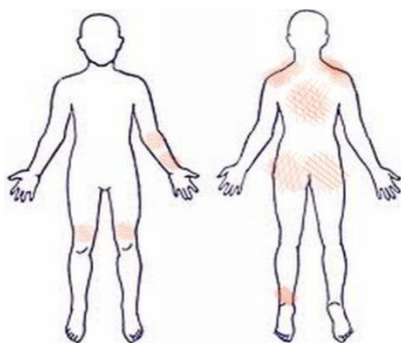
Evaluation of the programme.

The evaluation of the programme will be carried out with the use of "Suitcase and dustbin" method. We draw a suitcase. Next to it, we write: What do I take with me? The student is supposed to write what was especially important for her, what she liked during the programme implementation or what will be useful to her in the future. Below we draw a basket and a white spot. Next to the dustbin, we write: What will not help me? And next to the white spot: What's missing? The student writes short sentences or key words. It is also an opportunity to analyse the classes and quickly remind their course



All the student's opinions are important. What is missing should be included in the current work with the student. Similarly, the things that were satisfying, enjoyed. Then the student writes "A letter to friends", including the written opinions and supports them with arguments.

Appendix for Programme No 17

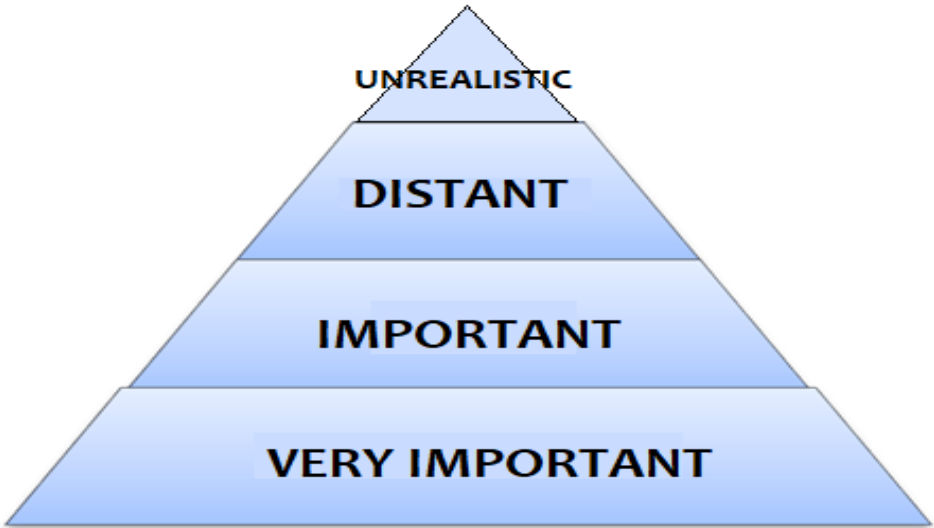


Appendix No. 1

LIST OF FEELINGS. I FEEL...

1. aggressive	21. relaxed	41. disappointed
2. full of hope	22. elevated	42. thrilled
3. regretful	23. uptight	43. worried
4. embarrassed	24. shocked	44. uneasy
5. safe	25. appreciated	45. torn apart
6. self-confident	26. calm	46. furious
7. lonely	27. awed	47. unhappy
8. anxious	28. free-and-easy	48. irritated
9. helpless	29. loved	49. ashamed
10. suspicious	30. needed	50. bored
11. frustrated	31. happy	51. rejected
12. surprised	32. terrified	52. self-satisfied
13. powerless	33. offended	53. endangered
14. excited	34. uncertain	54. full of enthusiasm
15. full of energy	35. afraid	55. fortunate
16. sad	36. diffident	56. jealous
17. worthless	37. valuable	57. not loved
18. tense	38. joyful	58. delighted
19. sorrowful	39. guilty	59. nervous
20. frightened	40. angry	

MY GOALS IN LIFE
(DREAMS)



????????????????



TO.....

MAY YOUR DREAM ABOUT..... COME TRUE

FROM.....

SIGNATURE.....



????????????????

TEST ON INTERESTS AND PROFESSIONAL PREFERENCES

The purpose of this test is self-discovery. In the test, mark the sentences with which you agree with and which are consistent with your opinions and way of thinking. This test should be completed without thinking for a long time, assuming that the first thought that comes to your mind is the best. Doing the test will allow you to specify a three-letter code.

1. Having a strong and fit body is an important thing to me.
2. I try to understand things thoroughly.
3. Music, colours, beauty of any kind can affect my mood.
4. People enrich my life and give it a meaning.
5. I believe in myself and that I have an influence on things.
6. I appreciate clearly defined courses of action, I like precisely know what to do.
7. I can build, carry everything myself, manage it myself.
8. I can think about something for hours.
9. I appreciate beautiful surroundings. Colours and forms mean a lot to me.
10. I love company.
11. I like competition.
12. I need to have the tools in order first and then start working on the project.
13. I like to work with my hands.
14. Examining new ideas gives me satisfaction.
15. I always look for new ways to express my creative abilities.
16. I appreciate the opportunity to share my personal affairs with others.
17. The fact that I am the most important person in the group gives me satisfaction.
18. It is a matter of honour for me to take care of all the details in my work.
19. It does not bother me that I will get my hands dirty while working.
20. Education is for me a continuous process of developing and sharpening my way of thinking.
21. I like to dress in a non-traditional way and try new fashion trends and colours.
22. I often feel when a person wants to talk.
23. I like to organize people and inspire them to work.
24. Routine helps me finish my work.
25. I like to buy things that are the starting point for further work.
26. Sometimes I can sit for hours and work to solve problems, read or think about life.
27. I can imagine different things.
28. I feel good when I take care of other people.
29. I like it when people have faith in me.
30. I feel encouraged, knowing that I have solved the task entrusted to me well and carefully.
31. I would like to be myself and do practical things, work with my hands.
32. I am happy to read books on any subject that arouses my curiosity.
33. I love to try new creative ideas.
34. In a situation when I have problems with others, I prefer talking and finding a solution.
35. To achieve success, you should aim high.
36. I like situations that require me to make decisions and take responsibility.
37. I like to devote a lot of time for discussion.
38. I analyse the problem thoroughly before I take action.

39. I like changing the surrounding to make it something different and special.
40. When I'm sorry, I find a friend to talk to.
41. When I suggest a plan, I prefer others to take care of the details.
42. I am usually happy with the place where I am.
43. Outdoor work provides me with a new energy resource.
44. I constantly ask the question "why?"
45. I like it that my work is an expression of my mood and feelings.
46. I like to find ways to help people to be more human towards each other.
47. Taking part in making important decisions is extremely interesting to me.
48. I am always happy when someone else takes over management.
49. I like it when my surroundings is simple and practical.
50. I work on the problem until I find the answer.
51. The beauty of nature moves something hidden in me.
52. Close relations with other people are important to me.
53. A better job and promotion are important to me.
54. Effectiveness is something for me - work a specific number of hours each day.
55. To avoid chaos, a strong system with established law and order is needed.
56. Books forcing me to think always broaden my horizons.
57. I am very happy to go to an exhibition, theater or cinema.
58. "I have not seen you for ages, how are you?"
59. An extremely interesting thing is the possibility of influencing other people.
60. When I promise to do something, I do it paying attention to the smallest detail.
61. Physical, hard work will not hurt anyone.
62. I would like to learn everything that is available about topics that interest me.
63. I do not want to be like others. I prefer to do things differently.
64. "Tell me how can I help you".
65. I am willing to take the risk to continue the case.
66. I like to have clear and precise ways of action when I start something.
67. The first thing I see in the car is a good engine.
68. People act as stimulants to my intellect.
69. When I do something, I tend to forget about the whole world.
70. I am concerned that there are so many people in our society who need help.
71. It is fun to give ideas to other people.
72. I hate when someone changes the method when I finish writing my paper.
73. I usually find a way out in critical situations.
74. Even reading about discoveries is interesting.
75. I like organising happenings.
76. I always try, as much as I can, to show the attention to people who look lonely and without friends.
77. I like to trade.
78. I do not like to do things that are not approved.
79. Sport is important if the body is to be healthy.
80. The way nature functions has always aroused my curiosity.
81. It's fun to be in a good mood and do something extraordinary.
82. I think people are good at heart.
83. If I do not manage the first time, I start again with new energy and enthusiasm.
84. I highly value situations when I know what others expect of me.
85. I like to take things into pieces to see if I can handle them.
86. "Do not be upset, we can think over the problem and plan the next step."

87. It would be difficult for me to imagine my life without beautiful things around me.
 88. Often, it happens that others come to me to talk about their problems.
 89. I usually make contact with people who can show me the way to new opportunities.
 90. I do not need much to be happy.

TEST ON INTERESTS AND PROFESSIONAL PREFERENCES

Results

The same numbers should be circled that were marked in the test.

R	E	A	S	I	T
1	2	3	4	5	6
7	8	9	10	11	12
13	14	15	16	17	18
19	20	21	22	23	24
25	26	27	28	29	30
31	32	33	34	35	36
37	38	39	40	41	42
43	44	45	46	47	48
49	50	51	52	53	54
55	56	57	58	59	60
61	62	63	64	65	66
67	68	69	70	71	72
73	74	75	76	77	78
79	80	81	82	83	84
85	86	87	88	89	90

Write the number of circled answers in each column:

R _____ E _____ A _____ S _____ I _____ T _____

Write the letters with the highest points

1. 2. 3.

This test will help you make a sensible decision about your future profession! The main principle of a happy working life is:
 Do what you love and the money will come.

Test results:

R - realist

T - traditionalist (conventional)

I - initiator (enterprising)

E – explorer (researcher)

A - artist

S - open to contacts with people (sociable)

Interpretation of results:

REALIST

a person who is: independent, practical, fit, aggressive, conservative. He/she uses her hands and eyes to study things or do something. He/she uses the body more efficiently than words, thoughts more than feelings, is physically fit, strong and logical. He/she likes strain, taking risk, specific problems, money, using tools and large machines, spending time outside. Solves problems through action.

TRADITIONALIST

A person who is: peaceful, orderly, exact, uses thinking, eyes and hands to do the job. He/she is logical, accurate, responsible, likes order, determination, security. He/she solves problems by following recognised rules.

INITIATOR

A person who is: energetic, independent, with enthusiasm, self-confident and dominant. He/she uses thinking and feelings to work with people and perform tasks, has the ability to feel empathy, is confident, likes to organise, manage, administer, and to have money and influence, solves problems by taking risk.

EXPLORER

A person who is: independent, curious about the world, non-traditional, analyses his/her thoughts and feelings. He/she uses thinking, information resources, contacts with people and things more than others, has intellectual abilities, knowledge and is logical. He/she likes challenges, sharing ideas and complexity, abstract problems. He/she solves problems by thinking.

ARTIST

A person who is: creative, emotional, with a sense of beauty, analyses his/her thoughts and feelings, expressive, asocial. He/she uses hands, eyes, thoughts to create new things, write, has a good eye, sharpened hearing, intelligence, understanding of colours, forms, sounds and feelings. He/she likes beauty, freelance jobs, exchange of thoughts, interesting and unusual views, sounds, structures, people. He/she solves problems with feelings.

SOCIABLE/OPEN TO CONTACT WITH PEOPLE

A person who has leadership skills, is interested in others, emotional, humanistic, supportive, responsible. He/she uses feelings, words, ideas in working with others, which he/she prefers rather than physical activity. He/she has the ability to empathise, understand things, is open, natural, tactful, likes to help others, share, likes groups, freelance jobs. He/she solves problems guided by feelings.

PERSONALITY TYPES

Realist type. It is represented by people who like to solve various problems through action. At work, they use machines, tools for operating objects, production, processing of raw materials, mining, cultivation of plants, animal husbandry. They feel good doing tasks that need to be worked out physically. These people are technically or mechanically talented.

Typical professions: electrician, engraver, driver, mechanic, optician, pilot, turner, upholsterer and other craft occupations. Professions related to processing of raw materials, forestry worker, gardener, farmer.

Explorer/research type. They strive to understand the surrounding world, seek the truth by analysing things, phenomena, thoughts and feelings. They like to meet with abstract,

complex problems, challenges, evaluate, create theories. People with such features often have mathematical and scientific skills.

Typical professions: anthropologist, astronomer, archaeologist, biologist, chemist, philosopher, geologist, geographer, physicist, pharmacist, mathematician, historian, meteorologist, programmer, political scientist, statistics, sociologist.

Artist type. They like to deal with fine arts, music, literature, develop ideas, concepts, create new things. Prefer creative behaviour, unusual situations, exchange of ideas. They prefer to work in unplanned situations, using their imagination and creative abilities. They solve problems by creating. They possess musical, writing and art skills. This type is described as creative with developed imagination and sense of beauty.

Typical professions: actor, architect, conductor, interior decorator, photographer, illustrator, composer, painter, musician, writer, fashion designer, artist, director, sculptor, dancer, make-up artist.

Social type. They like activities with other people: help, advise, explain, inform, look after others, heal. In working with others they use words, feelings, ideas. People of this type are described as empathic and patient.

Typical professions: physical therapist, librarian, hostess, priest, waiter, doctor, speech therapist, masseur, teacher, psychologist, social worker, policeman, lifeguard, nurse, flight attendant, trainer.

Initiator type. They enjoy working with people, but are focused on personal benefits. They like to have power, money, influence others, guide, lead, persuade others to organisational purposes or economic achievements. They have leadership qualities and communication skills. They are described as energetic and confident.

Typical professions: lawyer, insurance agent, salesman, diplomat, adviser, bookseller, broker, manager, notary public, lawyer, purchasing officer.

Traditionalist type. They like activities and professions related to data, their ordering and structuring. They like order and security, solve problems according to established rules, instructions and procedures, commands of superiors. They have white-collar and accounting skills.

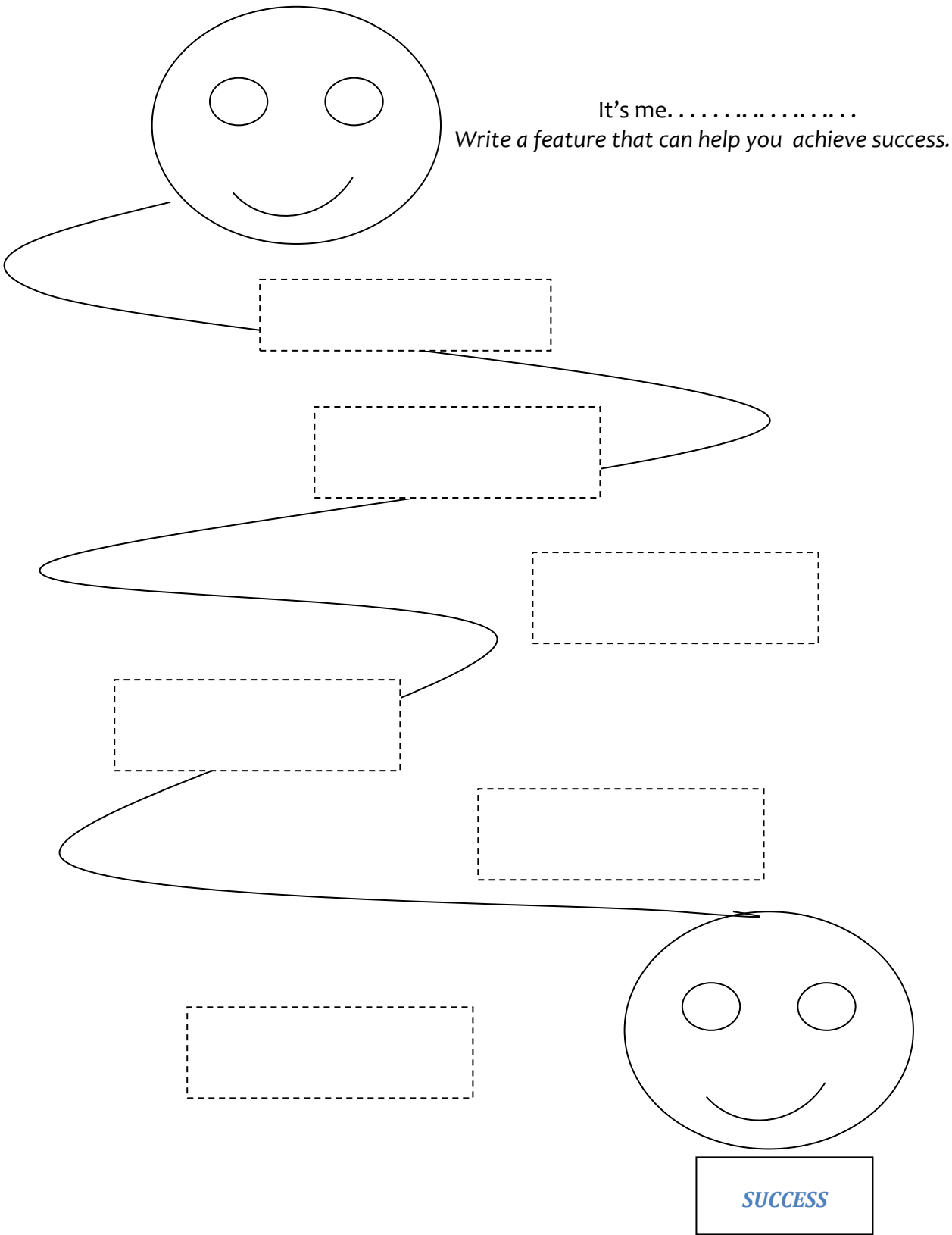
Typical professions: archivist, usher, customs agent, insurance agent, editor, collector, cashier, cost estimator, accountant, notary, legal adviser, receptionist, appraiser, statistics, administrative receiver, stenographer, office clerk, occupational safety instructor, inspector.

Pure types do not exist - one type is dominant and the other types complement it.

Similarly to 6 personality types, there are 6 types of work environments: realistic, explorative, artistic, social, initiative and traditional. The working environment is created by people with a specific type of personality, problems and professional requirements. People are looking for a work environment that allows them to use their skills, values, and adopt preferred roles. If the individual does not find such an environment – he/she experiences conflict, frustration, low achievements and low level of job satisfaction.

Satisfaction with the job depends on the degree of similarity between personality type and profession. It is important to have the right knowledge about yourself and your professional requirements to make informed professional decisions.

Drawing to the exercise „A road to success"



Questionnaire (according to Rick Linksman) which allows you to determine your learning style

1. When you meet an unknown person, what do you first pay attention to?
 - a. how he/she looks like and how is dressed,
 - b. how and what he/she says, his/her voice,
 - c. what you feel about him/her,
 - d. how he/she behaves and what he/she does.
2. What do you usually remember a few days after meeting a previously unknown person?
 - a. his/her face,
 - b. his/her name and surname,
 - c. how you felt in his/her company, even if you forgot his/her name or face,
 - d. what you did together, even if you forgot his/her name or face.
3. When you enter an unknown room, what do you pay attention to?
 - a. what it looks like,
 - b. the sounds and conversations that take place in it,
 - c. how emotionally and physically you feel in it,
 - d. what is happening in it and what you could do in it.
4. When you learn something new, when do you do it most eagerly?
 - a. when the teacher gives you something to read on paper or board, shows you books, illustrations, charts, maps, sketches or objects, without making you speak, write or discuss anything,
 - b. when the teacher explains everything, speaking or giving a lecture, allows you to discuss the topic and ask questions, without asking you to look at anything, read, write or do anything,
 - c. when the teacher allows you to do projects, simulations, experiments, play games, play roles, recreate real life situations, make discoveries, or engage in other activities involving movement.
5. When you teach somebody else, what do you usually do?
 - a. You give them something to watch, for example an object, an illustration or a graph, providing only a short verbal explanation or not giving it at all, allowing or not for a short discussion,
 - b. you explain everything verbally, without showing any graphic materials,
 - c. you draw, write or otherwise use your hands to explain,
 - d. you demonstrate something by doing this or tell the students to do it with you.
6. What kind of books do you read most often?
 - a. books that contain descriptions that help you see what is happening,
 - b. books containing factual or historical information or a lot of dialogues,

- c. books about the characters' emotions and feelings, guides, books about emotions and interpersonal relationships or books on how to improve the state of your body and mind,
 - d. short books with fast-paced action or books that help you improve your skills in sport, hobby or develop a talent.
7. Which of the following activities are you most likely to do during your free time?
- a. reading a book or magazine,
 - b. listening to a book recorded on a tape, to the radio, to music or playing music yourself,
 - c. writing, drawing, writing on computer or doing something with your hands,
 - d. practising sports, building something or playing a game that requires movement.
8. Which of the following statements best characterises the way you read or study?
- a. you can study when you hear music, other sounds or conversation, because you can separate yourself from them,
 - b. you cannot study when you hear music, other sounds or conversation near you because you cannot separate yourself from them,
 - c. you must feel comfortable, relaxed; you can work both with music and in silence, but you will be distracted by negative feelings of others,
 - d. you must feel comfortable, relaxed; you can work both with music and in silence, however, the activities and movements of other people in the same room will distract you.
9. When you talk to someone, where do you look? (To answer this question, you can ask someone to watch you during the conversation.)
- a. you look at the interlocutor's face, you also want that person to look at your face when you talk to him/her,
 - b. you look only briefly at the interlocutor, then your eyes go to the right or left,
 - c. you only look briefly at the interlocutor to see his/her facial expression, then look down or sideways,
 - d. you seldom look at the interlocutor, look mainly down or sideways, but if there is any movement or action, you immediately look in that direction.
10. Which of the following statements describe you best?
- a. you pay attention to colours, shapes and patterns in the places you visit; you have a good eye for colours and shapes,
 - b. you cannot stand the silence and if it is too quiet where you are, you start humming, singing or speaking out loud, you turn on the radio, TV set, tape recorder or CD player to provide auditory stimulation,
 - c. you are sensitive to feelings of other people, your own feelings can easily be hurt; you cannot concentrate when others do not like you, you feel the need to be loved and accepted, to work,
 - d. you cannot sit still in one place, you need a lot of movement, and if you have to sit, you slouch, bang, knock the floor with your shoes or often move your legs restlessly.

11. Which of the following statements describes you best?
- a. You pay attention to inappropriate matching of the person's clothing or to the mess with his/her hair and you often want to change it,
 - b. you are worried when someone cannot speak well, you are sensitive to the sound of a dripping tap or the sounds of household appliances,
 - c. you cry during touching scenes at the cinema or when reading a moving book,
 - d. you are worried and feel uncomfortable when you are forced to sit still; you cannot stay in one place for too long.
12. What causes the greatest anxiety in you?
- a. a place where there is a mess and disorder,
 - b. a place where it is too quiet.
 - c. a place where you do not feel well physically or emotionally,
 - d. a place where you cannot do anything or there is too little space for movement.
13. What do you dislike most when someone teaches you?
- a. listening to a lecture that does not use any visual aids,
 - b. reading silently, without any verbal explanations or discussions,
 - c. being unable to draw, scribble something on a sheet of paper, touch everything with your hands or take notes, even if you will never use them,
 - d. looking and listening motionless.
14. Go back to a happy moment in your life. For a moment, try to recollect as many details as possible about this event. What memories have you got in your memory?
- a. what you saw, for example people, places or objects,
 - b. what you heard, for example, dialogues and conversations, what you said, and the sounds around you,
 - c. tactile sensations on the skin and body, as well as how you felt physically and emotionally,
 - d. what you did, movements of your body, your achievements.
15. Remember one of your holidays or trips. For a moment, try to recall as many details as possible about this experience. What memories have you got in your memory?
- a. what you saw, for example people, places or objects,
 - b. what you heard, for example, dialogues and conversations, what you said, and the sounds around you,
 - c. tactile sensations on the skin and body, as well as how you felt physically and emotionally,
 - d. what you did, movements of your body, your achievements.
16. Imagine that you have to stay in one of the places described below, where you can do different kinds of activities. In which of them would you feel best?
- a. a place where you can read; see images, works of art, maps, charts and photographs; solve visual puzzles, such as finding a way in a maze or searching for a missing element; play word games such as scrabble or boggle; deal with interior decoration or try on clothes,
 - b. a place where you can listen to recorded stories, music, radio or television talk shows and news; play an instrument or sing; play loud games, talk about

something, pretend to be a disc jockey; read aloud or deliver speeches, recite fragments of roles from plays and films, read poetry or stories aloud,
 c. a place where you can draw, paint, sculpt or do craftworks; create something in writing or write on a computer; perform activities using hands, such as playing an instrument, playing board games such as chess or checkers, or build models,
 d. a place where you can play sports, play football or movement games that engage your body; play roles in theatre play or performances; make projects where you can get up and move; do experiments, research and discover new things; build something or put together mechanical elements; participate in collective competitions.

17. If you had to remember a new word, you would do it most quickly by:
- a. seeing it,
 - b. hearing it,
 - c. writing it,
 - d. reproducing the word in your mind or physically.

THE RESULTS

Calculate the test results as follows (if you have given more than one answer to any question, include all responses):

Add and write the number of all a answers:
 Add and write the number of all b answers:.....
 Add and write the number of all c answers:
 Add and write the number of all d answers:

If you have most a answers, you are VISUAL.
 If you have most b answers, you are AUDITORY.
 If you have most c answers, you are TACTILE.
 If you have most d answers, you are KINESTHETIC.