

## IPSSAR K.Wojtyla – Catania

### Progetto Erasmus + “ Integrative pathways for students with social, educational and motivational needs”

#### Questionnaire

During our survey we analysed students from different classes: 1<sup>st</sup> grade, 2<sup>nd</sup> grade and 4<sup>th</sup> grade.

Mainly we noticed that **(in the relational and behavioural sphere)**, we don't have any critical cases of physical violence and bullism but the special needs are more related to severe socio-economic and family background **(environmental sphere)** which prevents students to attend school, living an unstable emotional and psychological status both at school and outside school.

This “state of mind” **(development sphere and emotional sphere)** affects their academic pathway and most of their learning (especially in the main subjects as Italian, foreign languages) is reduced for lack of attention, concentration, memorization, logical skills, fear to fail, scarce self-esteem.

These difficulties are less during the practical activities (cooking, catering, reception laboratories), where the students seem to express their potentialities, knowledge and aspirations at their best. In fact the majority of the students interviewed, aim to work at the end of the third year to sustain the family and to enter the labor market as soon as possible.

“For years, including this year, a psycho-pedagogical space of listening and information is available to the students and parents of the K.Wojtyla Institute, with possibility of advice and help to all who request it.

The majority of these encounters are dedicated to the listening of adolescent problems and insufficient scholastic achievement. These in turn can lead to demotivation and a reduction of self-confidence of the students. There are sometimes also emotional difficulties in dealing with sentimental disappointments. In other occasions the families are involved, upon request of the students in order to try to deal with problems. In some cases, the separation or ongoing separation of the parents cause students to be worried that they do not match up to the expectations of their parents.

In all cases the method has been initial individual meetings, during which the problem is understood, followed by defining specific actions for student.

Besides the individual talks, actions are taken to increase the self-confidence and to reduce the uneasiness of students moving from the middle school to the high school, the main objectives being to reduce failure and dropout rates.

Main objective of our psycho-pedagogical laboratory, of listening, information and advising has been and will always be that of the psychological development of the students and for the psychological and physical well-being that are important when growing up.

Which strategies should we propose in order to further improve meeting and discussion with the adult world?

During the first days of school, introduction and presentation of the student himself to the others. Also, meetings with the teachers and the students.

This would favour socialisation and the creation of a positive and constructive climate together with development of mutual acquaintances.

In this way fears, questions, and expectations are brought into the open and mutual expectations between students and teachers are made known and clear to all.

In order to favour the process of mutual acquaintance (among the students and between students and teachers) and the collaboration and the valorisation in the new class of students, debates and educational games could be proposed.

Improving self-acquaintance, inside the class, with particular reference to his/her own scholastic motivation and own method of study, the students would become aware of their own points of strength and the points of weakness.

All the future planning and work needs to take into consideration how to welcome, manage and relate with the new classes of the third millennium. This is the main objective.“

**( written by our psychologist at school)**