



PSYCHO- PEDAGOGICAL ANALYSIS AND DIAGNOSIS

EDUCATIONAL ACTION PLAN FOR 2021

IN THE PSYCHO-PEDAGOGICAL
AREA OF THE STUDENTS IN
GRACE HONDURAS FOR THE
ACADEMIC PERIOD 2021

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**BY: GRACE HONDURAS STAFF
OF DIRECTORS AND TEACHERS**





Grace Honduras

Building dreams, recycling lives

PSYCHOLOGICAL AND PSYCHO- PEDAGOGICAL PROFILE OF THE STUDENTS

Andrea Mejía
Kindergarden

THE CURRENT PROBLEM

Grace Honduras students show these different traits in their quality of life: extreme poverty (defined as one with more than three unsatisfied basic needs), prenatal abuse (without any care or medical attention during pregnancy), exposure to lead, arsenic & mercury at ages where the organism is undergoing development of the nervous system, constant diseases in

the respiratory and gastric system, carelessness in dental care (almost all teeth are decayed), malnutrition, parasites, anemia, family disintegration, abandonment, lack of affection from their parents, witnesses of domestic violence, victims of physical, emotional, sexual violence. As if that were not enough, being the sons and daughters of members of the gang that controls the place, exposes them to be part of illegal activities and drug use, all this causes **chronic stress**.

Being a child in this cluster of abnormal situations and not having developed sufficient psychological resources to help them face these situations, causes great disadvantages in their physical and emotional health, added to the time they spend working in the garbage will lead to a consequence of **persistent brain damage**, even in adult life.

The children that Grace Honduras serves have a neurocognitive and psychological profile with problems of attention, memory, language, intellectual development, executive functions, a tendency to develop personality disorders, lack of impulse control, aggressiveness and anxiety-depressive symptoms.

This quality of life disrupts neurodevelopmental processes and conditions the brain as it matures, leading to **cognitive deficits**, which affect brain processes such as neurogenesis, myelination, synaptogenesis, and neuronal pruning; and brain damage to the hippocampus, amygdala, cerebellum, corpus callosum, hypothalamus, and cerebral cortex. (Alejandro Amores-Villalba & Mateos-Mateos, 2017)

Therefore, students reflect a predisposition to develop learning disorders such as **Dyslexia** (difficulty in reading), **Dysgraphia** (difficulty in writing), **Dyscalculia** (difficulty in understanding mathematics) and **Attention Deficit and Hyperactivity Disorder**.



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WHAT AND HOW WE EVALUATE

Eleovin Cardoza
First Grade

In January 2021, 200 students were evaluated, from first to eighth grade, and in a period of two months, we were able to collect accurate information to develop the educational plan that adapts to the academic competencies of the students in order to achieve meaningful learning.

The evaluations consisted of assessing their **reading**, such as **reading fluency**, measuring the number of words read per minute according to their grade, the frequency of error, precision and of self-correction (how many times in a minute they make an error and correct themselves) as well as **reading comprehension**.

In **writing**, by means of dictation, copying and spontaneous writing, we focus on evaluating the **coding** that includes: the addition of letters or words when writing, omission of a syllable or phoneme, substitution of letters or words, inversion of the order of syllables or letters, rotation of letters, union or fragmentation of words, transposition of syllables ("sehor for horse"), contamination of the word (watmelonr - watermelon); in **graphomotricity** we included: the directionality: It does not follow a correct direction at the time of writing (it goes down or up), the graphic closure: At the time of writing a letter it does not give the closure to complete its shape, separations/unions: Does not separate or separate the letters and words much, irregularity in the size of the letters and letter overlap (write all the letters together), and **composition** that includes spelling errors, difficulty using punctuation marks or its omission, difficulty writing with the appropriate terms or correct grammatical concordances (syntactic processes), difficulty in connecting sentences in the text, poorly organized composition, difficulties in self-regulating their own writing, spending little time on what to write, difficulty in evaluating what was written, and limited linguistic knowledge.

In the area of **mathematics**, we evaluated **numeration** (understanding of the place value of numbers), **arithmetic calculation** (addition, subtraction, multiplication and division) and **problem solving**. (Defior Citoler et al., 2015)



EVALUATION RESULTS

Taking into consideration that in the academic system of special education, it is estimated that 80% of the students in a classroom do not present any specific learning difficulties, 15% can present mild or moderate difficulties that requires attention in small groups and 5% have a severe learning disability that requires individualized attention outside the classroom.

At Grace Honduras this distribution pyramid of students with special educational needs is inverted, since **80% of our students in the classroom present a mild or moderate specific learning difficulty** in reading (dyslexia) 315.00 (F81. 0), specific difficulty in writing (dysgraphia) 315.2 (F81.81), specific difficulty in mathematics (dyscalculia) 315.1 (F81.2) or Attention deficit and hyperactivity disorder (ADHD) 314.01 (F90.2), disorders, pathologies that correlate between each other. (American Psychiatric Association, 2014).

15% are in a normal range according to their age and grade level and 5% have a diagnosed and severe learning disorder, for example, developmental coordination disorder 315.4 (F82), moderate intellectual development disorder 318.0 (F71), severe dyslexia and dysgraphia.

This research has led the Grace Honduras work team to make different efforts to overcome these collective academic obstacles, implementing a series of strategic actions, despite the lack of human, financial and logistical resources.

SLD (Specific Learning Disorder)

5% Severe SLD

15% normal range

80%
Mild or moderate SLD



2021 ACTION PLAN

Seeking to achieve full school inclusion inside and outside the classroom, overcoming segregation, to help our students develop their maximum potential, we have:

- 1.) Created a **Mentoring Program**: Divided into two groups: **a.)** Mentors with an ideal level appropriate for their grade: they help peers in lower grades or in their own grade who need extra support.
b.) "Mentors who need help": these are children who present difficulties in their learning; because we cannot place them into lower grades, since it would affect their self-esteem and they would be victims of bullying. They are assigned as mentors in lower grades to help the little ones and at the same time learn (while being in their class). This has helped them to strengthen their self-confidence, reinforce their knowledge and develop empathy.
- 2.) Constantly been seeking funds to **begin with the nursery**, as a prevention project with an aim of providing early stimulation, preventing personality and learning disorders and significantly improving their general health. The nursery would assure us that this integral problem would STOP.
- 3.) Made **curricular adjustments and classroom accommodations**.
- 4.) Made manuals with activities to plan creative classes, where all the content is exposed in a playful way and with material that **stimulates their sensory system**, focusing on developing motor and coordination skills. Up to this date, we have invested 4,120 dollars purchasing new material.
- 5.) Implemented new books where writing can be strengthened in the area of **graphomotor skills**.
- 6.) **Opened two sections of Preschool**; to take the time in the early stages of development and growth where the child makes quicker neuronal connections, with games directed towards sensorimotor development, visual-spatial coordination, socialization, numbering, ability to follow instructions and sequences, with the goal that the student will finish Preschool reading phonetically.
- 7.) Included Waldina, Jireh's mother, as a **support teacher**; Jireh managed to hear for the first time since 2 years ago thanks to a hearing aid, he now needs to develop his language, starting from scratch. We managed to repair his hearing aid 1 month ago, since he was unable to hear for 1 year.
- 8.) **Done training for teachers** on learning disorders, multiple intelligences, cooperative work, reading and writing method with the Montessori Methodology, managing to create new didactic material to put it into practice in class.
- 9.) Provided **psychoeducation to parents and students** on depression, anxiety and learning disorders and practical recommendations.



2021 ACTION PLAN

Seeking to achieve full school inclusion inside and outside the classroom, overcoming segregation, to help our students develop their maximum potential, we have:

- 10.) Provided psychotherapy services** on Wednesdays to students, mothers and other family members.
- 11.)** Institutionalized in the annual work processes, carrying out psychopedagogical evaluations at the beginning and ending of each year, to **quantitatively measure the performance and academic capacity** of all *Grace Honduras* students.
- 12.) Implemented multiple intelligences learning centers:** where it is sought not only to develop logical-mathematical or linguistic intelligence, but also musical, spatial, kinesthetic, naturalistic, interpersonal and intrapersonal intelligence.
- 13.)** Searched funding to **build a playground area** for children to develop their creativity, curiosity, and sociability, while reducing levels of stress, aggressiveness, anxiety, and depression.
- 14.)** Focused on implementing the principles and little by little the **Montessori Methodology**, exclusively for children with special educational needs.
- 15.) Implemented the "Response to Intervention"** model for students with severe specific learning difficulties, having a teacher for each student who requires it, doing activities outside the classroom.

Two of the best eighth graders are **support teachers**, working outside the classroom with a Preschool curriculum with the Pineda brothers, who have a developmental coordination disorder 315.4 (F82) and a moderate intellectual development disorder 318.0 (F71).

- 16.) Modified the content** of the Honduran National Basic Educational Curriculum, **adapting it to the needs of each student**, leaving only the most important and focusing on reinforcing fluency and reading comprehension, all the errors found in students' writing, in addition to numerical and arithmetic comprehension.

Bibliography

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200 reasons to fight...



Grace Honduras, a Non Profit Organization, with resolution number 913-2015 and registered in DIRRSAC under number 2015000271, works against child exploitation through integral assistance programs for communities that work and / or live in garbage dumps in the cities of Tegucigalpa and San Pedro Sula.

Our priority project is providing integral care for children who work in the San Pedro Sula landfill, which in 2021 serves 200 students, from kindergarten to university, all garbage workers.



We provide free education, school materials, teachers who serve as mentors for students, two meals a day, psychological support, spiritual orientation, medical care, support in obtaining birth certificates, the creation of micro-businesses for mothers, care in crisis to families, monthly provision, home repair, donation of supplies to prevent the spread of Covid-19 and various donations to all students.



Get to know Grace Honduras
viewing the following videos:



**Grace Honduras in 2019 for children
who work in the garbage dump**



**Katherine's story for Grace
Honduras by Convoy of Hope and
FeedONE**