



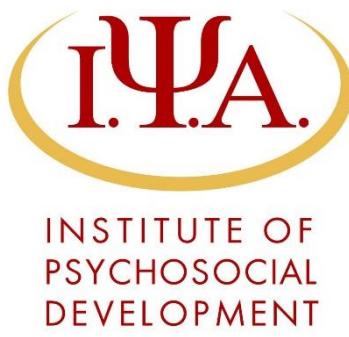
## Bank of resources for the psychological disturbances referent

Co-funded by the  
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A project by:



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# Bank of resources

Introduction

Introduction II

Resources



Books  
&  
Guides



Audio  
&  
Video



Training  
courses



Other  
resources



## Introduction

This document has been developed with the aim of supporting educators in the field of adult education by offering a guide of resources which includes books, manuals, courses, podcasts and different types of useful materials for these professionals.

It should be noted that the selection of these contents has been carried out by a consortium of 7 organisations, coming from the education and mental health field from 6 different European countries: France, Bulgaria, Greece, Italy, Spain and Belgium. Therefore, the resources you will find come from a variety of contexts.

This group has been collaborating for 3 years (2018/2021) in a project funded by the European Erasmus+ Programme entitled **Psych Up**, which is aimed at improving support for learners with psychological disorders by VET (Vocational Education and Training) practitioners during their training and/or educational career.

The partners of the Psych Up project followed a rigorous methodological process, selecting resources from different disciplines such as Psychology, Pedagogy and Training. After a process of categorization, the resources included in this document established synergies with the competences, professional profile and areas of interest within the thematic area of the project.

**So what can you use this document for?** We hope that this guide can be useful for you as a reference document for the deepening of a little explored topic: the support of psychological demands in adult education.



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As a result of the analysis of the situation of this issue at national level, the partners of this project have found that in adult education there is a gap in formal support systems and training resources to support guidance and in the learning process of learners in a situation of psychological disability.

Therefore, through this document we seek to provide you with a roadmap that includes reference material to complement your role as an expert in this field. You will find resources that will help you to deepen basic skills in this area such as communication and knowledge about the different psychological disorders and emotional disorders (**IO1**), As well as other types of material that will encourage your specialization and provide you with new techniques or dynamics to apply in your daily work. (**IO2**)

To help you differentiate between these two aspects, we have included the codes **IO1** for the first one and **IO2** for the second one, codes that correspond to work packages developed in this project:

- IO1**  Function profile of the psychological disability referent in VET centres (check it out [here](#))
- IO2**  Training frame of reference of the psychological disability referent (check it out [here](#))

If you are interested in knowing more about them, you can [check our website](#) and download these materials.

Every resource is presented on one slide providing information about the objectives, URL, target public and summary.

All Psych-Up project partners hope that this guide will help you in your daily work and we appreciate your interest in the improvement of the developmental support for adult education learners.

### *Psych Up partners*

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### Books & guides

- [Action Research in Adult Education: Designing a Training Program in Creative Writing Aimed at Empowering People with Psychological Disorders](#)
- [ADHD\\_Guida per insegnanti \[ADHD\\_Teacher Guide\]](#)
- [Are changes in ADHD course reflected in differences in IQ and executive functioning from childhood to young adulthood?](#)
- [Compendium of practices and method to support students with learning difficulties](#)
- [Conceptions of Lifelong Learning as Applied to Adults with Enduring Mental Illness: A Survey of Mental Health Professionals and Practitioners Across Eight European Countries](#)
- [Counseling and Career Guidance for People with Mental Disorders: Pilot Project of the Agiasos Social Welfare Foundation “I Theomitor”](#)
- [Guía de acompañamiento INTEGRA/ERANTS para personas en procesos de integración \[INTEGRA/ERANTS accompaniment guide for people in integration processes\]](#)
- [Guide for Beginner Teachers and Therapists: Training of children with severe behavioral disorders](#)



### Books & guides

- [\*\*Guide for teachers of learners with severe, profound and complex learning difficulties\*\*](#)
- [\*\*Handbook with coping strategies for VET trainers to provide reliable training to learners affected by psychological disorders\*\*](#)
- [\*\*I disturbi dell'alimentazione e della nutrizione: criteri diagnostici\*\* \[Food and nutrition disorders: diagnostic criteria\]](#)
- [\*\*L'indispensable, version belge\*\* \[L'indispensable: belgian version\]](#)
- [\*\*TOUS FOUS?! Parler autrement de la santé mentale\*\* \[ALL CRAZY?! Talking differently of mental health\]](#)
- [\*\*La santé des travailleurs sans emploi\*\* \[The health of unemployed workers\]](#)
- [\*\*Comprendre le handicap pour mieux accompagner un adulte en situation d'handicap psychique\*\* \[Understanding psychological disturbances to better support adults living with a psychological disturbance\]](#)
- [\*\*Plan de crise conjoint\*\* \[The Joint crisis plan\]](#)
- [\*\*Individual Placement and Support. Manuale italiano del metodo per il supporto all'impiego delle persone con disturbi mentali\*\* \[Individual Placement and Support. Italian manual of the method for employment support for people with mental disorders\]](#)



### Books & guides

- [Manual de psicología educacional \[Handbook of educational psychology\]](#)
- [Manual de salud mental para profesionales del ámbito educativo \[Mental Health manual for education professionals\]](#)
- [Manual for VET trainers dealing with learners affected by psychological disorders aiming at raising awareness on behavioral characteristics of psychological disorders and related learning difficulties](#)
- [Problemas psicológicos en jóvenes universitarios. Guía práctica para padres, profesores y estudiantes \[Psychological problems in young university students. A practical guide for parents, teachers and students\]](#)
- [Síndrome de Asperger: Guía práctica para la intervención en el ámbito escolar \[Asperger's Syndrome: A Practical Guide for Intervention in the School Setting\]](#)
- [Social Inclusion of People with Intellectual Disabilities and Autistic Spectrum Disorders and The Role of The Educator: Research Effort in The Field of Adult Education](#)
- [Supporting Individuals with Intellectual Disabilities & Mental Illness](#)



### Books & guides

- [TDAH en el aula "Trastorno por Déficit de Atención e Hiperactividad": guía para docentes \[ADHD in the Classroom "Attention Deficit Hyperactivity Disorder": A Guide for Teachers\]](#)
- [The Opinions of Health and Education Workers about Diagnosis and Support of People with Intellectual Disabilities or/and Mental Illness: A Search Study](#)
- [The cognitive problems influence on food disorders](#)
- [The Role of Social Workers as Educators of Adults and The Role of Lifelong Learning in The Social Reintegration of Vulnerable Social Groups](#)



### Language



Action Research in Adult Education: Designing a Training Program in Creative Writing Aimed at Empowering People with Psychological Disorders\*

**Introduction/Objectives:** The purpose of the current action research is to depict how people with psychological and/or mental disorders perceive adult education, and to explore if creative writing can be used as a useful tool in adult education programs.

#### URL:

[https://193.108.160.200/bitstream/repo/47129/1/129508\\_%ce%9c%cf%80%ce%b1%cf%84%cf%83%ce%b9%cf%8e%cf%84%ce%bf%cf%85%ce%91%ce%bd%ce%b1%cf%83%cf%84%ce%b1%cf%83%ce%af%ce%b1.pdf](https://193.108.160.200/bitstream/repo/47129/1/129508_%ce%9c%cf%80%ce%b1%cf%84%cf%83%ce%b9%cf%8e%cf%84%ce%bf%cf%85%ce%91%ce%bd%ce%b1%cf%83%cf%84%ce%b1%cf%83%ce%af%ce%b1.pdf)

**Target:** Adult Educators/ Experts in Creative Writing

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**Summary:** The continuous and fast-growing transformation of current societies generates the need to provide high-quality education to all adults. However, some population sub-groups are socially excluded from adult education. Adults suffering from psychological/mental disorders are one of these sub-groups. The ambition of the present study is, by adopting a different point of view, to offer conclusions that can be used by adult education designers to improve the programs targeted at individuals with mental disorders. The study used an action research framework. Qualitative data were collected from a sample of eight women who participated in a psychological support group at the 424 General Military Hospital of Thessaloniki. After data analysis, a creative writing program aimed at the psychological empowerment of people with mental disorders was designed based on the results of the present research. The program can be used in future adult education initiatives.

**Keywords:** mental health; adult education; creative writing; self empowerment

**\*Original Title** Έρευνα Δράσης στην Εκπαίδευση Ενηλίκων: Σχεδιασμός Ενός Προγράμματος Εκπαίδευσης στη Δημιουργική Γραφή με Σκοπό την Ενδυνάμωση Ατόμων με Ψυχολογικές Πλαθήσεις και Διαταραχές



Language



ADHD\_Guida per insegnanti  
[ADHD\_Teacher Guide]

**Introduction/Objectives:** To support teachers in order to give better care for ADHD students

**URL:**

[http://www.istruzione.lombardia.gov.it/sondrio/wp-content/uploads/2013/11/ADHD\\_Guida-per-l\\_insegnante.pdf](http://www.istruzione.lombardia.gov.it/sondrio/wp-content/uploads/2013/11/ADHD_Guida-per-l_insegnante.pdf)

**Target:** Practical guide for teachers

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Index

**Keywords:** Adolescents; ADHAD; teachers; parents.

**Summary:** This guide for teachers is intended to offer practical reflection on ADHD student management in school. It provides clear references to the legislative framework in terms of student protection. It also shows how to best support the fatigue of ADHD students. In the guide, it is possible to find clear and concrete examples of intervention in the classroom and numerous food for thought useful to all teachers



Language



Are changes in ADHD course reflected in differences in IQ and executive functioning from childhood to young adulthood?

**Introduction/Objectives:** Provide professionals with an evidence and scientific-based research on ADHD and poor IQ level

**URL:**

<https://www.cambridge.org/core/journals/psychological-medicine/article/are-changes-in-adhd-course-reflected-in-differences-in-iq-and-executive-functioning-from-childhood-to-young-adulthood/477B2E04B9A4920C3566569E52C2D337>

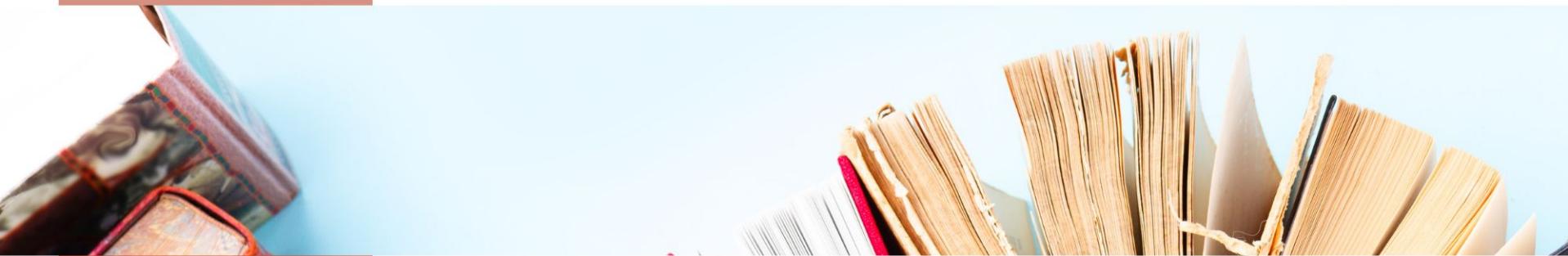
**TARGET:** To develop a scientific research on the correlation between ADHD and poor cognitive performance

**Summary:** Attention deficit hyperactivity disorder (ADHD) is associated with poorer cognitive functioning. In this research, a genetically developmentally sensitive approach is used to examine intelligence quotient (IQ) from early childhood to young adulthood for individuals with different ADHD diagnoses to investigate whether changes in ADHD are also reflected in IQ.

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Index

**Keywords:** ADHD; poor IQ.



Language



### Compendium of practices and method to support students with learning difficulties

**Introduction/Objectives:** The handbook aims to help mostly teachers working with children with SEN in the process of their training within the framework of inclusive education. It has methodological guidelines and instructions that can facilitate the teacher in choosing strategies in their work not just with the child with SEN, but in the overall organisation of the work.

#### URL:

<http://smile.yf2001.org/modules/downloadResource.php?resource=904&hash=c0512bfbf2947b58115f4d295df6ce89>

**Summary:** Not only examples of successful integration of children with SEN are presented ,but also main problems and difficulties in its implementation, which in themselves give also grounds for reflection and guidance for improving this process. Presented at the end of the Handbook are specific methodological guidelines for working with one of the most common groups of children with SEN to help teachers in planning and organizing their daily pedagogical work.

**Target:** Psychologists; trainers/teachers; School principals; Policy makers



Language



### Conceptions of Lifelong Learning as Applied to Adults with Enduring Mental Illness: A Survey of Mental Health Professionals and Practitioners Across Eight European Countries

**Introduction/Objectives:** The aim of the survey was to obtain evidence, first-hand, from mental health practitioners about their perceptions of their countries' regional and national lifelong learning provision and, in particular, its application to adult with long-term mental illness.

#### URL:

[http://www.ijmcs-journal.org/IJMCS\\_April214\\_Ogunleye.pdf](http://www.ijmcs-journal.org/IJMCS_April214_Ogunleye.pdf)

**Target:** Mental Health Professionals and Practitioners/Lifelong Learning for adults with mental illness

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Index

**Keywords:** mental health; lifelong learning; social inclusion

**Summary:** This paper presents the results of a survey (under the EMILIA EU Project) of mental health professionals' conceptions of Europe's lifelong learning policy and practice as applied to mental health. The study finds differences in the factors that have encouraged or facilitated the take up of lifelong learning among the general population and among mental health service users. These differences have a lot to do with the individual country's lifelong learning tradition/culture as it is with the constructions of the meaning of lifelong learning. What is noticeable is that the same or similar factors apply to mental health service users in half of the countries surveyed. This study used a survey questionnaire to collect data from respondents. The respondents were 12 experts made up of three academics and nine practitioners with significant specialist knowledge, experience and expertise in lifelong learning and mental health across 8 EMILIA demonstration centres in 8 European countries. These experts have a background in mental health nursing, psychiatry and medicine, theoretical and clinical psychology, social work, and education. The survey questionnaire used a mixture of fixed and free-response questions.



### Language



Counseling and Career guidance for people with mental disorders: Pilot project of the Agiasos Social Welfare Foundation "I Theomitor"\*

**Introduction/Objectives:** The gradual integration of people with mental illnesses into socio-economic life and their promotion to autonomous living through counseling and career guidance programmes. Also, the empowerment of the University student's professional skills through the "eco-systemic" model theory for vocational rehabilitation which takes into account factors such as the "personality of the patient", the "nature and peculiarities of mental illness", the "environment" (labor market-community), the "working environment", the "patient's value system", the "efficiency" (employee productivity).

#### URL:

<http://www.pi-schools.gr/download/publications/epitheorisi/teyxos12/papanis.pdf>

**Target:** Counseling and Career Guidance Experts/ Counselors/  
University Students in Mental Health Field

I01

Index

**Keywords:** mental health; vocational rehabilitation; counseling and career guidance; university internship; eco-systemic model; social inclusion.

**\*Original Title** Επαγγελματικός Προσανατολισμός Ατόμων με Ψυχικές Διαταραχές: Πιλοτικό Πρόγραμμα Ιδρύματος Κοινωνικής Πρόνοιας Αγιάσου «Η Θεομήτωρ»



**Summary:** Vocational rehabilitation of people with mental disorders runs counter to social stereotypes. This paper summarizes the findings of counseling and career guidance programs and proposes a holistic advisory model. It considers that the activation of social networks actively contributes to the smooth professional adaptation and stimulating interactive relationship amongst the patient and society. It also highlights the importance of the particular personality traits of the individual with mental illness and emphasizes on the skills to be cultivated. Through the pilot project and the "eco - systemic" model for vocational rehabilitation, the University students did their internship and applied the theory and the methodologies which they learn about in their counseling and career guidance training.



Language



**Guía de acompañamiento INTEGRA/ERANTSI para personas en procesos de integración**  
[INTEGRA/ERANTSI accompaniment guide for people in integration processes]

**Introduction/Objectives:** To offer a support tool for people who provide direct accompanying intervention in social integration processes.

**URL:**

[https://www.euskadi.eus/contenidos/informacion/publicaciones\\_ss/es\\_publica/adjuntos/GUIA\\_ERANTSI.pdf](https://www.euskadi.eus/contenidos/informacion/publicaciones_ss/es_publica/adjuntos/GUIA_ERANTSI.pdf)

**Target:** Guide for educators, health professionals and caregivers who are in contact with people at risk of social exclusion (due to mental illness, poverty or other situations).

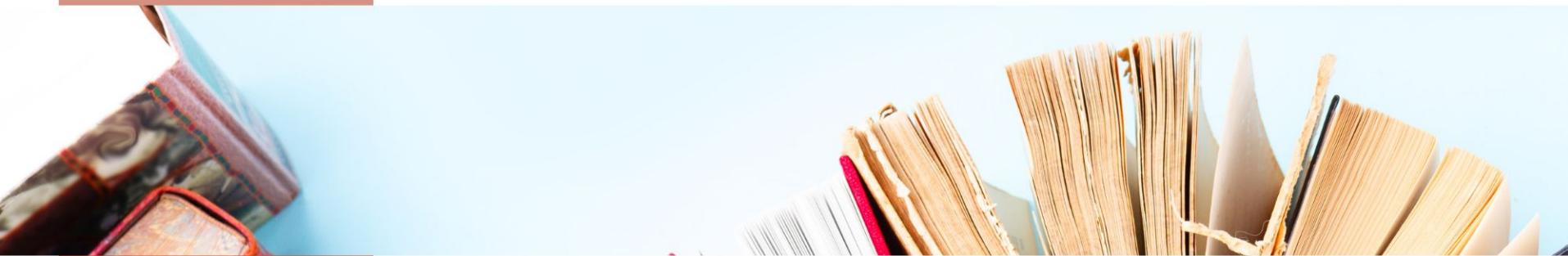
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**Keywords:** social integration; accompaniment; intervention program.

**Summary:** This practical guide provides the planning of a 6 session workshop for promoting personal welfare through accompaniment. Its main goal is to improve outcomes such as general health, social adjustment, perceived social support, perceived stress and positive affect among people at risk of social exclusion.

It contains the specific objectives, materials and activities for each session, as well as different assessment tools.



Language



### Guide for Beginner Teachers and Therapists: Training of children with severe behavioral disorders

**Introduction/Objectives:** The guide provides guidance on:

- Crisis management and challenging behavior.
- Acceptance of diversity.
- Awareness of who can help (institutions, specialists...).
- Encouraging desired behaviors.
- Methodological dealing with problem behavior.
- Changing the deviant behavior.
- Realization of potential opportunities to increase the probability of the student to learn behavior that is significantly close to the norm.

**Summary:** The approach involves combining the efforts of a team of special educators, psychologists, medical professionals and all services and organizations providing social services to children guided by one main goal - the child to receive the most appropriate care tailored with their specific needs over time.

**Target:** Psychologists; trainers/teachers; School principals; Policy makers

**URL:**

<https://www.mon.bg/upload/15516/Povedencheski-razstrojstva.pdf>



Language



### Guide for teachers of learners with severe, profound and complex learning difficulties

**Introduction/Objectives:** The materials can be used by various professionals who find them relevant in their practice. Whether you are a resource teacher, a public school teacher, an educator, a special school teacher, a head teacher, a principal, an expert in the field of inclusive education or a family member of a child with SEN, you can browse the resources to find the information you need.

**URL:**

[http://www.narhu.org/wp-content/uploads/2016/02/1.1.montoring-and-assessmentcaf\\_practitioner\\_guide-narhu.pdf](http://www.narhu.org/wp-content/uploads/2016/02/1.1.montoring-and-assessmentcaf_practitioner_guide-narhu.pdf)

**Summary:** Main domains of the material are:

- In the context of special pedagogy
- Special teaching strategies
- Procedures in special pedagogy
- Cooperation and leadership

They are presented in 16 modules within four subject groups and look into topics such as communication and interaction, the context of specialist teaching, insights from neuroscience, working with families, and the legislation.

**Target:** Psychologists; VET trainers/teachers; School principals; Policy makers



Language



### Handbook with coping strategies for VET trainers to provide reliable training to learners affected by psychological disorders

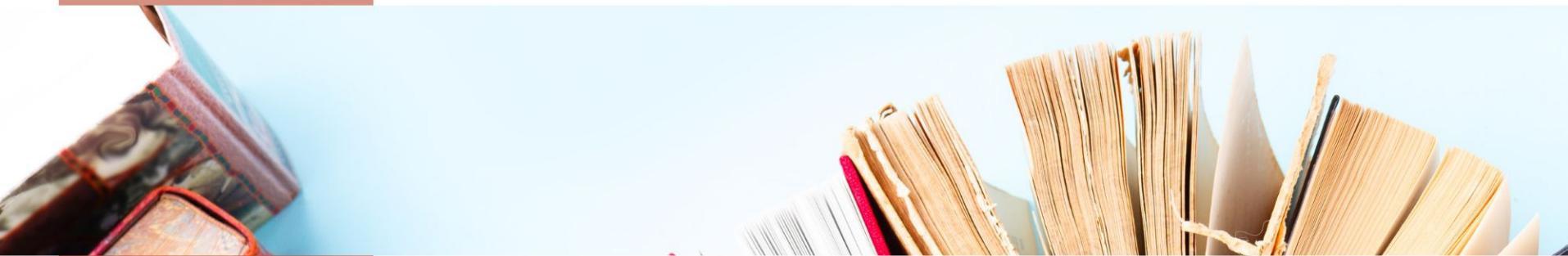
**Introduction/Objectives:** Provision of awareness raising on behavioural characteristics of the psychological disorders related to learning difficulties in VET

#### URL:

<https://decsa-project.eu/wp-content/uploads/2021/07/DECSA-IO2-NARHU-v4-June-2020.pdf>

**Target:** VET trainers/teachers; School principals; Policy makers

**Summary:** The handbook aims to raise awareness among VET trainers on behavioral characteristics of psychological disorders and related learning difficulties. It includes recognising and understanding emotions and feelings; Strengthening problem solving skills of the teacher; Self-regulation: regulating our responses to anxious students; Effective communication; Preparing an empathic contact with the learner; Active listening and encouragement; Planned ignoring of undesirable behaviour; Valuing the individual by involving him/her in teamwork activities and analysing the positive results looking for motivating him/her; Personalisation of the learning path and defining the program's expectations in cooperation with the learner and encouraging independence.



Language



### I disturbi dell'alimentazione e della nutrizione: criteri diagnostici

[Food and nutrition disorders: diagnostic criteria]

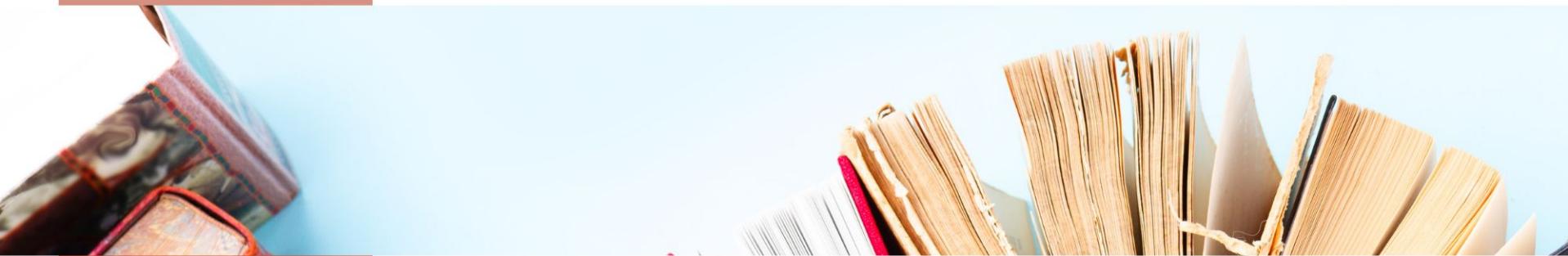
**Introduction/Objectives:** Classification of different types of eating and feeding disorders

**URL:**

<http://www.qualepsicologia.com/wp-content/uploads/2017/04/05-I-disturbi-dell%C3%94%C3%87%C3%94alimentazione-e-della-nutrizione.pdf>

**Target:** To list the eating and feeding disorders and to diagnose them

**Summary:** People who manifest dysfunctional eating behaviors can develop specific symptoms that may have variable duration. These symptoms can affect, sometimes severely, psychological well-being and the overall functioning at the psychological or social level



Language



L'indispensable, version belge  
[L'indispensable, belgian version]

**Introduction/Objectives:** Helping relatives of people with a mental disorder by providing useful information on the illnesses, the experiences of relatives, means of communication to foster relationships and contact details of relevant helping organisations.

**URL:**

<https://wallonie.similes.org/centre-de-documentation-bruxelles-et-wallonie/#!/products/l%E2%80%99indispensable-%E2%80%93-version-belge>

**Target:** Families, relatives and relations of people affected by psychological troubles

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**Keywords:** Families ; Relatives ; Mental health ; Essential

**Summary:** It is normal for all family members and relatives to be disturbed by the news of a loved one's mental illness. Depending on their responsibilities and role in the circle, they probably have a lot of questions and may have difficulty identifying their needs.

*L'indispensable* attempts to provide simple answers to the questions most often asked by family and friends who feel helpless when faced with the mental illness of a loved one. In addition to information that will increase their knowledge of the main mental illnesses, they can find helpful answers to situate themselves in their new role and situation.



Language



**TOUS FOUS?! Parler autrement de la santé mentale**  
[ALL CRAZY?! Talking differently of mental health]

**Introduction/Objectives:** Changing and improving representation of and communication about mental health and psychological disorders

**URL:**

<https://www.kbs-frb.be/fr/Activities/Publications/2017/20170510PP>

**Target:** General public

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Index

**Keywords:** Mental health ; representation ; communication

**Summary:** A mental disorder is a reality. How we as a society deal with this reality is another. The representations we use in our actions and reactions, consciously and unconsciously, are a social construction. This has enormous consequences: for the genesis and perception of the disorders, the experience, the treatment, the recovery, the ideas about the subject... Our representations can lead to stigmatisation and taboos, which impact on the people affected by these disorders. This guide presents the 5 major problematising frameworks used in Belgium to deal with mental disorders and contrasts them with 7 counter-frameworks to better communicate and represent these disorders.



Language



**La santé des travailleurs sans emploi**  
[The health of unemployed workers]

**Introduction/Objectives:** Taking detailed stock of the health status of unemployed people

**URL:**

<http://www.ftu.be/index.php/publications/mutations-du-travail/359-la-sante-des-travailleurs-sans-emploi>

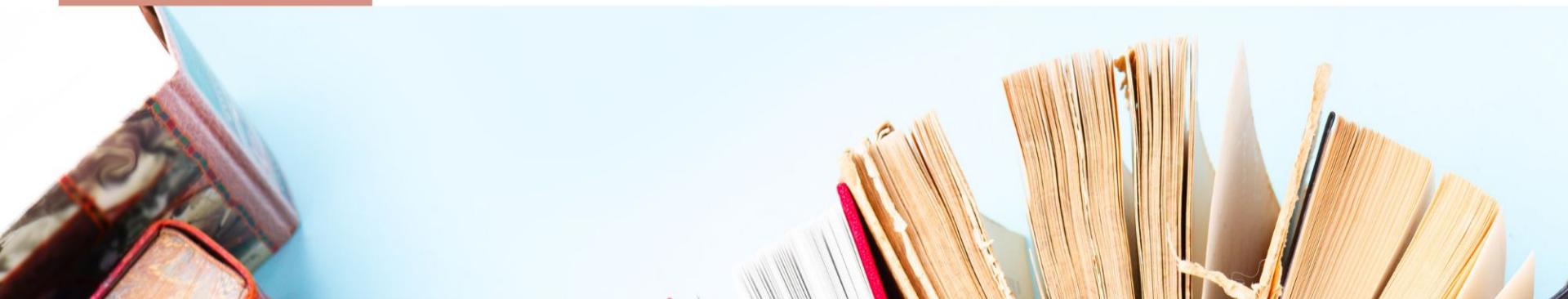
**Target:** General public

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**Summary:** The available studies point to the deleterious effects of unemployment on people's health, both through the mechanisms linked to the loss of income and the precariousness of living conditions and through those linked to the identity of the unemployed. This survey looks at the physical, mental and social health of unemployed workers, but also at several aspects related to everyday life, such as changes in habits, access to health care and job search. The survey, carried out among nearly 1000 people, highlights the particularities of a situation experienced by a part of the population and the changes that unemployment induces on several health determinants.

**Keywords:** Health ; unemployment ; Wallonia ; survey



### Language



[Comprendre le handicap pour mieux accompagner un adulte en situation d'handicap psychique]  
[Understanding the handicap in order to better support the adult living with psychological disabilities]

**Introduction/Objectives:** It aims to provide points of vigilance and orientations as well as courses of action for stakeholders at home who accompany people in a situation of psychological disability, in order to strengthen the quality of their support to these people.

**URL:**

<https://www.handeo.fr/actualites/dcouvrez-le-guide-de-recommandation-comprendre-le-handicap-pour-mieux-accompagner-un>

**Target:** Carer, life assistants, home care center, people concerned by psychological disturbances, as well as its relatives

**Keywords:** Carer ; Home care center; mental health ; essential

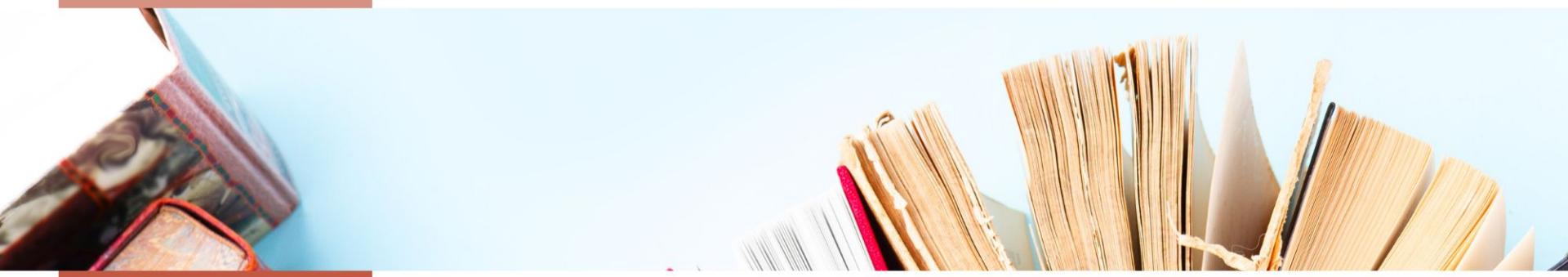
**IO1**

Index

**IO2**

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**Summary:** This guide was constructed to provide information and recommendations to the personnel involved in social integration and health care services for people concerned by psychological disabilities. In this way the results of this short guide are various:  
- Destigmatize psychological disturbances through the exposure of myths/stereotypes and explaining why these are false.  
- Proposal of a support plan for the organizations involved in the health care support of the public concerned.  
- The role of the supervisor of the support plan  
-- How to communicate with a person living with psychological disturbances  
- 8 points of reference for intervening at the home  
- Glossary of main home support actors  
- More information about this problematic  
- Recommendations



### Language



[Plan de crise conjointe]  
[The Joint crisis plan]

- **Introduction/objectives:**

Identifying warning signs and factors triggers of a crisis. It indicates the strategies and the resources to be mobilised quickly in the event of a crisis, as well as care and treatment to be favoured or avoided.

**URL:**

[https://www.plandecriseconjoint.ch/wp-content/uploads/2020/07/200617\\_RSRL\\_FlyerPCC\\_WEB.pdf](https://www.plandecriseconjoint.ch/wp-content/uploads/2020/07/200617_RSRL_FlyerPCC_WEB.pdf)

**Target:**

- People concerned by psychological disturbances, families and medical/ caregivers support.
- Field researchers

**Keywords:** Psychiatry, Mental health

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**Summary:** The Joint Crisis Plan (JCP) is the result of a common approach between a person concerned by a psychological disturbance (the user) and a professional, or even a close one. It is a negotiated, written and validated document by the various parties involved. The joint crisis plan enables to:

- Reduce recourse to rehospitalisations
- Reduce the use of coercion
- Prevent relapses
- Exercise better control of one-self and psychological disturbances
- Self-manage the disturbance and encourage the empowerment of the user
- Facilitate communication on and about the disturbance
- Improve the transmission, continuity and coordination of care

A Joint Crisis Plan template is included for those who are interested to implement it.  
([https://www.plandecriseconjoint.ch/wp-content/uploads/2021/02/PCC\\_V3\\_r%C3%A9vaddicto.pdf](https://www.plandecriseconjoint.ch/wp-content/uploads/2021/02/PCC_V3_r%C3%A9vaddicto.pdf))



Language



Individual Placement and Support. Manuale italiano del metodo per il supporto all'impiego delle persone con disturbi mentali

**Introduction/Objectives:** Provide a fundamental tool for meaningful and satisfying job placement for people with severe mental illness. See also : Supported Employment scheme from ADIS.

**URL:**

[https://www.amazon.it/s?k=Individual+Placement+and+Support.+Manuale+italiano+del+metodo+per+il+supporto+all%E2%80%99impiego+delle+persone+con+disturbi+mentali&\\_mk\\_it\\_IT=%C3%85M%C3%85%C5%BD%C3%95%C3%91&ref=nb\\_sb\\_noss](https://www.amazon.it/s?k=Individual+Placement+and+Support.+Manuale+italiano+del+metodo+per+il+supporto+all%E2%80%99impiego+delle+persone+con+disturbi+mentali&_mk_it_IT=%C3%85M%C3%85%C5%BD%C3%95%C3%91&ref=nb_sb_noss)

**Target:** To set the standard for helping people with severe mental disorders such as schizophrenia or bipolar disorder achieve and maintain an effective job position in the labor market.

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Index

**Keywords:** Professional, Vet, experts in the employment of people with mental disorders.

**Summary:** Individual Placement and Support (IPS) is a practice of choice for helping people with severe mental illness achieve and maintain an effective job position in the labor market. This book is the first manual of its kind in Europe that adapts the principles of IPS to the particular Italian context and proposes itself as a fundamental tool for a meaningful and satisfactory job placement of people with severe mental disorders.

Purchase of the book is required to access the resource.



Language



**Manual de psicología educacional**  
[Handbook of educational psychology]

**Introduction/Objectives:** To introduce fundamental concepts and theories of Educational Psychology with both a theoretical and an applied approach.

**URL:**

<https://bibliotecafrancisco.files.wordpress.com/2016/06/manual-de-psicologc3ada-educacional-arancibia-v-herrera-p-strasser-k.pdf>

**Target:** Manual for psychologists, educators; and students of Psychology, Education and related sciences./ Provision of support for learners.

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Index

**Keywords:** Educational psychology; learning theories; adolescents; children.

**Summary:** This manual addresses key concepts of learning psychology and provides resources for the reader and/or teacher to apply these concepts in practice. Therefore, from behavioral and cognitive psychology, it addresses issues such as improving motivation, self-esteem, anxiety reduction, teaching problem solving strategies. In addition, this manual addresses issues relevant to educational psychology such as teaching styles, and the relationship with the family context of students.



Language



**Manual de salud mental para profesionales del ámbito educativo**  
[Mental Health manual for education professionals]

**Introduction/Objectives:** To help education professionals making decisions when facing a demand for mental health needs of children and adolescents.

**URL:**

[http://www.espaijove.net/continguts/MANUAL\\_SM\\_EDUCADORES\\_CAST.pdf](http://www.espaijove.net/continguts/MANUAL_SM_EDUCADORES_CAST.pdf)

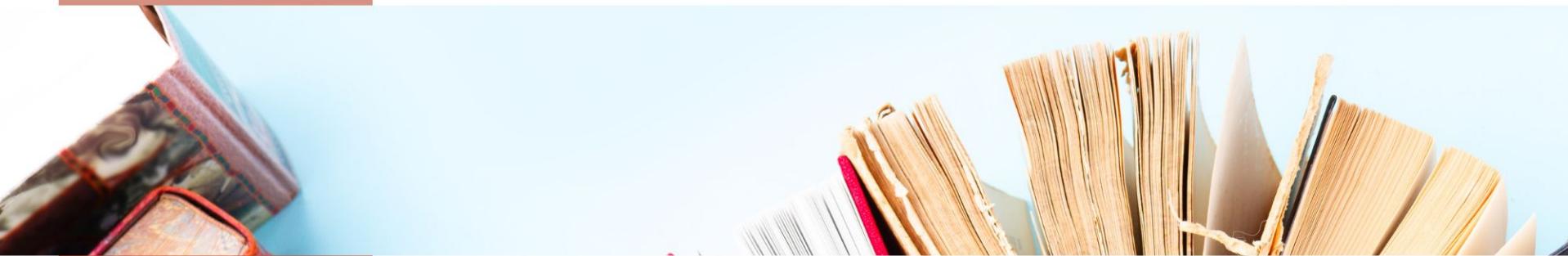
**Target:** Manual for teachers and educators of young people.

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Index

**Keywords:** mental health; adolescents; risk factors; protective factors.

**Summary:** This teacher's guide provides a detailed description of various topics related to adolescent mental health. The first section describes the normal developmental stage, health states and protective and risk factors in mental health. The second block is more directed towards the description of specific psychological disorders, providing tips for their detection and alternatives for their management. This is followed by a description of risk factors and alarm signals in this developmental period in the emotional, cognitive, social and behavioural areas. This guide also includes worksheets for mental health promotion work with young people and possible referral pathways in the event of the detection of risk cases.



### Language



Manual for VET trainers dealing with learners affected by psychological disorders aiming at raising awareness on behavioral characteristics of psychological disorders and related learning difficulties.

**Introduction/Objectives:** Provision of awareness raising on behavioural characteristics of the psychological disorders related to learning difficulties in VET

#### URL:

<https://decsa-project.eu/wp-content/uploads/2021/07/DECSA-IO1-GUIDE-EN-VERSION-V2.pdf>

**Target:** VET trainers/teachers; School principals; Policy makers

**Summary:** The manual is aiming to raise the awareness among VET trainers on behavioral characteristics of psychological disorders and related learning difficulties.

The manual content is divided into 10 chapters, which covers the top 10 categories of psychological disorders:

- CHAPTER 1: BEHAVIOUR DISORDERS
- CHAPTER 2: DEPRESSIVE DISORDERS
- CHAPTER 3: ANXIETY DISORDERS
- CHAPTER 4: DEVELOPING MENTAL DISORDERS
- CHAPTER 5: ATTENTION DISORDERS
- CHAPTER 6: STRESS DISORDERS
- CHAPTER 7: LEARNING DISORDERS
- CHAPTER 8: SLEEP DISORDERS
- CHAPTER 9: EATING DISORDERS
- CHAPTER 10: ADDICTION DISORDERS



Language



**Problemas psicológicos en jóvenes universitarios. Guía práctica para padres, profesores y estudiantes**  
[Psychological problems in young university students. A practical guide for parents, teachers and students]

**Introduction/Objectives:** To offer a real description of all the psychological problems that can affect university students, as well as to provide specific resources for their prevention, detection and psychosocial interventions.

**URL:**

<https://www.amazon.es/Problemas-psicol%C3%B3gico-s-j%C3%BCvenes-universitarios-estudiantes/dp/8436844076>

\*This resource is not free you must pay to get access to it  
**Target:** Practical guide for teachers, parents and students/ Provision of support for university learners

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Index

**Keywords:** Adolescents; teachers; parents; mental health.

**Summary:** This practical guide is addressed to students as well as parents and teachers of young university students. It is aimed at facilitating the understanding of all those psychological problems that can occur during this period. What are those that cause the greatest deterioration? Are there treatments for them? What can I do in my role to try to alleviate these problems? In this way, the guide covers disorders such as anxiety, depression, adaptation processes, suicidal ideation, use and abuse problems, attention problems, eating disorders, schizophrenia, among others. Finally, specific resources for psychosocial attention are provided.



Language



Síndrome de Asperger: Guía práctica para la intervención en el ámbito escolar  
[Asperger's Syndrome: A Practical Guide for Intervention in the School Setting]

**Introduction/Objectives:** To describe the most common difficulties of students with Autism Spectrum Disorder (ASD) at different school stages; and to offer specific educational guidelines to enhance their learning process.

**URL:**

<https://openlibra.com/es/book/sindrome-de-asperger-guia-practica-para-la-intervencion-en-el-ambito-escolar>

**Target:** guide for teachers, educational counselors and educational professionals.

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Index

**Keywords:** Autism Spectrum Disorders: Asperger's Syndrome; school intervention.

**Summary:** This guide describes the main features of students with ASD and discusses the possible difficulties that they face in the classroom. Likewise, the guide proposes specific educational interventions for teachers to improve the academic outcomes of these students.

This content addresses difficulties in the classroom of autonomous work and teamwork; as well as problems with attention, language, psychomotor skills, emotional adjustment, among others.



### Language



### Social Inclusion of People with Intellectual Disabilities and Autistic Spectrum Disorders and The Role of The Educator: Research Effort in The Field of Adult Education

**Introduction/Objectives:** This research intends to verify adulthood characteristics of people with disabilities based on their views about their self-image and how they think others see them. In particular, what was investigated was how the differentiation of the elements of adulthood affects the design and implementation of vocational education programs for adults with disabilities and the role of the educator in such programs.

#### URL:

<https://193.108.160.200/bitstream/repo/47336/1/133369%ce%9d%ce%99%ce%9a%ce%9f%ce%9b%ce%91%ce%9f%ce%a5%ce%a3%ce%9f%ce%a6%ce%99%ce%91.pdf>

**Target:** Vocational Education Experts / Adult Education Experts / Educators

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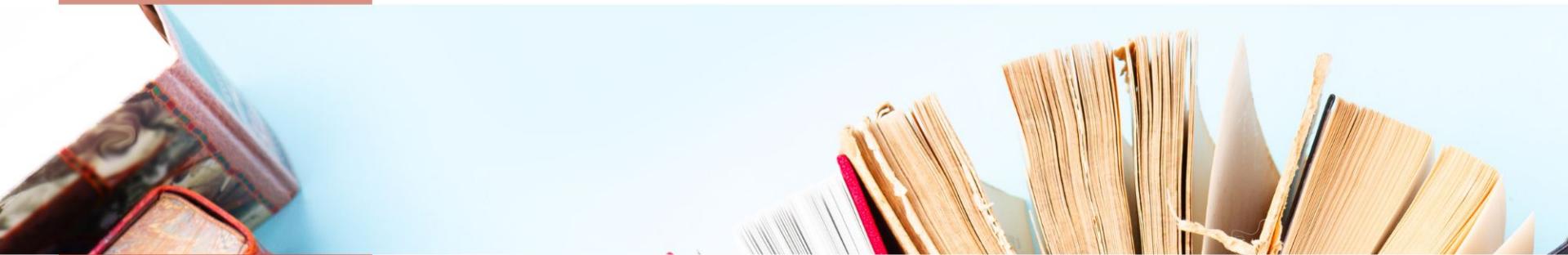
Index

**Keywords:** mental health; vocational education; adulthood; adult education; autism spectrum disorders.

**\*Original Title** Κοινωνική Ενσωμάτωση Ατόμων με Νοητική Υστέρηση και Διαταραχές Αυτιστικού Φάσματος και ο Ρόλος του Εκπαιδευτή: Συμβολή στην Έρευνα της Εκπαίδευσης Ενηλίκων



**Summary:** The definition of adulthood has been of particular concern to theorists of adult education. Despite their differences, all views converge on the fact that the basic criterion of adulthood is not the legal age of adulthood, but the acquisition of maturity, responsibility and self-determination. In the case of people with mental retardation and autism spectrum disorders, the criteria for adulthood differ due to various endogenous and exogenous factors. In designing vocational education programmes for adults with disabilities aiming to their equal participation in society, it is important to take into account the differentiated factors of adulthood of people with disabilities and to examine how they affect their participation in adult education programs. At the same time, it is important to evaluate the fact that adult education programmes are designed and implemented within a specific system of beliefs and ideologies, which in the view of many theorists of adult education justify and maintain inequality. Since the educators are also members of the team that conveys -often inadvertently- messages of social evaluation, they must be aware of the weight they carry, therefore the process of reflection on issues of identity management and otherness is particularly important.



Language



### Supporting Individuals with Intellectual Disabilities & Mental Illness

**Introduction/Objectives:** To provide practical explanations of what to do when supporting individuals with both intellectual disabilities and mental illness.

**URL:**

<https://openlibra.com/es/book/supporting-individuals-with-intellectual-disabilities-mental-illness>

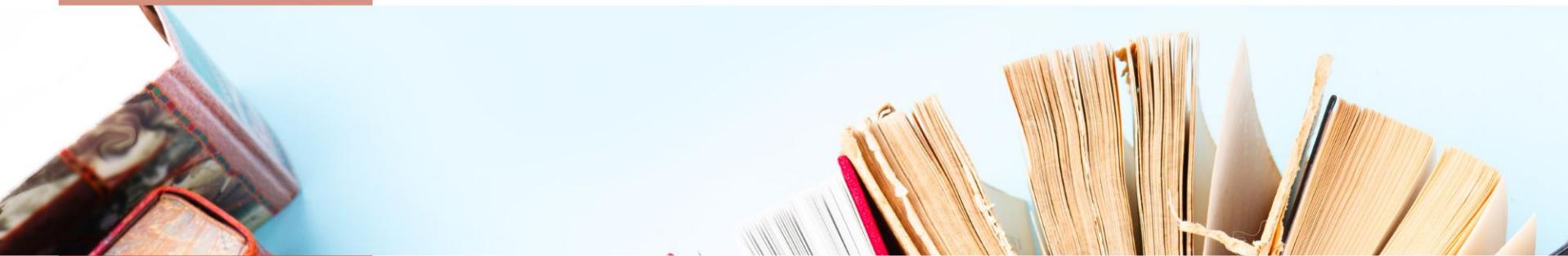
**Target:** Book for educators, health professionals and caregivers of people who have both intellectual disabilities and mental illness.

**Summary:** This book educates support workers, volunteers and caregivers through 7 chapters that address important topics related to mental illness and intellectual disability (for instance, physical concerns, behaviour, sexuality and others). Each chapter includes a description of the topic and provides resources to help people with these kinds of conditions.

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Index

**Keywords:** intellectual disabilities; mental illness; support work.



Language



TDAH en el aula "Trastorno por Déficit de Atención e Hiperactividad": guía para docentes  
[ADHD in the Classroom "Attention Deficit Hyperactivity Disorder": A Guide for Teachers]

**Introduction/Objectives:** To describe the most common learning difficulties among children and adolescents with ADHD, and to offer their teachers and caregivers specific guidelines to promote the integration and development of these students.

**URL:**

[https://www.fundacioncadah.org/web/doc/index.html?id\\_doc=46](https://www.fundacioncadah.org/web/doc/index.html?id_doc=46)

**Target:** Guideline for teachers, educators, health professionals and caregivers of children and adolescents with ADHD.

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Index

**Keywords:** ADHD; education; adolescents; children.

**Summary:** This resource guides teachers in managing students with ADHD in the classroom. It includes a description of the main symptoms of ADHD and the learning difficulties of students with the disorder. In addition, the guide offers teaching strategies to promote the learning process in these students (for example, to improve reading, writing and calculation); behavioral management techniques; as well as general recommendations to use within the classroom.



### Language



The Opinions of Health and Education Workers about Diagnosis and Support of People with Intellectual Disabilities or/and Mental Illness: A Search Study

**Introduction/Objectives:** The goal of this diploma thesis was to investigate the views of people employed in the health and education department, regarding the diagnosis and treatment methods for persons with intellectual disability or/and mental illness.

#### URL:

<https://dspace.lib.uom.gr/bitstream/2159/22098/4/ZagkountinouTheodoraMSc2018.pdf>

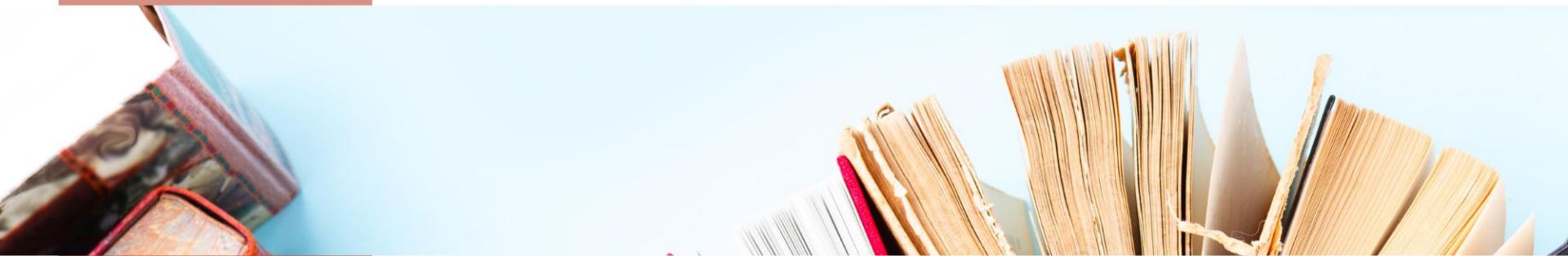
**Target:** People employed in the health and education departments

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Index

**Keywords:** Intellectual Disability; Mental Health; Diagnosis; Support.

**\*Original Title** Οι Απόψεις των Εργαζομένων του Χώρου της Υγείας και της Εκπαίδευσης για τη Διάγνωση και Υποστήριξη των Ατόμων με Νοητική Αναπηρία ή/και Ψυχικές Διαταραχές: Μια Διερευνητική Μελέτη



Language



### The cognitive problems influence on food disorders

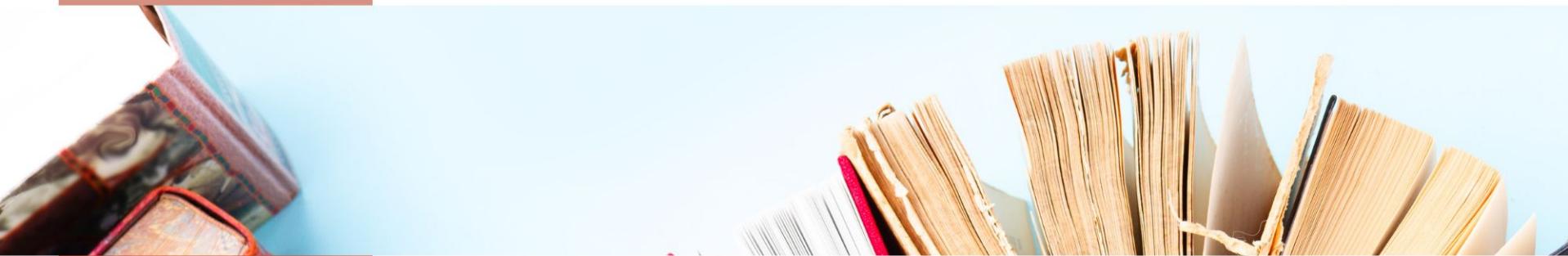
**Introduction/Objectives:** To have a better understanding of eating disorders and their development

**URL:**

[https://www.researchgate.net/publication/333014593\\_The\\_cognitive\\_problems\\_influence\\_on\\_food\\_disorders](https://www.researchgate.net/publication/333014593_The_cognitive_problems_influence_on_food_disorders)

**Target:** To point out if there is a correlation between personality and the development of eating and feeding disorders

**Summary:** Nutritional disorders describe restrictive and/or abusive behaviours that affect both women and men. An eating disorder is a mental disorder defined by abnormal eating habits that adversely affect a person's physical or mental health. The cause of eating disorders is not clear. We aim to identify whether there is a correlation between personality traits and feeding disorders in young adults aged 20–25 years. The media also plays an important role in the way people see themselves. And, socio-economic status is an element that influences eating problems



### Language



### The Role of Social Workers as Adult Educators and The Role of Lifelong Learning in The Social Reintegration of Vulnerable Social Groups

**Introduction/Objectives:** Our aim was to combine the skills required of the social worker with those of the adult educators in order to find out how an educational group is conducted and how, through education, the reintegration of vulnerable social groups can be achieved.

#### URL:

[http://repository.library.teiwest.gr/xmlui/bitstream/handle/123456789/4937/%ce%9f%ce%99%20%ce%9a%ce%9f%ce%99%ce%9d%ce%a9%ce%9d%ce%99%ce%9a%ce%9f%ce%99%20%ce%9b%ce%95%ce%99%ce%a4%ce%9f%ce%a5%ce%a1%ce%93%ce%9f%ce%99%20%ce%a9%ce%a3%20%ce%95%ce%9a%ce%a0%ce%91%ce%99%ce%94%ce%95%ce%a5%ce%a4%ce%95%ce%a3%20%ce%95%ce%9d%ce%97%ce%9b%ce%99%ce%9a%ce%a9%ce%9d%ce%99%ce%9d%ce%a4%ce%97%ce%9f%ce%99%ce%9a%ce%91%ce%97%20%ce%95%ce%a5%ce%a0%ce%91%ce%98%ce%a9%ce%9d%20%ce%9a%ce%9f%ce%99%ce%9d%ce%a9%ce%9d%ce%99%ce%9a%ce%9f%ce%91%ce%94%ce%a9%ce%9d..pdf?sequence=1&isAllowed=y](http://repository.library.teiwest.gr/xmlui/bitstream/handle/123456789/4937/%ce%9f%ce%99%20%ce%9a%ce%9f%ce%99%ce%9d%ce%a9%ce%9d%ce%99%ce%9a%ce%9f%ce%99%20%ce%9b%ce%95%ce%99%ce%a4%ce%9f%ce%a5%ce%a1%ce%93%ce%9f%ce%99%20%ce%a9%ce%a3%20%ce%95%ce%9a%ce%a0%ce%91%ce%99%ce%94%ce%95%ce%a5%ce%a4%ce%95%ce%a3%20%ce%95%ce%9d%ce%97%ce%9b%ce%99%ce%9a%ce%a9%ce%9d%20%ce%9a%ce%91%ce%99%20%ce%9f%ce%20%ce%a1%ce%9f%ce%9b%ce%99%ce%9a%ce%a3%20%ce%a4%ce%97%ce%a3%20%ce%94%ce%99%ce%91%ce%92%ce%99%ce%9f%ce%a5%20%ce%9c%ce%91%ce%98%ce%97%ce%a3%ce%97%ce%a3%20%ce%a3%ce%a4%ce%97%ce%9d%20%ce%9a%ce%99%ce%9d%ce%a4%ce%91%ce%9e%ce%97%20%ce%95%ce%a5%ce%a0%ce%91%ce%98%ce%a9%ce%9d%20%ce%9a%ce%9f%ce%99%ce%9d%ce%a9%ce%9d%ce%99%ce%9a%ce%a9%ce%9d%20%ce%9f%ce%91%ce%94%ce%a9%ce%9d..pdf?sequence=1&isAllowed=y)

**Target:** Adult Educators/Social Workers

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Index

**Keywords:** Lifelong Learning; Adult Education; mental health; Social Work.



**Summary:** In the present action research we dealt with the role of the social worker as an adult educator but also with the role of Lifelong learning in the reintegration of vulnerable social groups. For this reason we carried out a research-action during which an adult education group was conducted with participating members mentally ill and members of the Association for Mental Health - SOPSY Patras. By research - action we mean the creation and coordination of a group divided into three one-hour meetings which took place at the Association for Mental Health on the subject of the rights of the mentally ill. From the conduct of this group it emerged that the members knew little or nothing about their rights as mentally ill, although within the group terms were said that they had heard again, but did not know their meaning. Therefore, the role of adult education is very important in different groups, even if it is addressed to the reintegration of vulnerable social groups, since through this, the correct information on issues that concern them is achieved.



## Training courses

- [Addressing Disruptive and Noncompliant Behaviors \(Part 1\): Understanding the Acting-Out Cycle](#)
- [Addressing Disruptive and Noncompliant Behaviors \(Part 2\): Behavioral Interventions](#)
- [Belief system tools for professionals. A quantitative approach](#)
- [Gestione della classe e problematiche relazionali \[Classroom management and relational issues\]](#)
- [Guide to Work with Disabled People and Mentally Ill in Arts: Trainers and Experts materials](#)
- [KIDS STRENGTHS - KIDS in the CONTEXT of MENTAL DISORDERS – training platform](#)
- [Overview of successful methodologies to train transversal skills in adults with an intellectual disability](#)
- [Practical models for provision of support to parents of children with psychological disorders and deviant behavior](#)
- [Study in Lifelong Learning and Disabilities](#)
- [Training materials for teachers of learners with severe, profound and complex learning difficulties](#)



## Training courses

- [Formation d'accueillant psycho-socio-éducatif du secteur Ambulatoire-Social-Santé \[Training of psycho-socio-educational carers in the ambulatory-social-health sector\]](#)
- [The international programme "Mental Health First Aid" Plan de crise conjoint \[The Joint crisis plan\]](#)
- [Le Comité national de Coordination Action Handicap – CCAH \[the National Disability Action Coordination Committee\]](#)
- [Union Nationale de Familles et Amis de personnes Malades et/ou handicapés psychiques – UNAFAM \[National union of families and friends of mentally ill and/or disabled people\]](#)



### Language



#### Addressing Disruptive and Noncompliant Behaviors (Part 1): Understanding the Acting-Out Cycle

**Introduction/Objectives:** To discuss behavior problems and to suggest strategies to respond to students in the different phases of the cycle.

#### URL:

<https://www.oercommons.org/courses/addressing-disruptive-and-noncompliant-behaviors-part-1-understanding-the-acting-out-cycle/view>

**Target:** Training module for teachers and educational professionals.

**Summary:** The first in a two-part series, this Module discusses problem behavior in terms of the stages of the acting-out cycle and suggests ways to respond to students in the different phases of the cycle.

The content is available both online and offline and addresses disruptive and non-compliant behaviors. Each module presents an overview, initial thoughts, the specific objectives, introduction, different activities and an assessment section.



### Language



#### Addressing Disruptive and Noncompliant Behaviors (Part 2): Behavioral Interventions

**Introduction/Objectives:** To describe interventions to decrease disruptive and noncompliant behaviors.

#### URL:

<https://iris.peabody.vanderbilt.edu/module/bi2/#content>

**Target:** Training module for teachers and educational professionals.

**Summary:** The second in a two-part series, this Module describes interventions that can increase initial compliance to teacher requests as well as interventions that can be implemented to decrease disruptive and noncompliant behaviors.

The content is available both online and offline and addresses disruptive and non-compliant behaviors. Each module presents an overview, initial thoughts, the specific objectives, introduction, different activities and an assessment section.



Language



### Belief system tools for professionals. A quantitative Approach

**Introduction/Objectives:** The training material describes the theoretical models of the Cognition & Social Inclusion beliefs scale for professionals - Feuerstein – Structural Cognitive Modifiability; Dweck – Mindset Theory; Biklen – Presuming Competence; Schalock & Verdugo – Quality of Life; Bandura – Self-Efficacy and Ajzen – Theory of Planned Behaviour.

**URL:**

[https://www.narhu.org/wp-content/uploads/2021/07/O2\\_Proposal\\_IVASS-and-den-Achtkanter-vzw -12\\_09\\_2018.pdf](https://www.narhu.org/wp-content/uploads/2021/07/O2_Proposal_IVASS-and-den-Achtkanter-vzw -12_09_2018.pdf)

**Summary:** The main purpose of the handbook is to support the professionals' beliefs on Cognition and Intelligence, Inclusion and QOL, and Employment, which psychologists and trainers can use in order to support better inclusion of students with learning activities.

**Target:** Inclusive education; Provision of support for teachers to work with students with learning difficulties



Language



### Gestione della classe e problematiche relazionali

[Classroom management and relational issues]

**Introduction/Objectives:** To Improve the management of relational dynamics in the classroom

**Summary:** this course is intended to provide suggestions to teachers in the management of the class group, taking into account those students with special educational needs.

**URL:**

<https://www.ipseoapaola.edu.it/attachments/article/540/LABORATORIO%20GESTIONE%20CLASSE%20ROMANELLO.pdf>

**Target:** Support teachers with students with special educational needs

I02

Index

**Keywords:** Adolescents; teachers; parents; special education needs.



### Language



#### Guide to Work with Disabled People and Mentally Ill in Arts: Trainers and Experts materials

**Introduction/Objectives:** To support social tolerance practices in adult education for people with learning disabilities and mental illness, helping their social and personal empowerment by enhancing the training skills of their teachers.

#### URL:

<https://www.fixsmallart.eu/output-training/guide/>

**Target:** Experts in Mental Health / Experts in Arts / Special Educators / Adult Education Experts / Educators

**Summary:** Fix Small Art Guide for Educators is an introduction and analysis including study cases with suggested adjustments for creating an inclusive learning environment. The purpose of this guideline is to provide the tools to the trainer so they can conceptualise and create an inclusive learning environment, while developing a better understanding of the needs of their learners, specifically to the target group that includes people with different kinds of disabilities and mental challenges.

# I02



### Language



#### KIDS STRENGTHS - KIDS in the CONTEXT of MENTAL DISORDERS – training platform

**Introduction/Objectives:** This resource pool is intended for the deployment of training materials (resources) for professionals working with mentally vulnerable parents.

#### URL:

<https://strong-kids.eu/index.php?menupos=3&submenupos=1>

**Target:** Psychologists; VET trainers/teachers; School principals; Policy makers

**Summary:** The range of materials is suitable for various professional training situations (basic education and/or further education/or self-guided learning). The categorisation of the resources corresponds to the different professional groups addressed within the project. Please open the file corresponding to your professional affiliation. You might also find other interesting resources specified in other professional groups. Within your professional category you will find the four modules of the project, supporting methodological helping files and other useful materials.

As a user of the Resource Pool you can download available material free of charge or even upload your own material.



### Language



Overview of successful methodologies to train transversal skills in adults with an intellectual disability.

**Introduction/Objectives:** A review of cognitive approaches and methodologies to improve five key transversal competences of students with an intellectual disability. These five transversal skills are problem solving, self-regulation, self-direction, flexibility and creative thinking.

### URL:

<https://www.narhu.org/wp-content/uploads/2021/07/190116-CI-IO1-REPORT.pdf>

**Target:** Inclusive education; Provision of support for teachers to work with students with learning difficulties

**Summary:** The main approaches for supporting transversal skills acquisition to adults with intellectual disabilities are represented as follows:

- MAH – Medierend Agogisch Handelen (Mediations Interventions – adults intellectual disability), Belgium
- Referencial de Reabilitação Profissional (RRP-APPACDM), Portugal
- Respond Dets Performing Arts, Sweden
- Serious Games & Exercises for Social Competence and Transversal Skills (SGESCTS), Bulgaria
- GRADIOR, Spain



Language



Practical models for provision of support to parents of children with psychological disorders and deviant behavior.

**Introduction/Objectives:** The handbook provides 13 models of different intervention with families of children with psychological disorders and deviant behaviour.

**URL:**

<https://www.tulipfoundation.net/uploads/OAK1/Practical%20models%20prevention.pdf>

**Summary:** The overall aim of the models is to prevent potential dropout from education and society as well as to prevent potential accommodation at a specialised institution like the children's pedagogical room.

**Target:** Inclusive education; Provision of support for teachers to work with students with severe behavioural disorders



### Μελέτη στη Διά Βίου Μάθηση και Αναπτηρία

Study in Lifelong Learning and Disabilities

Language



**Introduction/Objectives:** The main goal is the integration of people with disabilities in the general education system and in the general system of lifelong learning. However, as is pointed out in the modern conception of disability, integration policy not only must not exclude, but impose the concern for specific policies aimed at addressing specific problems.

**URL:**

[http://reader.ekt.gr/bookReader/show/index.php?lib=EDULLL&item=1054&bitstream=1054\\_01#page/1/mode/1up](http://reader.ekt.gr/bookReader/show/index.php?lib=EDULLL&item=1054&bitstream=1054_01#page/1/mode/1up)

**Target:** Lifelong Learning Educators / Special Educators / Lifelong Learning Teachers / Adult Educators

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**Keywords:** lifelong learning; social inclusion; integration; education; training programme.

**Summary:** The purpose of this study is, on the one hand, to formulate a framework for education of wider sections of society for the practical consolidation of the multidimensional model for disability awareness-based awareness rather than temper and, on the other hand, to formulate policy proposals to promote lifelong learning of people with disabilities that will ensure the continuous expansion, upgrading and updating of their knowledge and skills, in order to be able to adequately monitor and respond to the changing demands of professional and social life in general. Furthermore, chapter 8 presents a comprehensive Lifelong Learning Program for Disability. The assessment that the situation is favorable is initially substantiated. The formulation of the purpose and the objectives of the program follows the philosophy and the principles on which the program should be based are noted, the bodies that may have an active role are mentioned, it is recalled that the program is addressed to both the general population and individuals with a disability. Chapter 8 concludes with the presentation of an indicative but detailed plan that includes thematic units and a proposed program duration per target group.



### Language



Training materials for teachers of learners with severe, profound and complex learning difficulties

**Introduction/Objectives:** The training materials cover the following areas of special educational needs (SEN) and special educational needs and disabilities

**Summary:** They are presented in 16 modules within four subject groups and look into topics such as communication and interaction, the context of specialist teaching, insights from neuroscience, working with families, and the legislation.

**URL:** <http://www.specialpedagogy.info/> ;  
<http://www.complexneeds.org.uk/>

**Target:** Inclusive education; Provision of support for teachers to work with students with severe, profound and complex learning difficulties



Language



Formation d'accueillant psycho-socio-éducatif du secteur Ambulatoire-Social-Santé

[Training of psycho-socio-educational carers in the ambulatory-social-health sector]

**Introduction/Objectives:** To Train front-line workers, develop their intervention skills and develop the identity/position and recognition of the function.

**URL:**

<https://www.apefasbl.org/les-fonds-de-formation/ess-etablissements-et-services-de-sante/formation-d-acceillant-psycho-socio-educatif-1>

**Target:** Front-line workers, supporting beneficiaries in the social-ambulatory-health field

**Summary:** Aimed at (future) professionals working in front-line services, this training module is focused on the "reception" function : how to welcome, guide and support the beneficiaries starting from the first contact.

It provides certified training to increase the workers' skills with a view to develop a reception and support methodology based on the concepts of psychology and interpersonal communication, adapted to the profiles of the public encountered.

# I02

Index

**Keywords:** Training ; social services ; Belgium ; front-line workers



### Language



#### The international programme ["Mental Health First Aid"]

**Introduction/objectives:** The training aims at the early identification and possible care of people with mental disorders, while promoting the destigmatisation of mental health disorders through better knowledge.

**URL:** <https://pssmfrance.fr/>

**Target:** accessible to all, so that every citizen is able to help a person with mental health problems.

**Keywords:** mental health, citizen approach, first aid, programme adapted in 28 countries

**Summary:** Mental health problems can affect everyone. Inappropriate and stigmatizing attitudes towards people with mental illness are common. Many people do not have the knowledge, skills and trust to support a friend, family member or colleague with a mental health problem, including how to approach someone and engage in safe conversation.

Mental Health First Aid (MHFA) courses provide people with simple and practical first aid techniques to help a family member, friend, colleague or another person with mental health problems. MHFA courses will teach you how to listen and respond to someone with a mental health problem, even in a crisis. You will learn how to help a person access the support they may need to successfully manage symptoms as part of their rehabilitation process.

In addition, you will be able to actively reduce stigma in your community by responding appropriately to myths and misunderstandings about mental illness.

This is a catalogue of one-off online training courses, which includes PSSM accreditation courses



Language



### Le Comité national de Coordination Action Handicap - CCAH [The National Disability Action Coordination Committee]

**Introduction/objectives:** Propose a dynamic pedagogy to provide a new vision of disability by helping to raise awareness of the issue of disability, for example by encouraging the creation of links and the stimulation of exchanges between external partners.

**URL:** <https://www.ccah.fr/CCAH/Accueil/Formations>

**Target:** Disability officers and referents, educational referents, trainers, human resources department, reception staff and more generally any professional who is sensitive to and interested in the issue of disability

**Keywords:** welcoming, employing, advising, training; steering, innovating, developing projects; peer helpers

**Summary:** The CCAH draws on its expertise in the sector to support and finance projects, provide training and advice to structures involved in disability initiatives and develop a national hub for exchange and sharing. In the new context of the designation of disability representatives in companies with 250 or more employees, the CCAH is offering you a new training cycle because being or becoming a disability representative is a real challenge! You have to learn to master technical knowledge and interpersonal skills, but also know how to position yourself and take your place. The disability referent cycle can be completed by cycles on welcoming people with mental disabilities, on mental disabilities and training, and on raising awareness of mental disabilities.



### Language



**Union Nationale de Familles et Amis de personnes Malades et/ou handicapés psychiques - UNAFAM**

[National union of families and friends of mentally ill and/or disabled people]

**Introduction/objectives:** To take better account of the specificities of people living with psychological disabilities in order to adopt an adapted behaviour in their practice of assistance and support.

**URL:**

<https://www.unafam.org/nos-actions/formations/des-formations-pour-guidier-les-professionnels>

**Target:** professionals from all sectors of activity

**Keywords:** tailor-made training for professionals.

**Summary:** The training courses are given by a tandem of speakers specialised in mental disabilities (psychologists, psychiatric nurses, etc.) and volunteers from the association who are directly affected by the mental illness of a relative. These actions approach mental illness from a pragmatic point of view and provide guidelines for adapting one's behaviour towards people with mental illness (analysis of professional situations, advice, testimonies). The experiential knowledge of the volunteers is essential; their personal experience as well as that acquired within the association allows them to bring a unique point of view on mental disorders and disabilities. They testify about their "experience" with their ill relative, in order to enlighten professionals about the manifestations of the illness, the difficulties encountered, the behaviour to be favoured, etc. This helps to develop the teams' ability to adapt to these people, to facilitate dialogue and to reinforce the professionals in their actions.



## Audio & Video

- [C'est dans la tête \[It's all in your head\] Belgian documentary](#)
- [Handi-Pacte Bourgogne Franche Comté Grand Est Webinar on Psychological disability](#)
- [Conference "Accompanying the psychic disability - The contributions of psychosocial rehabilitation".](#)
- ["Dans les yeux d'Olivier - Je suis mon pire ennemi" \(In the eyes of Olivier - I am my own worst enemy\)](#)
- [Dans ma tête série documentaire \[ In my head\] French documentary](#)
- [L'insertion par le travail. L'emploi des personnes en situation d'handicap psychique \[Integration through work. Employment of people with mental disabilities\]](#)



Language



C'est dans la tête  
[It's all in your head]

**Introduction/Objectives:** To get a better understanding of mental health and the most common troubles encountered

**URL:**<https://www.rtbf.be/auvio/emissions/detail-c-est-dans-la-tete?id=18969>

**Target:** General public

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**Keywords:** Psychology ; psychiatry ; testimonies ; podcast

**Summary:** People who suffer from mental illness are often told to "shake it off, it's in your head! ". Yet mental illnesses, if not "seen", have an enormous impact on the lives of those who suffer from them and on those around them. Mental health is a subject that has been in the news a lot recently, but it is still a bit of a taboo subject, and is subject to a lot of prejudice. This podcast proposes another vision of mental health, to better understand it, to better consider what it is, and the existing disorders. Each episode presents a pathology through the testimony of a person who is affected by it and brings a medical perspective on the topic.



## Language

**The webinars of handi-pacte: Psychological disability**  
[Handi-Pacte Bourgogne Franche Comté Grand Est]

**Introduction/Objectives:** The emergence of mental disorders: when do we talk about disability? Addressing the subject with the employee concerned. Working with a psychological disability: the importance of multidisciplinary support for the person and his or her relatives

**URL:**

[https://www.handipacte-bfc.fr/images/publications2020/handipacte/videos/webinaires/20191108-handicap\\_psychique/20191108Handicap\\_psychique.mp4](https://www.handipacte-bfc.fr/images/publications2020/handipacte/videos/webinaires/20191108-handicap_psychique/20191108Handicap_psychique.mp4)

**Target:** public companies.

**Keywords:** good practices, mental disability, intellectual disability

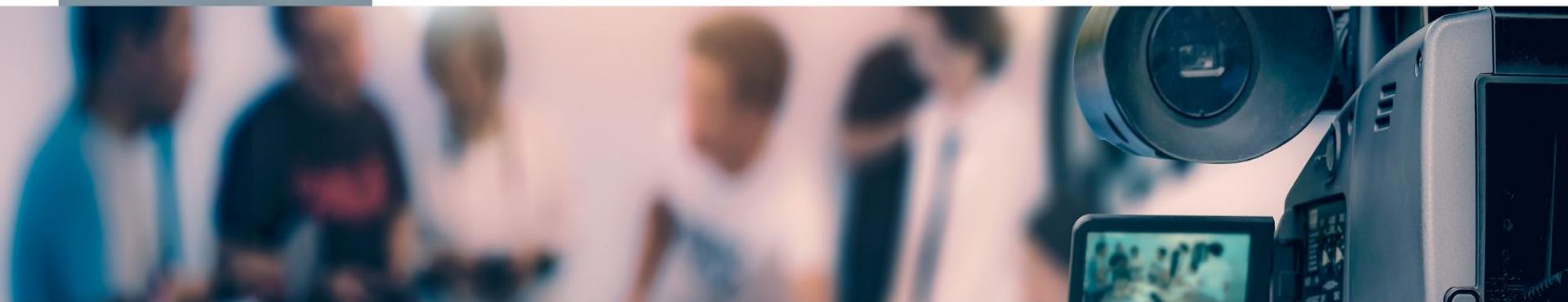
**Summary:** The “Handi-Pacte” is a regional tool for support, coordination and development of partnerships intended to assist public employers and their disability correspondents in their approaches to integrating and supporting employees with disabilities. The Handi-Pact aims to strengthen knowledge, develop the networking of actors and promote the exchange of good practices on the employment of people with disabilities in the public service. The aim is to understand what mental illness is, the link with mental disability and mental illness, the differences between mental disability and intellectual disability. After having established this distinction, a focus on the difficulties encountered by people with psychological disabilities is established, as well as on some of their behaviors and on the assistance that can be mobilized in companies.

**Speakers:** Christian Netillard, psychiatrist

Stéphanie Wetsch, Head of the integration plus department-Pas mental and psychological disability 25,70,39,90

Stéphane Danvin, Head of department SAVE 68

Maryline Adam, Integration officer and coordinator



Language



Conference "Accompanying the psychic disability - The contributions of psychosocial rehabilitation"  
[Unions départementales des associations familiales (UDAF)63]

**Introduction/Objectives:** Understanding the issues involved in the concept of recovery and the contributions of psychosocial rehabilitation

**URL:**

<https://udaf63.fr/actualites/colloque-a-ccompagner-le-handicap-psychique/>

**Target:** social, medico-social and health actors and all citizens

**Keywords:** psychosocial rehabilitation

**Summary:** UDAF 63 (Union Départementale des Associations Familiales) is organising, in partnership with UNAFAM 63 (Union des Familles et Amis de personnes malades et/ou handicapées Psychiques), a colloquium open to the general public on Supporting psychic disability: The contributions of psychosocial rehabilitation. The concept of recovery offers great hope and change for people with mental disorders and their families. Until recently, traditional medical approaches aimed at a form of cure, through a form of recovery, through the prescription of appropriate drug treatments alone. Recovery refers to the future of the person, whose determinants are not only medical. The recovery approach consists of putting the person in an active posture, allowing him or her to develop skills so that he or she can regain control of his or her life and become involved in the realisation of his or her life project.



## Language



"Dans les yeux d'Olivier - Je suis mon pire ennemi" [In the eyes of Olivier - I am my own worst enemy]

**Introduction/Objectives:** The stigmatisation of mental disorders, the impact of the illness on the person and his or her entourage

## URL:

[https://www.youtube.com/watch?v=K\\_gFmjEaUiw](https://www.youtube.com/watch?v=K_gFmjEaUiw)

**Target:** the general public

**Keywords:** obsessive behavioural disorder, schizophrenia and bi-polarity

**Summary:** "Dans les yeux d'Olivier" is a television programme broadcast since April 2011, presented by the journalist Olivier Delacroix. It is a magazine programme in the form of meetings, testimonies and interviews, whose ambition is to take "an atypical look at our society and those who make it up". With his acute sense of listening and the closeness he establishes, Olivier Delacroix goes to meet women and men with singular destinies and shares their daily lives, receiving their confidences. He takes a look at society that is far from stereotypical and tackles sensitive subjects. With tact and kindness, he makes speech more free.

3 mental illnesses are highlighted: obsessive behavioural disorder, schizophrenia and bi-polarity



Language

**L'insertion par le travail. L'emploi des personnes en situation d'handicap psychique**

[Integration through work. Employment of people with mental disturbances]

- **Introduction/Objectives:** To raise awareness about the "individual placement and support" method to employment of people concerned by psychological disturbances
- **URL:**<https://www.youtube.com/watch?v=a3eAd5pO9t4>
- **Target:** Carers, pedagogical responsible in the VET sector, practitioners in the field of professional integration
- **Keywords:** Psychiatry, mental health, individual placement support,

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**Summary:** Access to employment is nowadays quite possible for people with mental disabilities and is an important factor of restoration. The speaker presents the "individual placement support" as a more efficient method than traditional ones (such as vocational training and sheltered work) in successfully getting people into work.

The "individual placement and support" method is a successful practice in contrast to traditional rehabilitation practices: While the traditional ones are based on training continuum and progressiveness prior to employment following the principle of "train and place", this alternative method proposes the principle of "place and train": insert first, then train and support (Bernard Pachoud, Soutien à l'emploi, emploi accompagné et handicap psychique : une pratique nouvelle ?, 2014)



## Language



Dans ma tête

[In my head]



- **Introduction/Objectives:** To provide young adults living with different psychological disturbances, a testimony space to share about their life stories, and testimony on how they have dealt with their situations.
- **URL:**  
<https://www.france.tv/slash/dans-ma-tete/saison-1/1102673-naama-schizophrenie.html>
- **Target:** Young adults, students, families, teachers, pedagogical counsellors
- **Keywords:** Psychiatry, mental health, testimonies, young adults, web documentary

**Summary:** The aim of the documentary is to be as close as possible to young adults emotions and experiences, in order to try to understand their daily routine when suffering, for instance, from : anorexia, school phobia, bipolarity, even unhappiness and depression. In each episode, Océane, journalist and producer, meets one young adult who shares his/her story and defines his/her trouble in his/her own words.

Dans ma tête, contributes to break down taboos surrounding youngsters mental health and provides guidance to those who can feel concerned

These series of profiles shows the different possible ways of personal development, healing, but also paths to follow, whether they are medical or psychological.



## Other resources

- [Come valutare l'efficacia della formazione professionale per l'integrazione dei soggetti deboli? Lezioni dall'esperienza dell'area Istruzione e Formazione professionale nella Provincia di Torino; in Working Paper Cnr-Ceris, N° 24/2014 - How to evaluate the effectiveness of vocational training for the integration of weak subjects? Lessons from the experience of the Vocational Education and Training area in the Province of Turin; in Working Paper CNR-Ceris, N° 24/2014](#)
- [Oltre il disagio psichico dei giovani: modelli e pratiche di inclusione socio-lavorativa - Beyond the mental distress of young people: models and practices of socio-occupational inclusion](#)
- [Prevenire si può. Analisi delle misure di accompagnamento per la transizione scuola lavoro dei giovani con disagio psichico - Prevention is possible. Analysis of accompanying measures for the school-work transition of young people with mental distress](#)
- [Les troubles psychiques \[Psychological troubles\]](#)
- [Concepts de chômeurs MMPP/PMS \[Unemployment statuses concepts of MMPP/PMS\]](#)
- [L'Essor: insertion socioprofessionnelle et santé mentale \[L'Essor: socioprofessional integration and mental health\]](#)



## Other resources

- [Dispositif Emploi Accompagné \[Supported employment scheme\]](#)
- [Ressource handicap formation – RHF \[Disability Training Resource\]](#)
- [H+ Formation](#)
- [BiPict](#)
- [Bipolarité France](#)
- [Quelle soutenabilité pour l'accompagnement des personnes en situation de handicap psychique dans le champ médico-social et social, notamment dans les ESAT? \[What sustainability for the support of people with psychological disturbances in the medico-social and social field, particularly in ESATs?\]](#)
- [Souffrances et troubles psychiques: rôle et place du travailleur social \[Mental disturbances and mental disability: the role and position of social workers\]](#)



### Language



Come valutare l'efficacia della formazione professionale per l'integrazione dei soggetti deboli? Lezioni dall'esperienza dell'area Istruzione e Formazione professionale nella Provincia di Torino; in Working Paper Cnr-Ceris, N° 24/2014

**Introduction/Objectives:** This article describes some good practices with the aim of analyzing both existing and potential connections between the evaluation and programming phases in vocational training policies.

#### URL:

[https://www.academia.edu/33420325/Faggio\\_A\\_Mussino\\_P\\_Ragazzi\\_E\\_Santanera\\_E\\_2014\\_Come\\_valutare\\_lefficacia\\_della\\_formazione\\_professionale\\_per\\_l'integrazione\\_dei\\_soggetti\\_deboli\\_Lezioni\\_dallesperienza\\_dellarea\\_Istruzione\\_e\\_Formazione\\_professionale\\_nella\\_Provincia\\_di\\_Torino\\_in\\_Working\\_Paper\\_Cnr\\_Ceris\\_N\\_24\\_2014](https://www.academia.edu/33420325/Faggio_A_Mussino_P_Ragazzi_E_Santanera_E_2014_Come_valutare_lefficacia_della_formazione_professionale_per_l'integrazione_dei_soggetti_deboli_Lezioni_dallesperienza_dellarea_Istruzione_e_Formazione_professionale_nella_Provincia_di_Torino_in_Working_Paper_Cnr_Ceris_N_24_2014)

**Target:** To describe good practices for VET

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**Keywords:** Vet- young students 14-18 ys- psychological distress.

**Summary:** Vocational training policies, as they are conceived in Piedmont and more generally in Italy, are particularly useful in combating individual weakness and social exclusion. This is due to its pedagogical and didactic methods and the attention that vocational training policies place on improving individual relational and professional skills. Both the planning and management phases of vocational training policies need, in order to be effective, an evaluation process that highlights their weaknesses and strengths.



### Language



Oltre il disagio psichico dei giovani: modelli e pratiche di inclusione socio-lavorativa

[Beyond the mental distress of young people: models and practices of socio-occupational inclusion]

**Introduction/Objectives:** The volume intends to start a first study reflection on the practices and models aimed at promoting social-work inclusion carried out by the various educational agencies in different territories and aimed in particular at young people with mental disorders or at risk of deviance.

### URL:

[http://isfoloa.isfol.it/xmlui/bitstream/handle/123456789/1394/Isfol\\_FSE185.pdf?sequence=1](http://isfoloa.isfol.it/xmlui/bitstream/handle/123456789/1394/Isfol_FSE185.pdf?sequence=1)

**Target:** The book illustrates how it is possible to "overcome" discomfort and deal with it in an interpretative key oriented to "doing"

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### Index

**Keywords:** Vet- young students 14-18 ys- psychological distress.

**Summary:** In this volume, the focus is on "how" we can promote socio-work integration for young people with psychological distress or at risk of social deviance. The volume is divided into two parts :- the first part defines the theoretical aspects of psychological distress: its evolution at the age of development and the components that allow its prevention through the identification of protective factors.- The second part illustrates the most significant experiences made in schools, in vocational training, in alternative structures, in detention and finally in the world of work. It defines the approaches, methodologies and tools that have been tested, systematized and disseminated in good practice.



### Language



Prevenire si può. Analisi delle misure di accompagnamento per la transizione scuola lavoro dei giovani con disagio psichico Prevention is possible.

[Analysis of accompanying measures for the school-work transition of young people with mental distress]

**Introduction/Objectives:** The survey, aimed at identifying the risk and protection factors of mental distress and the practices of social-work inclusion implemented by schools for the transition from school to work

#### URL:

[http://isfoloa.isfol.it/xmlui/bitstream/handle/123456789/1394/Isfol\\_FSE185.pdf?sequence=1](http://isfoloa.isfol.it/xmlui/bitstream/handle/123456789/1394/Isfol_FSE185.pdf?sequence=1)

**Target:** To present a series of tools to identify the protective factors and preventive measures activated by the educational system

**Summary:** This volume presents the results of research on the inclusive dimensions of educational provision and accompanying measures for 14-18 year olds with a mental disorder. A series of useful tools are presented to identify the protective factors and preventive measures activated by the educational system in 5 different regional contexts (Lazio, Marche, Molise, Campania, Puglia). In particular, reference is made to the prevention of psychic discomfort.

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Language



Les troubles psychiques  
[Psychological troubles]

**Introduction/Objectives:** Giving basic knowledge and information about the main/most current types of psychological troubles

**URL:**

<https://wallonie.similes.org/les-troubles-psychiques>

**Target:** Families, relatives and relations of people affected by psychological troubles

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**Keywords:** Schizophrenia ; Bipolar disorder ; Borderline ; OCD

**Summary:** An increasing number of people know someone - in their family, their group of friends, at work - affected by psychological troubles. This article provides an introduction to psychological and mental health disorders and illnesses, as well as their most common and significant signs and symptoms. This article focuses on 4 of the most common disorders: bipolar disorders, schizophrenia, borderline personality and obsessive-compulsive disorder.



### Language



Concepts de chômeurs « MMPP » / « PMS »  
[Unemployment statuses concepts of MMPP/PMS]

**Introduction/Objectives:** To give basic knowledge and information about the main/most current types of psychological troubles

### URL:

<https://lire-et-ecrire.be/Concepts-de-chomeurs-MMPP-PMS>

**Target:** General public, VET sector, (un)employment actors

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**Keywords:** Unemployment ; illiteracy ; categories

**Summary:** The Belgian unemployment services segment and classify unemployed people into distinct categories and statuses requiring differentiated treatment and support.

The 'MMPP'-'PMS' statuses, related to the medical-mental-psychologic profile of the jobseeker, are clearly part of this. They categorise, sometimes with no clear guidelines and explanations, unemployed people based on their cognitive and mental capacities.

Lire et Écrire explores links between these statuses and jobseekers' illiteracy, as well as the issues related to "medicalisation" of unemployment by public authorities.



### Language



L'Essor : insertion socioprofessionnelle et santé mentale

[L'Essor: socioprofessional integration and mental health]

**Introduction/Objectives:** Reflecting on and analysing the position and role of the socioprofessional integration sector in the mental health issues of job seekers

**URL:**[https://biblio.helmo.be/opac\\_css/doc\\_num.php?explnum\\_id=6088](https://biblio.helmo.be/opac_css/doc_num.php?explnum_id=6088)

**Target:** Socioprofessional integration workers

**Summary:** Socio-professional integration can be a support for people with mental health problems, but under what conditions? What should the centres' lines of action be to provide added value for people? How can the needs of people be best managed without becoming too occupational?

This magazine provides an analysis on the role and responsibility of the VET actors supporting people affected by mental health disorders.

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**Keywords:** Socioprofessional integration ; VET ; mental health ; Wallonia



### Language



#### Le Collectif Emploi Accompagné – CFEA [the french collective supported employment]

**Introduction/Objectives:** The aim of the "supported employment" scheme is to enable people with disabilities to access and remain in employment by securing their career path in the ordinary working environment. To achieve this, it includes, for the benefit of the disabled worker: medical and social support and support for professional integration. The employer is also supported.

**URL:** <https://www.emploi-accompagne.fr/>

**Target:** people with disabilities, companies, partners in the medical, health, social and professional integration sectors

**Keywords:** support to and within employment for people with disabilities, in particular mental disabilities

**Summary:** The France emploi accompagné collective is an association under the 1901 law created on 17 June 2014. It brings together federations, associations, institutions and services as well as individuals. Their ambition is to promote and act in France in favour of supported employment in the ordinary working environment for people with disabilities. The aim is to offer support, tailored to needs, to the disabled person throughout their career, if necessary, and to the company for the duration of their contract, subject to regular assessment of needs.

The objectives of the CFEA are to promote the system (concept and actions carried out), to encourage research and innovation, to disseminate information and make communication tools available, to coordinate dialogue and make proposals, to cooperate with international and European actors.



### Language



### Ressource handicap formation – RHF [Disability Training Resource]

**Introduction/Objectives:** To enable people with disabilities to access training by taking better account of disability.

#### URL:

[https://www.agefiph.fr/ressources-handicap-formation?gclid=CjwKCAjwiLGGBhAqEiwAgq3q\\_mKCHmrYfAlx\\_z-4hOS4JehLT7wbMDZkGO2cQxPK\\_yeLVklwFFJHRoCbo0QAvDBwE](https://www.agefiph.fr/ressources-handicap-formation?gclid=CjwKCAjwiLGGBhAqEiwAgq3q_mKCHmrYfAlx_z-4hOS4JehLT7wbMDZkGO2cQxPK_yeLVklwFFJHRoCbo0QAvDBwE)

**Target:** vocational training organisations, people with disabilities, vocational counsellors

**Keywords:** Coordinate the implementation of solutions, secure the entry and the follow-up, compensation needs.

**Summary:** This service offers support for :

- Co-constructing solutions for adapting training paths. Support for the diagnosis of needs, search for compensation solutions, securing the entire training pathway, etc., by mobilising and bringing together cross-disciplinary expertise (person with a disability, training organisation, pathway referent, disability specialist, employer, etc.)
- Supporting training stakeholders to better meet their obligations in terms of accessibility and disability compensation. Capitalising on practices and existing resources in the territories, promoting, raising awareness, professionalising, mobilising funding partners and training operators.

The disability training resource is not intended to replace the actors but to organise their linkage in order to better take into account the needs of people with disabilities in training

The resource is aimed at :

- Any vocational training organisation
- Any job seeker, employee or trainee
- Any career advisor who identifies gaps between the constraints of the training and the repercussions of the person's disability and wishes to receive support.



Language



H+ Formation

**Introduction/Objectives:** Defining the tasks of the disability referent in VET centres

**URL:**

<https://handicap-plus.auvergnerhonealpes.fr/>

**Target:** vocational training organisations

**Keywords:** tasks of the disability referent, VET centers

**Summary:** Training organisations are obliged to comply with the law of 11 February 2005 on equal rights and opportunities, participation and citizenship for people with disabilities. The Auvergne-Rhône-Alpes Region's H+ Formation initiative supports them in their commitment.

H+ Formation defines the framework missions of the disability referent:

- ▶ Ensure the reception of the person with a disability, analyse the disability situation, define with the person his/her needs in the context of his/her training course in the centre and in the professional environment
- ▶ Assume a role of facilitator
- ▶ Ensure a watch on teaching methods
- ▶ If necessary, coordinate disability compensation measures by acting as an interface between the various players,
- ▶ To trace the pathway of the disabled person through milestones and assessments.
- ▶ Anticipate the end of the training by informing the disabled person about the relay actors, the existing professional integration devices and transmit to the partners the information favouring the integration in employment.
- ▶ Be a resource support for the management, the pedagogical team
- ▶ Transfer as much as possible of their disability skills to the training centre team.
- ▶ Capitalise on the experience of welcoming disabled people and continue to develop their disability skills



### Language



### BiPic [Psychological troubles]

- **Introduction/Objectives:** Some of the goals are:
  - To facilitate the provision and retention of information to people concerned by bipolar spectrum disorder
  - To provide practitioners with a simple tool for them to use in individual consultations.
  - To promote the self-care capacities of people concerned and encourage the acquisition of coping skills, in order to increase the capacity of these people to act, promote their autonomy and their recovery.
- **Target:** Psychoeducational practitioners, psychiatrists, psychologist

#### URL:

[https://centre-ressource-rehabilitation.org/IMG/pdf/bipict\\_images\\_basse\\_definition\\_.pdf](https://centre-ressource-rehabilitation.org/IMG/pdf/bipict_images_basse_definition_.pdf)

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**Keywords:** Bipolar spectrum disorder,  
psychoeducational field, mental health

**Summary:** The BiPic tool intends to support the discourse of mental health practitioners when they share psychoeducational information with a person affected by bipolar spectrum disorder. Through the provision of visual and verbal information, the person will be encouraged to refer to his/her own past experiences. The tool is composed of 8 cards divided in two main thematic: Medical and user care.

For the medical support, the tool provides images about : types of bipolar disturbances, maniac symptoms, depression symptoms, vulnerability stress model. For the user care support, the tool provides images about: medical treatments, lifestyle and non-medical therapies, symptoms of a relapse, action plan . By using the phrase "what about you" this helps to bring back memories

This pedagogical tool fosters the empowerment of the patient :

Providing information means restoring control, to increase the person's capacity to act and thus enhance his/her autonomy and recovery.

Involving the person by including his/her experiences and ideas without being limited to the content of boards.



### Language



Bipolarité France  
[Bipolarity France]

- **Introduction/Objectives:** The application supports and accompanies relatives of bipolar patients but also the bipolar patients themselves in the day-to-day management of the disturbance
- **URL:** <https://play.google.com/store/apps/details?id=is.bipolarite.fr&hl=fr&gl=US>
- **Target:** People concerned by bipolarity, relatives, mental health centers, carers, field researchers
- **Keywords:** Mobile application, bipolar disorders, mental health

**Summary:** Bipolarité France offers information to help understand the disturbance (the different types of disorders, origin, symptoms, evolution, etc.) and its management: from diagnosis to drug or non-drug treatments and medical follow-up.

The application also provides advices on how to help patients and their carers on a daily basis, as well as numerous resources such as useful links to local associations. It also enables users to test their preconceived ideas in order to fight stigma and change their perspective on this disturbance.

Bipolarité France can be uploaded for free on a tablet, pc and smartphone. This resource will largely facilitate the daily life of patients but also his/her relatives. Patients' relatives often feel helpless face to mood disorders and to their excessive behaviours of their loved ones in the manic phase.

The patients as well as their families must face the family, social and professional consequences of a disturbance that is still often unknown by the general public



### Language



Quelle soutenabilité pour l'accompagnement des personnes en situation de handicap psychique dans le champ médico-social et social, notamment dans les ESAT? [What sustainability for the support of people with psychological disturbances in the medico-social and social field, particularly in ESATs?]

• **Introduction/objectives:** In partnership with the Crehpsy (Resources center about psychological disturbances), the students asked about sustainability support for people concerned by psychological disturbances in establishments called ESAT (Etablissement et service d'aide par le travail). These organisations are established on a national scale and their aim is to support the social and professional integration of public facing psychological disturbances. The research approach was conducted through semi-structured interviews to 5 "ESAT" managers.

• **URL:**  
[https://crehpsy-documentation.fr/doc\\_num.php?explnum\\_id=729](https://crehpsy-documentation.fr/doc_num.php?explnum_id=729)

• **Target:** Health and social establishments aiming to help adults living with psychological disturbances. Field researchers

• **Key words:** Mental health, ESAT, psychological disturbances worker

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**Summary:** Psychological disturbances disability recognition allows people to access specific disability-related services. Therefore, they can be transferred/orientated to medico-social organisations such as an "ESAT". Yet, according to data from the Regional Health Project from Nord-Pas de Calais "Projet Régional de Santé du Nord-Pas de Calais" 2017, while the Region proposed people concerned by disability a place within an "ESAT", few people (only 5%) in a situation of psychological disability benefited from it.

The group of students who carried out this study observes- through the interviews- the most suitable accompaniment for people concerned by psychological disturbances in an "ESAT". They believe that relevant support, custom-fit, allows the person concerned by a psychological disturbances to access employment by overcoming social and medical difficulties.

Among the findings of the study, one important matter to the Psych Up project is that the time of preparation to receive the person must not be negligible: "it is essential for professionals to prepare for the reception of the person, as well as to regulate the time that takes into account events, complications and variations. Support must be constantly adapted because mental disability is not linear".



### Language



#### Souffrances et troubles psychiques: rôle et place du travailleur social

[Mental disturbances and mental disability: the role and position of social workers]

- **Introduction/Objectives:** To provide social workers with tools to better understand psychological disturbances and their manifestations, to situate themselves in their representations and practices and to work in networks
- **URL:** [https://solidarites-sante.gouv.fr/IMG/pdf/travailleur\\_social.pdf](https://solidarites-sante.gouv.fr/IMG/pdf/travailleur_social.pdf)
- **Target:** Social workers
- **Keywords:** Mental health, social worker, psychology, professional integration, social care

**Summary:** The report addresses the issue of suffering and mental disorders among people in precarious situations in order to help social workers to take preventive action and to work in a multidisciplinary way. The development of networks considered the most appropriate way to respond to psychosocial problems, due to their complexity, number and the burden they sometimes represent for isolated professionals. It also addresses the issue of breaking down the boundaries between the social and health fields



*We would like to thank all those who have collaborated during the life of the project, which will help to improve education and training for learners affected by psychological disturbances.*

## **They contributed to the project:**

- **INFREP:** *Maria Fernanda Morera, Flavia Lucidi, François Heslan, Nadia Chansavang & Fabienne Favarel, Manuel Lourenco*
- **ADIS:** *Guillaume Bodet, Emilie Malbranque & Jacqueline Dubreuil*
- **AFP:** *Laura Bonaita, Alberto Sorrentino, Maria Grazia Zuchetti, Michela Molta & Federica Riva*
- **AID:** *Salima Amjahad & Myriam Colot*
- **IDIVAL:** *Benedicto Crespo Facorro, Rosa Ayesa, Natalia Puente, Sarah Berrocoso, Nancy Murillo, Esther Setién, Victor Ortiz & Margarita Miguel*
- **IPSA:** *Maria Botikopoulou, Nasia Ioannidou, Dimitra Papadima & Elli Papadimitriou*
- **NARHU:** *Andrean Lazarov, Polina Tonova, Fernanda Horta, Lachezar Petkovski & Petya Grudeva*

*and many more.. Thank you !*





*A project by*



INSTITUTE OF  
PSYCHOSOCIAL  
DEVELOPMENT



*This project has been funded with support from the European Commission. This publication reflects the views only of the author, and the Commission cannot be held responsible for any use which may be made of the information contained therein.*



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## Annex: Note about the development and methodology process of the bank of resources

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# 1. Abstract

From October 2020 until June 2021 the Psych Up-project consortium worked on the third and last intellectual output IO3 named “Open resources collection for VET professionals for better supporting people affected by psychological disorders during their training path”. More than 60 varieties of resources were collected by the consortium.

Before going deeper into this package, it is important to remember that Psych Up-project aims to improve education and training for learners affected by psychological disturbances by:

1. The emergence and professionalisation of psychological disturbances referent in VET (Vocational education and training) organisations.
2. The adaptation of the support and training path of learners affected by psychological disturbances.
3. The development of a community of practice at European level to exchange and enhance practices.

During the development of the different phases of the project we wanted to keep these objectives in mind in a transversal way. In this last work package, the objective of this methodology is to explain how the IO3 was developed and improved and thus to encourage readers to have a look at the resources, and update their skills and knowledge about the psychological disability environment and management.

## 2. Introduction

The main objective of the deliverable for IO3, was to develop a document that would allow to support the educators in the field of adult education by offering a guide of resources which includes books, manuals, courses, podcasts and different types of useful materials for these professionals.

It should be noted that the selection of these contents has been carried out by a consortium of 7 organisations coming from the education and mental health field from 6 different European countries France, Bulgaria, Greece, Italy, Spain and Belgium Therefore, the resources included in this document come from a variety of contexts

During the 3 years of collaboration in this Erasmus+ project, the aim has been to improve support for learners with psychological disorders by VET (Vocational Education and Training) practitioners during their training and/or educational career, promoting the creation of a specific profile and training framework for these professionals. However, for this last phase of the project, we wanted to provide this sector with a roadmap, where they could find resources and dynamics for their day-to-day work. We consider this to be very important because, as we will explain later, during one of the surveys carried out in the region in one of the partner countries, we were able to find out that these professionals often have difficulties in finding support in this sector, specifically bibliographic sources.

Thus, the partners of the Psych Up project followed a rigorous methodological process, selecting resources from different disciplines such as Psychology, Pedagogy and Training. After a process of categorization, the resources included in this document established synergies with the competences, professional profile and areas of interest within the thematic area of the project

So how can this document be used? We hope that this guide can be useful as a reference document for the deepening of a little explored topic the support of psychological demands in adult education.

As mentioned above, thanks to the analysis of the situation of this issue at national level, the partners of this project have found that in adult education there is a gap in formal support systems and training resources to support guidance and learning process of learners in a situation of psychological disturbance.

### 3. Resources collection aims and flow

Through this document we seek to provide a roadmap that includes reference material to complement the role as an expert in this field. Finding resources that will help to deepen the basic skills in this area such as communication and knowledge about the different psychological disorders and emotional disorders (this is related with our IO1 work package). As well as, other types of material that will encourage VET specialization and provide new techniques or dynamics to apply in daily work (this is related with our IO2 work package).

To help you differentiate between these two aspects, we have included the codes IO1 for the first one and IO2 for the second one in the deliverable of this IO3 work package. You can take a look at the work done on this project below:

- **IO1:** Function profile of the psychological disability referent in VET centres (check it out [here](#))
- **IO2:** Training frame of reference of the psychological disability referent (check it out [here](#))

After a process of discussion, it was decided that this collection of resources would take the form of a guide document, with different sections that will be detailed later in this report. Every resource is presented in one slide providing information about the objectives, URL, target public and summary.

It should be noted that some of the resources included in this [final guide](#) have been created by some of the partners involved in this project. On the other hand, an attempt was made to include open access resources, but this is not always the case. However, despite the fact that some of them are paid for, for example, didactic books, the partners wanted to include them as we consider that they can greatly enrich the direct and indirect beneficiaries of this project.

All Psych-Up project partners hope that this guide will help VET professionals in their daily work in the improvement of the developmental support for adult education learners.

## 4. Methodology used

The work methodology for the IO3 followed the same structure as with the IO1 and IO2. Three partners were grouped (AFP as leader, and IDIVAL as well as ADIS as co-leaders) to carry out all the activities for the IO3 achievement. This setting enabled partners with good experience in european projects to be leaders and allow the other partners the possibility to learn and actively participate in the output construction.

The IO3 was planned as follows:

Firstly, co-leaders of the IO3 (AFP, IDIVAL and ADIS) presented a first draft of the named “summary sheet” in the remote (due to covid-19) “transnational meeting” on the 29th and 30th of September 2020.

During this meeting, in which co-leaders officially launched the IO3, some points were discussed such as the calendar, the type of resources to be collected and the summary sheet format.

The first summary sheet proposition was a chart in excel including some types of categories quite similar with the methodology used in metaanalysis papers, which is quite useful in research. Therefore leaders of IO3 wanted to propose something that will allow Psych Up project a standardised methodology. However, throughout the meetings the psych-up consortium decided to:

- **simplify the excel format, and to**
- **produce a final document, friendly-user, with a more attractive layout than an excel file. This document points out only the sections of interest for the practitioners in the education/mental health field, likely to see the resource**

You can see the different versions below:

**First summary sheet version** - *At the time, we hoped to follow a table that took into consideration basic aspects that could be included in a research article, as we thought we would find many resources that could follow this format (e.g. research on group applications of intervention methodologies for learners).*

Reference	Source	Category-expertise field	Sample Type/Country/Gender/Age range	Aims/goals	Outcomes	Summary	URL to the resource	Date	Author

**Final summary sheet version** - However, after the first search attempts made by the different partners, we soon realised that we had to try to locate sources of information that were more generalist but which in some way demonstrated direct benefits for the objectives we were pursuing with the project. For example, although this project is focused on adult education, we have included guidelines on ADHD care and intervention. Leaving aside the fact that ADHD and the emotional problems associated with this disorder can also occur in adulthood, although with other manifestations, we have included them because some of these guides provide basic information on how to detect this type of emotional problems and how they manifest themselves in the classroom in a brilliant way that can be easily extrapolated to other contexts.

Therefore, in this last table, some of the first categories were deleted and only those providing information on the resource were kept. **In addition, it should be noted that it was decided that these tables would be primarily useful internally for the consortium, as the final format would be much simpler and adapted so that the reader could understand in some way how this resource would be useful in their day-to-day work.**

Title	Author (name/organisation, references date, country)	Type of Source	Category - expertise field	Target Public			Aims/goals
					Country	Specific features	
Outcomes (indicate outcomes assessment if it is appropriate)		Summary	URL to the resource (include date, e.g: Retrieved March 18, 2020)	Date (include date, e.g: Retrieved March 18, 2020)		Link with a PSYCH UP IOs	

## Summary sheet construction

Partners proceed with a search for resources on different information sources from October 2020 to April 2021 and each time it was considered to be relevant it was entered into its own excel file.

In addition, at each online meeting (11<sup>th</sup> of January 2021 and 24<sup>th</sup> of March) at least two of the resources were shared with the other partners in order to accept the relevance to the project and/or to share good practices identified.

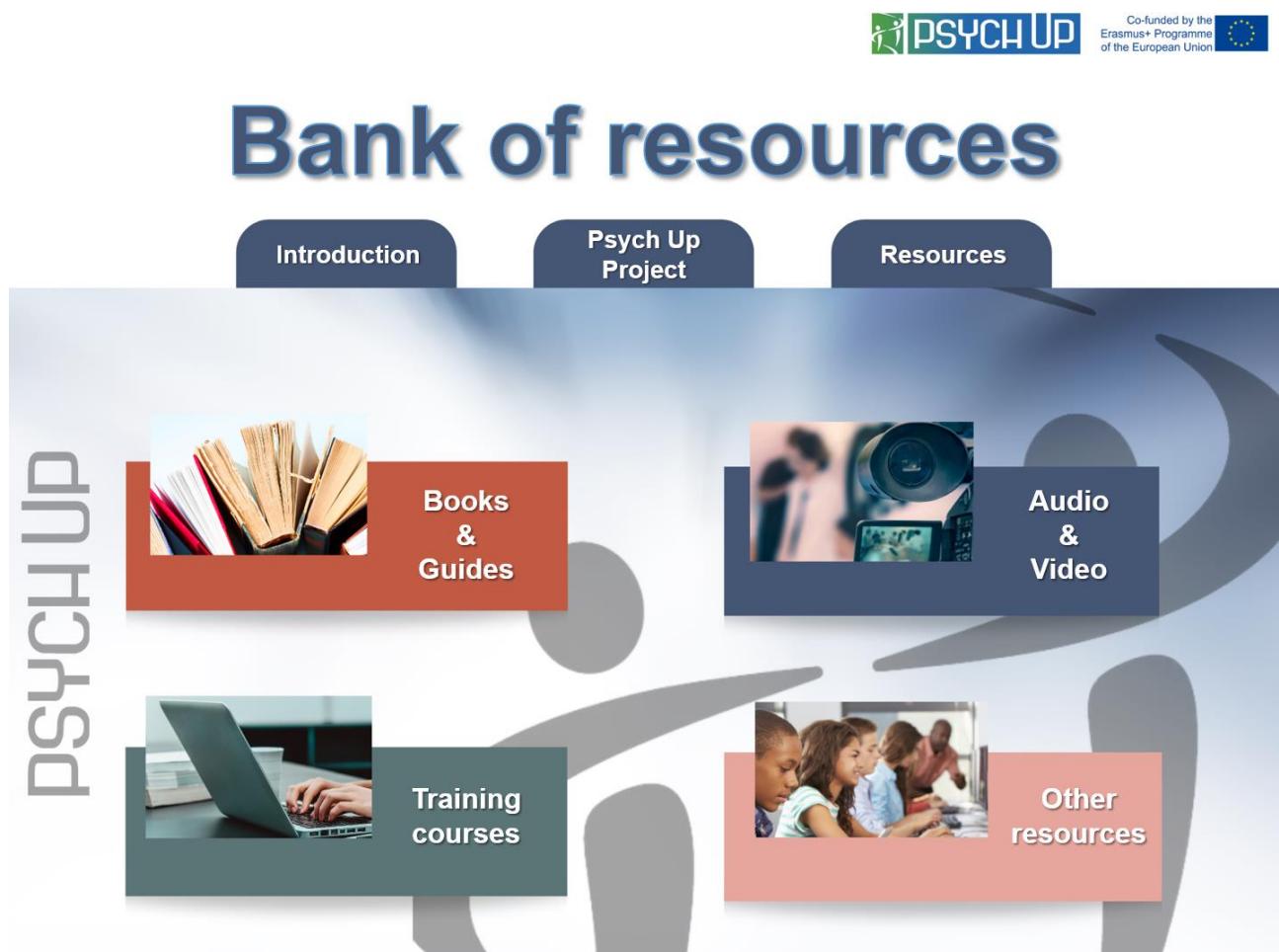
### Going further into the summary sheet

Once the format of the summary sheet had been developed and revised, steps were taken to create a final model of this document. The design of this final document took into account aspects to make

the collection of resources more attractive and accessible to the end user. This final document will be available by VET professionals on the website.

This guide of resources, includes an introduction note about the project and a specific charter about the work done in the IO3, which highlights the relevance and objectives of this work package in the project.

On the other hand, the resources of the partners were divided into different categories, which can be seen in the following figure:



The document has several hyperlinks that will facilitate the end-user's interaction with the document, allowing them to go between sections of interest or return to the table of contents.

Additionally, as part of the internal methodology, an [internal guide](#) has been prepared to explain to each partner how to transfer their resources to this final format.

**Front cover of the guide with basic information of how to proceed.**



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## **Manual for the importation of information into the final format of the IO3**

### **Introduction**

The following document has been elaborated to present in a simple way to all partners how to work on the final design of the IO3 deliverable. The following should be noted in reference to this final document:

- Each partner will be responsible for transferring the information collected on their resources in the Excel sheet to a Power Point document, which will work according to the instructions given in this user manual.
- Each partner will be responsible for adapting the information collected to the presentation format set out in the sample document. If you have any doubts, you can ask the IO3 coleads, but the final responsibility is "individual". The ultimate goal is to make this information useful and attractive to the reader\*.
- Each partner is responsible for categorising its repository of resources, according to the categories that have been established for this final document: books & guides; video & webinars; training courses; other resources.
- Once all partners have submitted the ppt. file with their resource sheets, the coleads will be in charge of assembling them into the final document, adding the necessary hyperlinks to make the document interactive.

\* This does not render the additional information collected in the Excel sheets on the IO3 "useless", as this information will be included in the project report, and is a true reflection of the methodology followed in the study. Additionally, it could be used for the elaboration of scientific content (e.g. papers). However, the "deliverable" available to the Erasmus+ public has sought this more user-friendly/attractive format.]

# PSYCH UP

The project partners considered that this guide would be necessary, as the final document for this IO3 would have to be translated into each of the partners' official languages, and the layout for each of the partners' features would therefore have a different format. In the figure below you can see the scheme by which the images for this final document were classified.



## 5. Setting up additional activities

Once IO3 coleads have unified the information in a single document (with cover page, introduction and the rest of the relevant information) due to the modifications made to the project as a result of the covid situation, the project partners decided to proceed with **additional activities** to redress this situation.

It was decided that it would be interesting to carry out an in-depth group analysis of each of the resources that had been identified by the consortium from two points of view. On the one hand, the first would serve as a peer-review mechanism '[IO3 Checklist Peer-resources review](#)' in which the presentation of the resources chosen by each partner would be checked to ensure that they were understandable to an external reader. Secondly, the '[IO3 Checklist - Check and assess your own resources](#)', in which partners were encouraged to review their own resources and analyse their future impact for VET professionals, as well as to seek links from their repository to that found by other partners.

The implementation and completion of these two questionnaires as additional activities of the Psych-Up project had three main objectives.

1. To act as a feedback mechanism on the final IO3 document in order to improve the outcome of the deliverable.
2. To analyse the common themes among the resources found by the consortium and the possible impact on VET professionals.
3. To improve the methodology behind this deliverable.

Detailed information on each of the questionnaires and the results found after their analysis are presented below.

## IO3 Checklist Peer-resources review questionnaire

### **Methodology:**

This google form was aiming to do a peer-resource review to have an insight of all documentation collected by the consortium as well as to analyze the way the information is displayed to verify its comprehension by an external reader.

Partners have proceeded as follows:

1. There were two review groups (Education field including INFREP, AID, ADIS and AFP) and (Mental health field including NARHU, IPSA, IDIVAL).

**INFREP revised -> AID revised -> ADIS revised -> AFP revised -> INFREP**

**NARHU revised -> IPSA revised -> IDIVAL revised -> NARHU**

2. According to the groups established before, partners have checked the summary sheets (power point) in Trello in a dedicated folder (IO3). The checklist had the following variables to assess with a dichotomous response format: *Resource Type / Easy to find online / Detailed and clear summary / The target of the resource is clear and well-defined.*

3. The IO3 coleads have sent the results of the Google Form made by their peer-reviewer to each partner. Then, the partners had to analyse the feedback received and proceed with the improvements and indications made in the review for each of their resources in the estimated time.

## Results:

A total of 61 resources were analysed using a peer-review methodology. Of the 61 resources analysed, suggestions for revision were submitted for 23 of them. Some of the improvements suggested by the partners were the following:

*'More details about the specific disorders included in the manual. Ej. Depression, Anxiety, Developmental Disorders, Learning Disorders, Eating Disorders etc.'*

*'The website is not working.'*

*'If it's possible, to better define the target (e.g. the web documentary could be useful for families, schools etc., in general for adults who are involved with young adults life and education).'*

In summary, improvements in terms of correcting non-working URLs, errors in technical concepts and mistakes in the design (e.g. language flag not corresponding to the resource).

To sum up, **this checklist was based on the perception whether the resource was understandable and well translated or presented in the final document for an external reader.** In other words, the partners gave their opinion on the format, not on the content.

However, **the last question of the form encouraged partners to assess whether any of the peer reviewed resources were of particular interest to them for the project's objectives.** The responses to this question indicated **firstly**, the satisfaction that they were able to gather a lot of information and resources that seem relevant and useful for workers in the sector. **Secondly**, that the resources can support the training framework developed by the project itself (IO2); **thirdly**, the incorporation of resources that make it easier for example for social workers to guide the insertion into the socio-labour market of these people, thanks to a better understanding of their socio-emotional state, and/or mental health. **Lastly**, all the resources help the readers (anyone who needs to interact with people affected by mental health issues) to apply the knowledge in practice with techniques, sessions, worksheets, online lessons etc.

## IO3 Checklist Peer- Check and assess your own resources

### Methodology:

This google form was aiming to check and assess own resources-findings to evaluate what the final impact will be for a practitioner who will use them.

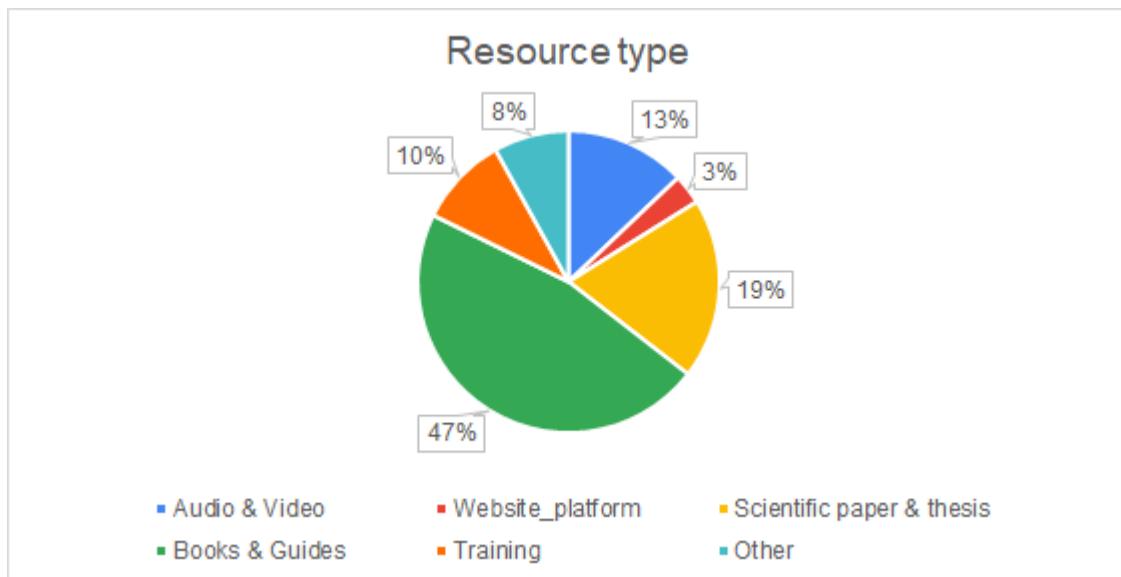
The checklist had a total of 5 multichoice questions about the included resources as type, field of application, sphere of intervention, direct beneficiaries and the expected impact on the areas of implementation.

Partners have proceeded as follows:

1. Partners checked their own resources and completed the google form
2. Partners needed to analyse if there are common themes between their own resources and resources found by other partners and answer the final question.

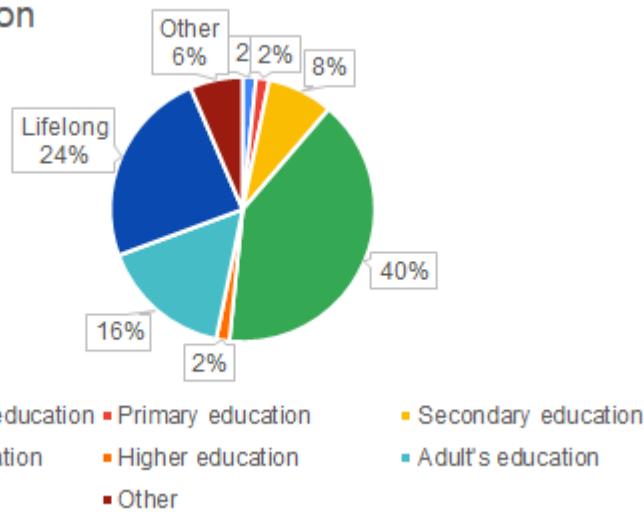
### Results:

A total of **63 resources** were analysed using an own assess methodology. Regarding 'resource type' category most of the material found corresponded to book or guide formats.



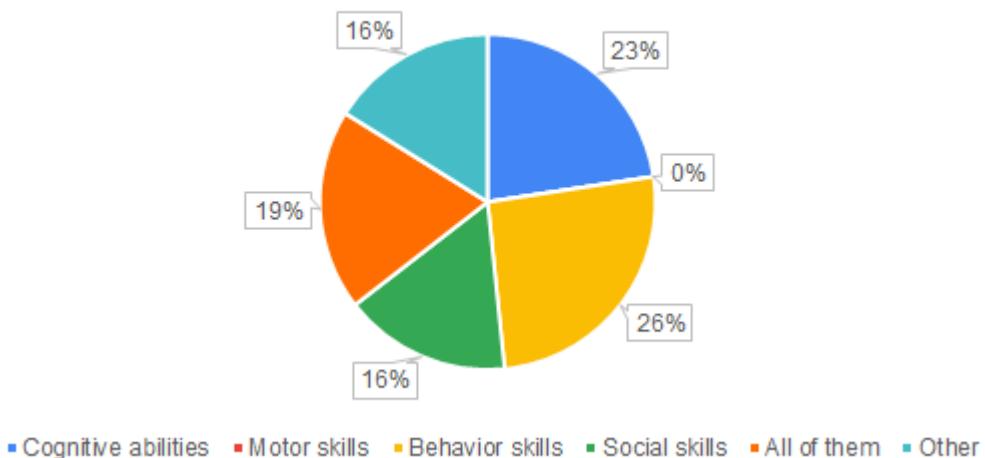
The consortium also considered it important to delimit the time frame of action with the beneficiaries, because although the project is moving to formal adult education and support, we were not sure if we could find material that would be adapted to this group. However, we found that the partners agreed to classify this material as suitable for this stage (40%).

## Field of application



It should be noted that, as indicated earlier in this document, materials aimed at other groups were also included, but which however, could establish synergies with the target group in this project, as in the case of people at risk of social exclusion, support to and within employment for people with disabilities, among others.

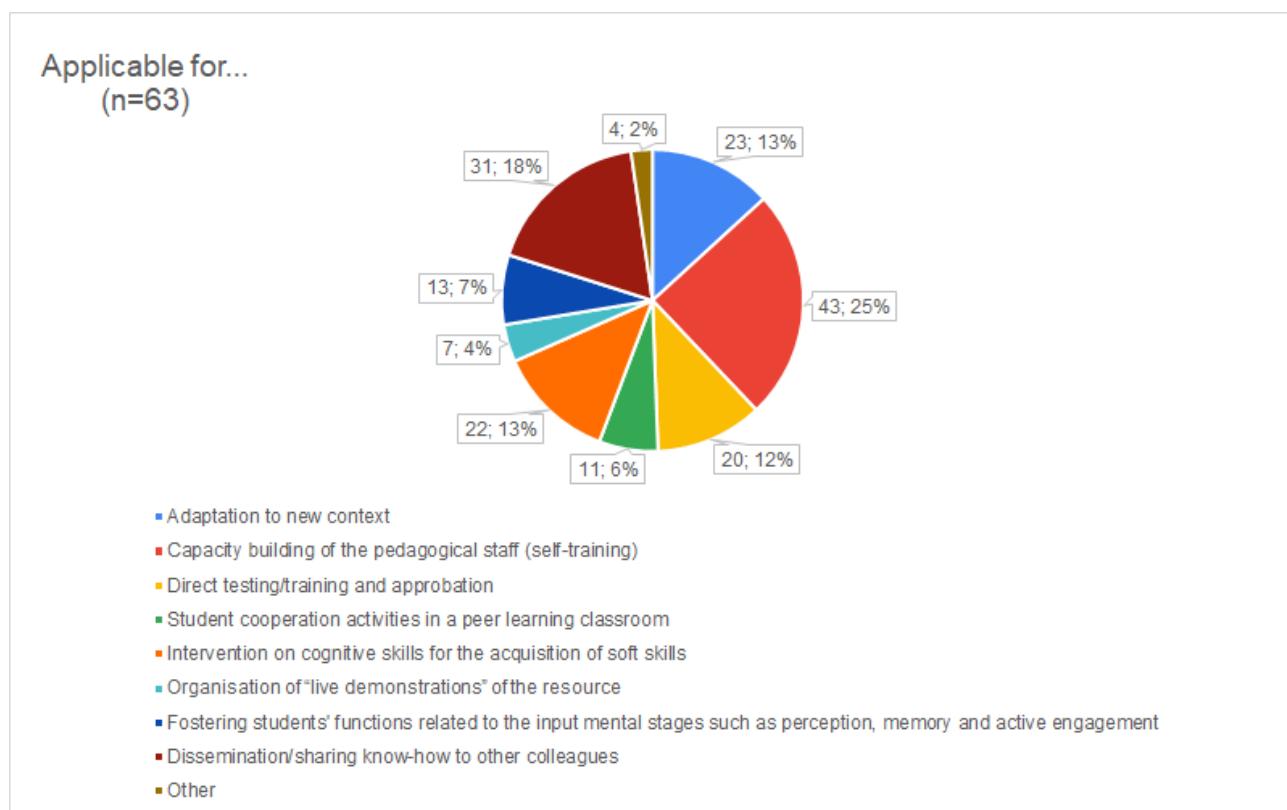
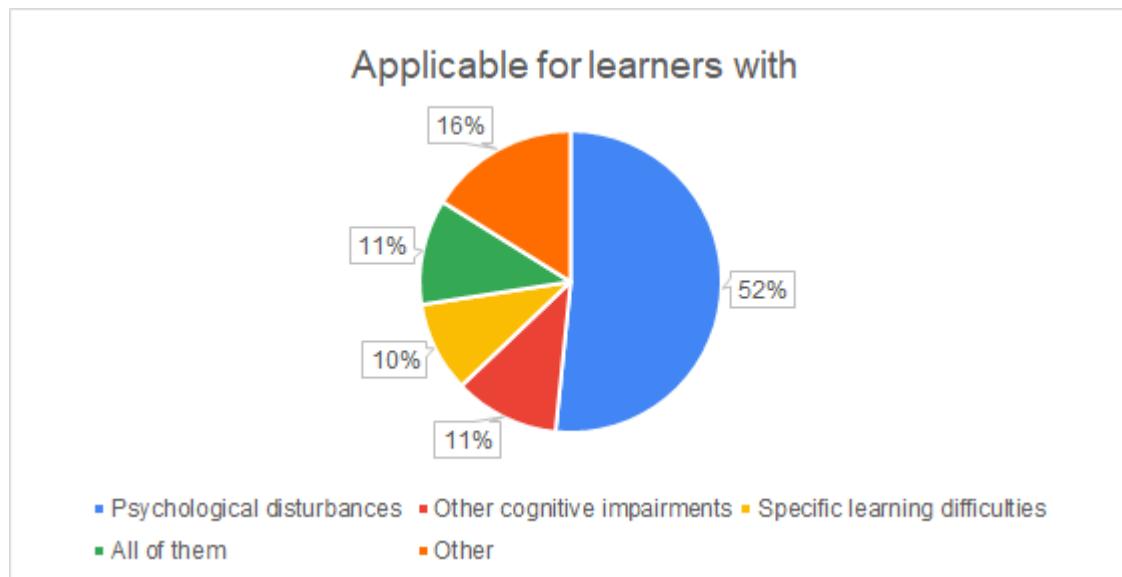
## Sphere of intervention



On the other hand, since the consortium can be considered multidisciplinary in its areas of work, we consider it important to analyze whether we include different spheres of intervention; the following graph shows the distribution of this variable. Again, targeted resources were also found for example for people with ADHD and general health issues.

Finally, it was analyzed whether the majority of resources found by the consortium could be classified as providing support to psychological disturbances and, on the other hand, to try to delimit in which aspects they could provide support. The following two figures show the main results. It is worth

noting that more than half of the resources were recognized as serving as a tool for the psychological support of learners; and on the other hand, that 25% of the materials included could serve as a self-learning tool for VET professionals.



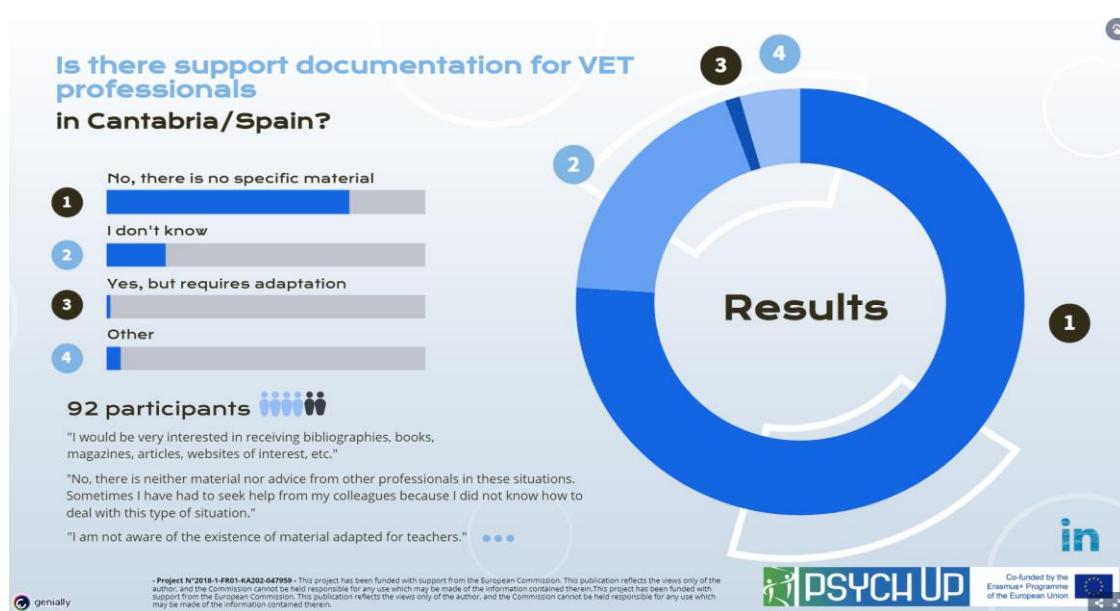
In the last part of this checklist, the partners were asked the following question:

*Have you seen any relation of your data with the resources found by other partners? Write a short paragraph trying to explain this link between it.*

The following conclusions can be drawn: We have seen the relation of our resources with the resources found by other partners. All the partners have collected data that help the experts who work in education, mental health services, social work, public sectors etc. to update their knowledge about the differences amongst the disabilities and their needs, techniques and theories on how support/interact (with) learners with psychological disorders or learning disabilities, to upgrade their skills in order to manage the dynamics into a classroom and to raise awareness amongst the stakeholders. Also, the partners have found resources which explain the daily routine/the anxieties/the fears of people with mental disorders in order to be used by the Psych Up Referent. In addition, the partners' resources have shown us that the use of different tools, like artistic methods, new technologies, applications from their teachers/ educators/ caregivers can help the learners/people with disabilities to have better inclusion in the classroom or society or labor market. Finally, all the partners tried to find training courses whose the learning objectives and the learning outputs could be used in the training frame of our Psych Up referent.

## IO3 Spanish national survey

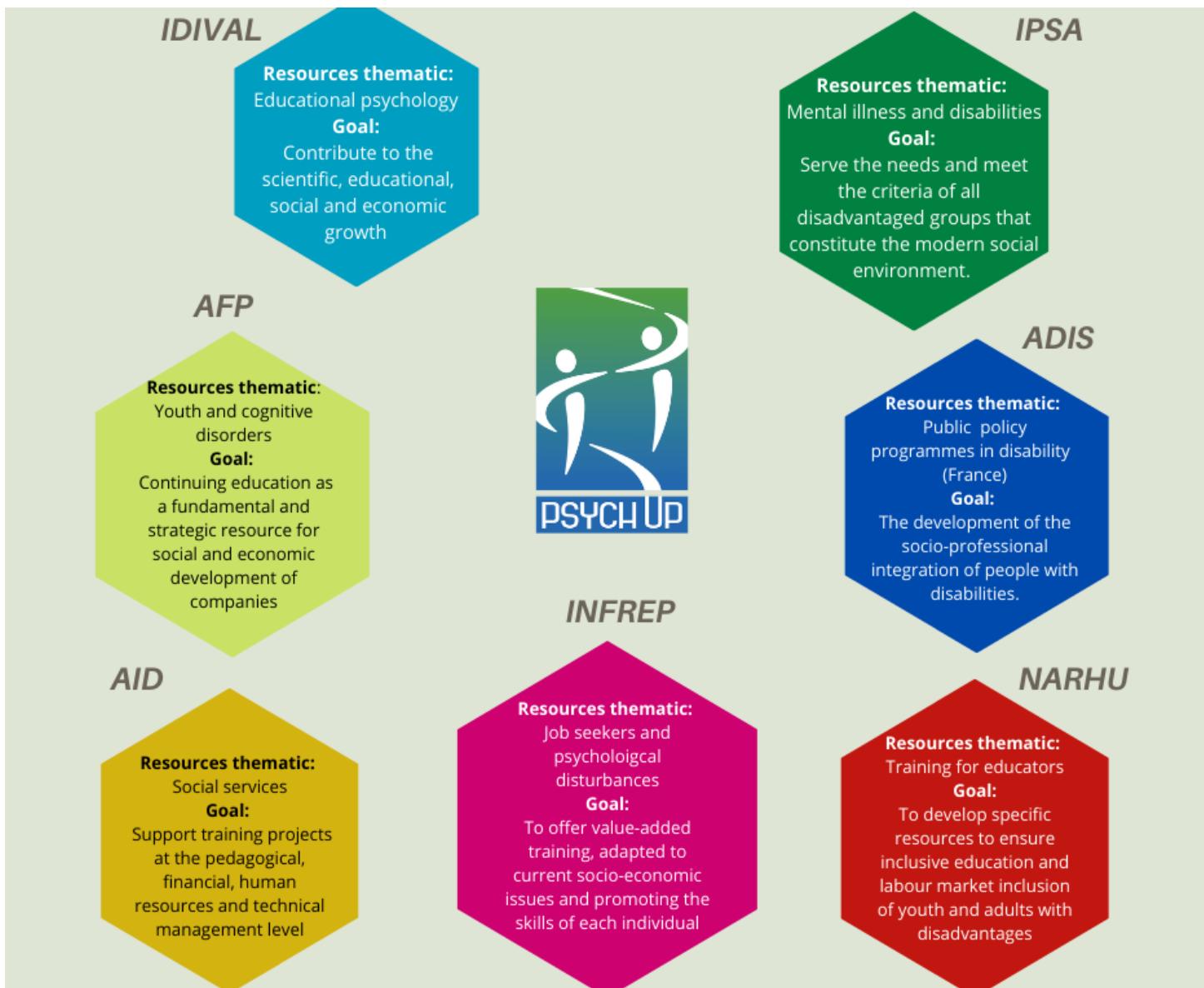
Simultaneously to the preparation of the IO3 activities, a small survey was disseminated in Spain among the teachers of the sectors included in the project, in which they were asked the following question ['Is there support documentation for VET professionals in Cantabria/Spain?'](#). In the following graph you can access the results of this communication deliverable, but it should be noted that despite being a small sample it gives us indications that the result of the deliverable prepared for this IO3 will have a positive impact in Spain and may be extrapolated to other partner countries.



This project has been funded with support from the European Commission. This publication reflects the views only of the author, and the Commission cannot be held responsible for any use which may be made of the information contained therein.

## 6. Summary of resource repository by partner area of expertise

This last section contains the areas of expertise of each of the participating partners, which have helped to give the final guide a multidisciplinary vision.



## 7. Bank of resources for the Psych Up referent

*In the following links you can find the different versions of the result of this work*

- [\*Output 3 : Bank of resources for the Psych Up Referent\*](#)
- [\*Output 3 : French translation\*](#)
- [\*Output 3 : Bulgarian translation\*](#)
- [\*Output 3 : Italian translation\*](#)
- [\*Output 3 : Greek translation\*](#)
- [\*Output 3 : Spanish translation\*](#)

## 8. People who contributed to Psych Up project

*We would like to thank all those who have collaborated during the life of the project, which will help to improve education and training for learners affected by psychological disturbances.*

**INFREP:** Flavia Lucidi, Maria Fernanda Morera, Manuel Lourenco, François Heslan, Nadia Chansavang & Fabienne Favarel

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*Project n° 2018-1-FR01-KA202-047959*

