

The background of the slide is white and decorated with numerous realistic water droplets of various sizes. Some droplets are at the top left, some are scattered in the middle, and a larger cluster is at the bottom right. The droplets have highlights and shadows, giving them a three-dimensional appearance.

THE ROLE OF SOCIAL EDUCATOR IN PSYCHOLOGICAL-PEDAGOGICAL SERVICE


SOCIAL PEDAGOGUE OF THE VILNIUS PSYCHOLOGICAL-PEDAGOGICAL
SERVICE NERIJA GUOGĖ

2017-09-27



SOCIAL EDUCATOR

Evaluates the conditions of a child, his family's life and education, social problems and needs, and in co-operation with the parents/guardians, teachers of the child (when necessary - with other institutions) helps to solve them.



FUNCTIONS OF SOCIAL EDUCATOR

Cooperating with other service specialists, **assesses** the schoolchildren's social, pedagogical issues and needs.

Advises children, their parents, teachers and other professional education workers, helps in resolving the difficulties.

Helps parents to understand the child's social and psychological needs, the importance of satisfying them, better understand the needs of a child with developmental difficulties, and the rights and responsibilities of parents. **Informs** parents about their rights to receive social and educational assistance.

Organizes and conducts group activities for children with communication, emotional and behavioral, motivation for learning difficulties.

Intermediates in helping to find ways to solve a problem.

Creates a network of help - contacts with the local community and various state institutions and non-governmental organizations providing social, psychological, legal assistance.

Investigates the need for social pedagogical assistance for children and their families. Organizes and coordinates the provision of social-pedagogical assistance and assesses its quality.

Initiates, organizes the creation of social projects and their implementation.

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WHO GETS THE SUPPORT AND HELP OF SOCIAL
EDUCATOR?

ASSISTANCE OF SOCIAL EDUCATOR IS PROVIDED:

For children growing up in families with social risk or social skills, where:

- At least one parent abusing alcohol, narcotic, psychotropic or toxic substances, is dependent on gambling;
- Parents do not or can not properly supervise children due to lack of social skills;
- Parents use psychological, physical or sexual violence against children;
- Parents benefit from state support for non-family interests and therefore endanger children's physical, mental, spiritual, moral development and security.

The child is in temporary custody (care) in accordance with the procedure established by law.

ASSISTANCE OF SOCIAL EDUCATOR IS PROVIDED:

To children who live in foster homes:

It is difficult for these children to adapt to a new family/environment;

Children feel loveless, unwanted, misunderstood;

They do not justify the guardians' expectations;

Common children's emotional and / or behavioral problems at school, at home;

caregivers/guardians are doubt about their determination and willingness to raise a child under care;

They consider the possibility of taking a guarded child to a foster home;

The guardians are experiencing emotional difficulties - anxiety, fatigue, blast.

The guardians interact with children in a inappropriate way, they ignore children's needs.

Frequent change of specialists at foster homes.

ASSISTANCE OF SOCIAL EDUCATOR IS PROVIDED:

To children who have behavioral problems:

They do not attend or attend occasionally school;

Constantly get into conflicts;

Are aggressive, inclined to violence;

A minimum maintenance tool is provided;

An average maintenance tool is provided;

Have tendency to criminal activity: theft, hooliganism.

They run out of the home;

They take (experience) psychotropic substances;

They are bullying other people.

ASSISTANCE OF SOCIAL EDUCATOR IS PROVIDED:

To children with social skills and who experience social isolation:

- They have communication difficulties;
- They are disliked by their peers, feel distracted;
- Suffer bullying from peers;
- Hardly adapt in school.

ASSISTANCE OF SOCIAL EDUCATOR IS PROVIDED:

In case of violations of the rights of the child:

- When is observed the neglect of child, noncaring for the child's health;
- The child's needs are not secured and the child's assistance is refused;
- Perceived violence: emotional, physical, sexual, careless;
- The child is not raised as the official guardian of the child;
- Inappropriate child upbringing is used.

THE ROLE OF SOCIAL EDUCATOR IN THE PROCCESS OF EVALUATION

To collect the information

To analyse the information summary

To assess and determ the required need for suitable assistance (why and what any advice is required);

To give and coordinate the support

To monitor the process (store or use customer support or effective assistance)



THE SOURCES OF INFORMATION

Families, people, other people living in the environment of the child

Chil's personal story

Educational institution specialists

Ppt specialists

Child rights security service

Senior social workers

Day centers

Child support center

Medical institutions

Police



DATA ON THE CHILD'S FAMILY

Family structure and family members;

Family socio-economic status (large, not (full), biological, living conditions, etc.);

Family characteristics (broken family, deprivation of parental rights, parental emigration, family relations, etc.);

Parent's education (qualification) and current work;

Family education opportunities and qualities (parental attitude towards the organization of the child's activities, content, child control);

Parents' ability to understand and respond to the needs of the child;

Parental health, harmful habits, addictions.

DATA ABOUT THE CHILD

Motivation of the child's learning (eg: actively participating in lessons (activities), trying to get a good rating and / or others);

Child's learning achievements and difficulties in the process of education;

Non-formal education (eg: arts and crafts, etc.);

Interests of the child, hobbies;

Strength / weakness of the child;

Child relationship with teachers;

Child relationships with classmates;

Child behavior problems at school;

What kind of assistance is provided ?;

What kind of help is needed (information)?



With all the information we analyze it and we anticipate what kind of help family needs:

Do you need a psychologist, a social pedagogue consultation?

Do you need a child to participate in a social skills development group?

Do parents need to take part in the parenting skills group?

Does the family need external help?

By providing help, we offer, provide, direct, where the family can get help;

We are looking for someone to help.

We cooperate with the help specialists.

We constantly monitor, analyze and evaluate the process:

Do customers use the proposed assistance?

Is the aid provided effective?

What are the changes?



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PREVENTIONAL AND INTERVENTIONAL PROGRAMS

INTERNATIONAL PROGRAM "APPLE FRIENDS"



The program was created by Partners for Children in partnership with the international coordinator team of the "zip friends" program.

In Lithuania the program implements VŠĮ "For the Child".

The goal of the program is to help children consolidate their existing and acquire new social and difficult learning abilities to improve emotional well-being and mental health.

The program is designed for the development of social and emotional skills of pupils aged 7 to 9 years.



SOCIAL SKILLS EDUCATION PROGRAM "BRIDGES 1"

The Teen Skills Training Program "Bridges 1" is designed for teens who want to develop their social skills and enhance their leadership skills.

The goal of the program is to develop adolescent leadership competences and social skills.

The author of the program PPT psychologist Nijolė Sturlienė





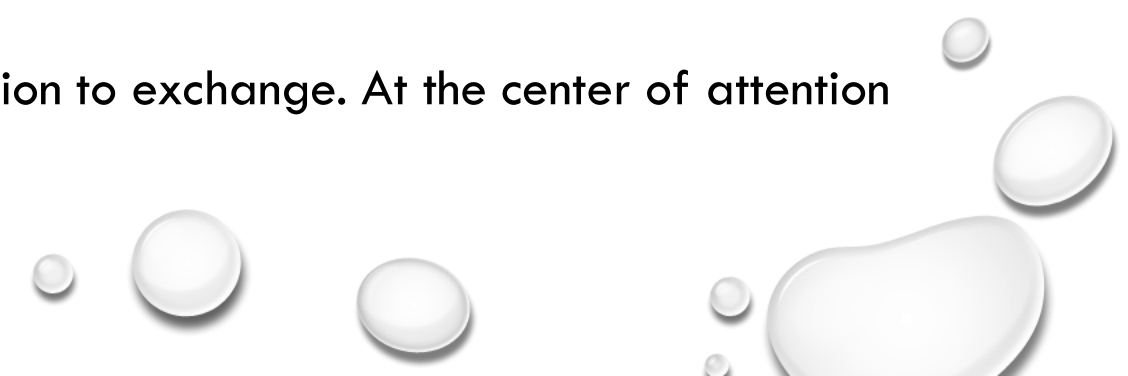
EARLY INTERVENTION PROGRAM (AIP)

The AIP is based on the international project FreD goes net.

The program is designed to help young people between the ages of 14 and 21 (experimental or non-use psychoactive substances) to stop using psychoactive substances.

The AIP fills a gap between the primary prevention of psychoactive substance use and the treatment of addicted patients.

The aim of the program is to enhance the person's motivation to exchange. At the center of attention is the beginning of changes in person's behavior.

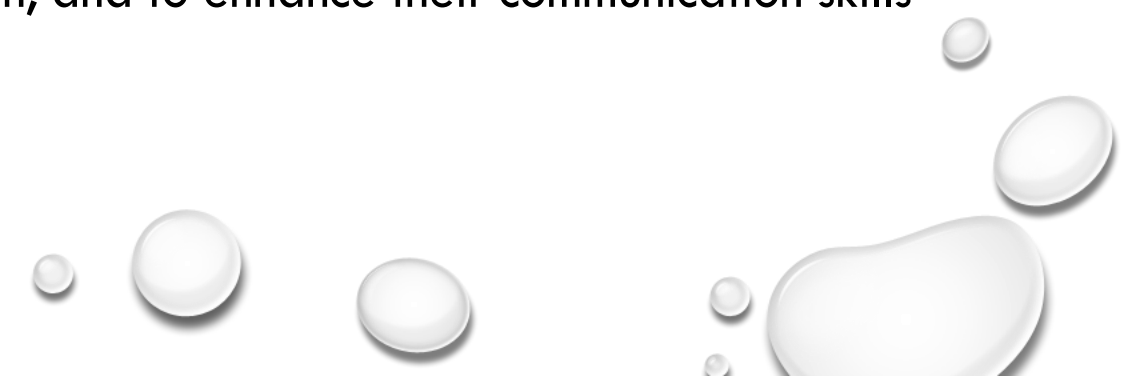




COMMUNICATION WITH CHILDREN DEVELOPMENT COURSE PROGRAM

The program is aimed at parents (guardians, caretakers), who, according to the administrative law violations provided for in Articles 181 and 181¹ of the Code of Administrative Offenses of the Republic of Lithuania (Žin., 1985, No. 1-1), have been ordered by the court to hear courses for improving communication with children.

The goal of the program is to develop positive parenting provisions, to provide parents with knowledge about the education and upbringing of children, and to enhance their communication skills with children.



ORGANIZATION OF CONFERENCES

Student Conference "I Can"



Conference for educational institutions specialists

"OUR SCHOOL: CREATING A SAFE ATMOSPHERE TOGETHER"



Social initiatives

Social action „I do not approve of bullying. How about you?”



Social pedagogue in the service ...

MEDIATORS FOR SOLVING CONFLICT SITUATIONS IN EDUCATION INSTITUTIONS

CONSIDERED THE MEMBER OF THE COMMISSION OF THE CHILD'S WELFARE MEMBER OF THE EDUCATIONAL INSTITUTIONS

INITIATES, PARTICIPATING IN THE CIRCUMSTANCES

CLOSE TO COMPREHENSIVE CIRCUMSTANCES FOR SOCIAL LESSONS IN VILNIUS CITY

COOPERATION WITH SOCIAL PARTNERS

WORKING FOR THE COMMISSION (CURRENCY PREVENTION, AID FOR TRADE IN HUMAN RESOURCES)

LEARNING FRESH - INFORMATIONAL WORK

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Thank you for your attention