ERASMUS+ KA220 · Special Time for Each Pupil's Skills Project | Real Steps Project

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Erasmus+ KA220
"Special Time for Each Pupil's Skills"
2024-1-RO01-KA220-SCH-000253164

Trainig course
SCALA STEPS

https://sites.google.com/view/evaluareces/home

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User Manual
JOINT SCALE

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Entry

- **Presentation of the JOINT SCALE tool**
- **The purpose and scientific basis of the scale**

1. Creating a Digital Observation Scale (JOINT SCALE)

- **1.1. Purpose of developing the scale**
- **1.2. Steps in creating a scale**
- **Needs analysis**
- **Unification of indicators**
- **Digitalization of the tool**
- **1.3. Scale functionalities**

2. Using the Scale in Practice

- **2.1. In school practice**
- **2.2. Benefits for Students**
- **2.3. Benefits for Teachers**
- **2.4. International cooperation**

3. Using the JOINT SCALE Tool

- **Login and access**
- **Student selection and data assignment**
- **Observation Categories**
- **Functional Development**
- **Educational Development**
- **Psychological Development**
- **Social Development**
- **Data entry and reporting**
- **Team performance analysis**
- **Cooperation with parents**
- **International cooperation**

4. Ethical and Safety Principles

- **Personal data protection (GDPR)**
- **Anonymization of reports**
- **Positive pedagogy and inclusion**

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Entry

This manual provides instructions for using the joint scale , developed as part of the Erasmus+ STEPS project, which aims to support the professional and personal development of students with special educational needs. This scale assesses progress in participants' functional, psychological, and social development.

The JOINT SCALE (a common digital observation scale) is a teaching and research tool whose primary goal is to standardize standards for monitoring the progress of students with special educational needs (SEN) within international educational partnerships. The tool's design is based on the principles of special education, individualized learning methodology, inclusion, and the concept of learning by doing . Its digital format enables ongoing data collection, comparative analysis, and qualitative and quantitative evaluation, which aligns with evidence-based approaches. education .

1. Creating a digital joint SCALE

1.1. The purpose of developing the scale

Joint SCALE was designed as a tool for monitoring and supporting the development of competencies in students with special educational needs. Its digital format enables systematic data collection, comparison of results between partners, and analysis of progress over time.

1.2. Stages of creating a scale

- Needs analysis – identifying the most important areas of student development: social, communication, professional, emotional and digital competences.
- Harmonisation of indicators – project partners (Poland, Romania, Greece, Türkiye) jointly developed a set of measurable indicators that are understandable and applicable in all countries.
- Digitalization of the tool – transferring the scale to a digital format (online forms, cloud-based observation sheets), which enables easy data entry and automatic collation.

1.3. Functionality

- the ability to enter observations by multiple teachers at the same time,
- automatic creation of progress reports,
- comparing results over different periods of time,
- availability in several design languages.

2. Using SCALE

2.1. In school practice

- The scale is used during workshops, mobility and online meetings.
- Teachers observe student behavior during activities and enter data into the system.
- The scale includes both hard skills (e.g., tool operation, task completion) and soft skills (e.g., group cooperation, emotion control).

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2.2. Benefits for students

- the ability to track your own progress and notice changes,
- strengthening motivation thanks to visible work results,
- greater awareness of one's own strengths and areas requiring support.

2.3. Benefits for teachers

- an objective tool for assessing progress,
- a database useful for developing a Personal Vocational Development Plan,
- facilitated communication between teachers, specialists and parents.

2.4. International cooperation

Thanks to a unified digital format, partners can compare the results of students from different countries, analyze good practices and implement joint support strategies.

Using the JOINT SCALA tool

Login and access

Access to the tool is provided through a dedicated digital platform (Google Forms, cloud-based spreadsheets), secured with protocols compliant with personal data protection requirements (GDPR). User authentication is performed via institutional email addresses, ensuring data transparency and security. The system interface allows simultaneous use by multiple teachers, supporting teamwork and an interdisciplinary approach to evaluation.

Student selection and data assignment

Each student participating in the project has an individual profile in the system, which serves as the basis for long-term monitoring. Observations are made during classes, practical workshops, and international mobility. The educational context (time, location, type of activity) is recorded in the system, enabling analysis of the impact of environmental factors on the learning process.

Observation Categories

The Erasmus+ STEPS project's assessment categories, designed to support students with special educational needs, are based on the scientific foundations of special education and developmental psychology. They are divided into three main areas that, together, create a holistic picture of student progress.

1. Functional Development

This category focuses on assessing practical and technical skills necessary to perform everyday tasks and professional activities. This includes precision movements, hand-eye coordination, manual dexterity, and tool use. Observation in this area allows us to assess how effectively a student handles physical challenges, which is crucial for their independence and future employment.

Functional development has been divided into the following categories:

a. Communication
b. Interrelations of the objects
c. Numbers
d. Fractions
e. Measures

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f. Shapes and colors
g. Gross motor skills
h. Fine motor skills
i. Using tools
j. Kitchen skills
k. Using computer

2. Psychological Development
Psychological development encompasses the student's emotional and motivational spheres. Traits such as commitment, patience, perseverance, and reactions to successes and failures are assessed. The scale allows for the assessment of self-esteem and willingness to take risks. This aspect is crucial, as emotional stability and high motivation are the driving forces behind overcoming difficulties and achieving goals.
development has been divided into the following categories:

a. Commitment and motivation
b. Perseverance and patience
c. Self-esteem and self-confidence
d. Emotions and dealing with them
e. Independence

3. Social Development
This category focuses on interpersonal skills, which are crucial for teamwork and social integration. This includes the ability to collaborate, communicate, empathize, and interact with others. Observations in this area allow for the assessment of how a student fits into a group, shares tasks, and supports peers, which has a direct impact on their future functioning in the workplace and social life.
Social development has been divided into the following categories:

a. Verbal and nonverbal communication
b. Group cooperation
c. Empathy and sensitivity
d. Peer relationships
e. Behavior in the environment

All three categories are closely interconnected and create a coherent framework for assessing the overall development of a student, reflecting the assumptions of contemporary pedagogy that promotes holistic education and is oriented towards practical life skills.
Each area is assessed on a numerical scale (e.g., 1–3), supplemented by a qualitative assessment. This approach combines the psychometric (quantitative) and hermeneutic (qualitative) dimensions, providing a more comprehensive picture of student functioning.

Data entry and reporting

The system enables systematic data entry after completed activities. Analysis is performed at the individual and collective levels. Monthly student development reports are generated, containing both quantitative data (scale scores) and qualitative data (observer comments). These reports serve as the basis for modifying individual educational and therapeutic programs (IEPs) and Personal Vocational Development Plans (PVDPs). This type

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of documentation serves as both a diagnostic and prognostic tool, enabling the planning of support activities.

Team performance analysis

Evaluation of the results takes place through meetings between teaching teams and inter-institutional meetings. The analysis includes diachronic (changes over time) and synchronous (between students and institutions) comparisons. Discussions serve to identify student strengths, developmental barriers, and design interventions. The results of the analyses form the basis for updating the PVDP and adapting teaching methods.

Cooperation with parents

Reports based on the JOINT SCALE serve as a communication tool with the student's family. They are discussed periodically, once per semester, during individual meetings. Results are presented in an accessible manner while maintaining the scientific nature of the assessment. Parents receive guidance on how to support their child in the home environment, which strengthens the coherence of educational and parenting interactions (the principle of triangulation: school, family, and student).

International cooperation

JOINT SCALE functions as a shared tool for all project partners. Data entered by individual institutions is collected in a digital repository (Google Drive). This enables comparative analysis and the identification of best educational practices. Selected reports and case studies provide material for the development of the Virtual Library and Guide Book , which serve as dissemination and standardization tools on a European scale.

Ethical and safety rules

The implementation of JOINT SCALE is carried out in compliance with ethical principles and legal regulations:

- Student data is protected in accordance with GDPR.
- Reports published outside the school environment are anonymized.
- The evaluation process focuses on the student's strengths, in line with the principles of positive pedagogy.
- Using JOINT SCALE promotes inclusion by eliminating the risk of marginalizing students with diverse abilities.

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SPECIFIC SKILLS			
Functional development			
Category	**Skills**	**Score (0–3)**	**Notes**
Communication Skills	Indicates wants or needs verbally, by sign or with an Augmentative Technology device		
	Follows one-step directives		
	Follows two or more-step directives		
	Reads letters or specific signs/pictograms		
	Reads words		
	Reads sentences		
	Writes letters one by one		
	Writes words		
	Writes sentences		
INTERRELATIONS OF THE OBJECTS	Differentiates by quantity		
	Differentiates by size		
	Differentiates by height		
	Differentiates by thickness		

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	Differentiates by weight		
	Differentiates by position: inside-outside		
	Differentiates by spatial positions: on-under		
	Differentiates by spatial positions: near-far		
	Differentiates according to being in front of or behind		
	Differentiates according to being on the right, left, and between things		
	Differentiates according to being empty or full		
NUMBERS	Rhythmic counting		
	Counts one by one until 50		
	Counts one by one until 100		
	Comprehends 1–10 natural numbers		
	Comprehends two-digit numbers		
	Write the numbers		

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FRACTIONS	Shows the whole one between two things		
	Shows the half one between two things		
	Shows the quarter one between two things		
MEASURES	Makes measuring with finger		
	Measures the length of the object in meter		
	Measures the length of the object in centimeters		
	Knows that a meter is 100 cm		
	Knows that a centimeter is 10 mm		
	Draws a specified unit in centimeters with a ruler		
	Cuts paper and cardboard according to size		
	Cut fabric according to size		
	Measures with a glass		
	Measures with a spoon		

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	Knows that a kilogram is 1000 grams		
	Measures weight using a scale		
	Says the time per hour		
	Says the time per half hour		
	Says the time per quarter hour		
	Knows that an hour has 60 minutes		
SHAPES AND COLORS	Draws geometrical shapes		
	Draws curve, accurate lines and a segment		
	Draws vertical and parallel lines		
	Differentiates geometrical shapes		
	Differentiates basic colors		
	Associates colors with objects		
GROSS MOTOR SKILLS	Identifies body parts		
	Walks in balance on a beam: forward, backward, sideways		

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	Hops, makes different jumps		
	Jumps and spins on one foot		
	Can step by counting		
	Repeats patterns of sound or simple movements		
	Aligns body parts in relation with others		
	Eye-hand-leg coordinates		
FINE MOTOR SKILLS	Holds small objects with fingers		
	Keeps objects in the right place		
	Holds objects according to pattern		
	Moves held objects back and forth		
	Presses object firmly		
	Fixes and removes small objects		
	Fixes objects in holes and removes them		
	Arranges objects side by side		

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	Pours without spilling		
	Cuts thread with scissors		
	Places beads on thread		
	Folds paper		
	Cuts out a pattern drawn on paper		
	Cuts material along outline		
	Combines two points by drawing		
	Glues surfaces indicated by pattern		
	Threads needle eyes		
	Ties two threads		
	Ties thread to a stick		
	Threads a needle into material		
	Sews by hand		
	Makes carbon copy		
	Copies patterns onto parchment		
	Draws pattern with outline		
	Draws a design on fabric or paper		

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USING TOOLS	Uses the alarm clock		
	Uses the cooker		
	Uses the dishwasher		
	Uses the oven		
	Uses the fridge		
	Uses the toast machine		
	Uses the mixer		
	Uses the can opener		
	Uses pincers/pliers		
	Uses stapler		
	Uses cutting tools		
	Uses drilling tools		
	Uses a hoe or shovel		
Kitchen Skills	Lights matches or uses a lighter		
	Opens the bottle with an opener		
	Opens the can cover		
	Rubs butter on bread		
	Cuts the food into pieces		
	Cuts dough with a knife		

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	Slices the food		
	Flakes the food		
	Peels potatoes with a knife		
USING COMPUTER	Turns on/off the computer		
	Opens files and pictures		
	Uses copy/paste/insert		
	Saves a file or picture		
	Prints the chosen file/picture		
Psychological Development			
Category	**Skills**	**Score (0–3)**	**Notes**
ENGAGEMENT AND MOTIVATION	Shows interest in the task		
	Finishing the task to the end		
	Taking the initiative		
	Request for additional tasks		
PERSISTENCE AND PATIENCE	Working on a task that is difficult		
	He doesn't give up after failure		

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	Waiting for your turn		
SELF-ESTEEM AND SELF-CONFIDENCE	Expressing pride in your success		
	Accepting praise		
	Taking on new challenges		
EMOTIONS AND DEALING WITH THEM	Coping with frustration		
	Expressing satisfaction and joy		
	Responding appropriately to critical comments		
INDEPENDENCE	Working without constant teacher supervision		
	Selection of tools and materials		
	Providing help to others		
Social Development			
Category	**Skills**	**Score (0–3)**	**Notes**
VERBAL AND NON-VERBAL COMMUNICATION	Making eye contact		
	Answering and asking questions		

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	Using the appropriate tone of voice		
	Expressing thoughts and needs		
GROUP COOPERATION	Sharing materials		
	Helping other group members		
	Participating in discussions		
	Taking and carrying out orders from others		
EMPATHY AND SENSITIVITY	Responding to the needs of others		
	Supporting colleagues in difficult times		
PEER RELATIONSHIPS	Making new friends		
	Integration with the group		
	Avoiding conflicts		
BEHAVIOR IN THE ENVIRONMENT	Appropriate behavior in and outside the group (e.g. during a trip)		
	Compliance with rules and standards		
	Showing respect for others		

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Observation sheets used during online project workshops and mobilities

PRINTING WORKSHOP - Research team in Romania

	Specific skills	Relevance			Notes:
Examples:		0	1	2	
1.	Turns on/off the computers				
2.	Opens the files and the pictures in the computer.				
3.	Copy/paste/insert				
4.	Saves the picture or the chosen file				
5.	Combines two points by drawing				
6.	Paints limited areas.				
7.	Sticks the showing objects surfaces together				
8.	Folds papers.				
9.	Cuts papers.				
10.	Cuts Paper and cardboard acording to size				
11.	Moves the object that is holded back and forward to push				
12.	Presses the object strongly				
13.	Fixes and removes small objects				
14.	Fixes suitable objects into the holes on a surface and removes them				
15.	Comprehends 1,2,3,4,5,6,7,8,9 and 10 natural numbers				
16.	Writes the numbers				
17.	Comprehends two digits numbers				
18.	Measures the length of the object shown in centimeters				
19.	Knows that a meter is 100cm				

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20.	Knows that a centimeter is 10 mm				
21.	Draws a specified units of centimeters in length with a ruler				
22.	Differentiates beings in terms of their quantity				
23.	Put the things into order in terms of their quantity				
24.	Differentiates beings in terms of their size				
25.	Put beings into order in terms of their size				
Other :					
26.	Basic digital skills				
27.	To know how to protect themselfs by printing machines				
28.	Independance. Able to make a decision				
29.					
30.					

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JEWELERY MAKING WORKSHOP - Research team from in Romania

	Specific skills	Relevance			Notes:
Examples:		0	1	2	
1.	Indicates wants or needs verbally, by sign or with an Augmentative Technology device				
2.	Follows one step directives				
3.	Differentiates according to quantity				
4.	Differentiates according to size				
5.	Differentiates according to height				
6.	Differentiates according to thickness				
7.	Differentiates according to weight				
8.	Differentiates according to position: inside-outside				
9.	Differentiates according to spatial positions: on-under				
10.	Differentiates according to spatial positions: near-far				
11.	Differentiates according to being in front of or behind				
12.	Differentiates according to being on the right, left, and between things.				
13.	Differentiates according to being empty or full				
14.	Comprehends 1,2,3,4,5,6,7,8,9 and 10 natural numbers				
15.	Cuts paper and cardboard acording to size				
16.	Cuts the fabrics acording to size				
17.	Differentiates geometrical shapes				
18.	Differentiates basic colours				
19.	Holds small objects with fingers.				
20.	Ties two threads				

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21.	Uses cutting tools				
22.					
Other :					
23.	To make a model				
24.	Enjoy repetitive pattern				
25.	Differentiates basic colours				
26.	Holds small objects with fingers				
27.	Have motivation				
28.					
29.					

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DANCE WORKSHOP - Research team in Romania

Specific skills		Relevance				Notes:
Examples:		0	1	2		
1.	Identify the body parts					
2.	Walks in balance on a beam: forward, backward, sideways					
3.	Hops, makes different jumps					
4.	Jumps and spins on one foot					
5.	Can steps by counting					
6.	Repeates patterns of sound or simple movements					
7.	Aligns body parts in relation with others					
8.	Coordonates eye-hand-leg					
9.	Differentiates geometrical shapes					
10.	Indicates wants or needs verbally, by sign or with an Augmentative Technology device					
11.	Follows two or more -steps directives					
12.	Rhythmic counting					
Others:						
13.	**Social skills**. **Collaboration**. Working in teams with other participants					
14.	**Rythmical skills** (combines songs with steeps)					
15.	Fallow and counting the steps					
16.	**Emotional Expression**: Using dance as a means to communicate and express feelings					
17.	**Motor Memory**: Learning and retaining choreography or movement sequences.					
18.	**Self-Discipline**: Consistent practice of movements and choreography to improve skills.					
19.	**Spatial Awareness**					

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FLORAL ARRANGEMENTS WORKSHOP - Research team in Romania

	Specific skills	Relevance			Notes:
Examples:		0	1	2	
1.	Indicates wants or needs verbally, by sign or with an Augmentative Technology device				
2.	Follows one step directives				
3.	Differentiates according to quantity				
4.	Differentiates according to size				
5.	Differentiates according to height				
6.	Differentiates according to thickness				
7.	Differentiates according to weight				
8.	Differentiates according to position: inside-outside				
9.	Differentiates according to spatial positions: on-under				
10.	Differentiates according to spatial positions: near-far				
11.	Differentiates according to being in front of or behind				
12.	Differentiates according to being on the right, left, and between things.				
13.	Differentiates according to being empty or full				
14.	Comprehends 1,2,3,4,5,6,7,8,9 and 10 natural numbers				
15.	Arranges the objects side by side				
16.	Cuts the model drawn on a paper.				
17.	Traces on a model that is drawn on a paper with a pencil				
18.	Sticks the showing objects surfaces together				
19.	Threads a needle				
20.	Ties two ropes eachother				
Other :					

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21.	Follws one step directives				
22.	Differentiates according to quantity, size, hight, thickness..etc				
23.	Counting				
24.	Arranges the objects side by side				
25.	Proper combinations skills				
26.	Be creative				
27.	Use imagine – aestetic skills				
28.	Motor skills – to use intruments to measure & cut the flowers &ribbons				
29.	Combine cromatical colours				
30.	Following visual support				
31.					
32.					

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COOKING WORKSHOP - Research team in Romania

	Specific skills	Relevance			Notes:
Examples:		0	1	2	
1.	Lights the matches. Uses the pocket lighter				
2.	Opens the cover of a bottle with an opener				
3.	Opens the can cover				
4.	Rubs the butter on a slice of bread				
5.	Cuts the food into pieces				
6.	Cuts the dough with knife.				
7.	Slices the food				
8.	Flakes the food				
9.	Peels the food with a knife				
10.	Pour liquid from one container to another without spilling				
11.	Arranges the objects side by side				
12.	Measures with a glass.				
13.	Measures with a spoon.				
14.	Says the time a set time per hour				
15.	Uses the oven				
16.	Uses the fridge				
17.	Uses the mixer				
18.	Uses a kitchen scale				
19.	Comprehends natural numbers 0-100				
20.	Can read a receipe				
21.					

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Other:					
22.	Reading skills				
23.	Basic mathematic skills				
24.	Aestetic skills				
25.	Motor skills				
26.	Time management				
27.	Ingredients knowledge				
28.	Hygenical skills				
29.					
30.					

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HANDICRAFT WORKSHOP - Research team in Romania

	Specific skills	Relevance			Notes:
Examples:		0	1	2	
1.	Combines two points by drawing				
2.	Paints limited areas.				
3.	Sticks the showing objects surfaces together				
4.	Folds papers.				
5.	Cuts papers.				
6.	Cuts Paper and cardboard acording to size				
7.	Moves the object that is holded back and forward to push				
8.	Presses the object strongly				
9.	Fixes and removes small objects				
10.	Fixes suitable objects into the holes on a surface and removes them				
11.	Counts one by one until 50				
12.	Comprehends two digits numbers				
13.	Measures the length of the object shown in centimeters				
14.	Knows that a meter is 100cm				
15.	Knows that a centimeter is 10 mm				
16.	Draws a specified units of centimeters in length with a ruler				
17.	Differentiates beings in terms of their quantity				
18.	Put the things into order in terms of their quantity				
19.	Differentiates beings in terms of their size				
20.	Put beings into order in terms of their size				
	Other :				

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21.	Attention to details				
22.	Petience and persistance				
23.	Fine motor skills				
24.	Creativity				
25.	Self-expression				
26.	Color discrimination				
27.					
28.					

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MAGNET MAKING WORKSHOP - research team from Poland

Specific skills		Relevance			Notes:
Examples:		1	2	3	
1.	Indicates wants or needs verbally, by sign or with an Augmentative Technology device				
2.	Follows one-step directives				
3.	Uses glue or adhesive tape to attach materials				
4.	Chooses decorative elements				
5.	Arranges decorative elements				
6.	Presses and holds materials in place to fix them				
7.	Moves hand precisely to place small objects				
8.	Cuts cardboard or foam to specific shape				
9.	Paints or colors within specific areas				
10.	Demonstrates spatial awareness in layout				
	Others:				

ART NOUVEAU STAINED GLASS WORKSHOP -
research team from Poland

Specific skills		Relevance			Notes:
Examples:		1	2	3	
1.	Uses safety equipment properly				
2.	Traces patterns on foil or plastic				
3.	Cuts shapes along marked lines				
4.	Marks shapes along the trace				
5.	Applies colors within specified shapes				
6.	Combines elements to complete visual composition				
7.	Demonstrates care in handling fragile materials				
8.	Follows visual instructions				
9.					
10.					
	Others:				

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PHOTOGRAPHY AND ICT WORKSHOP- research team from Poland

Specific skills		Relevance			Notes:
Examples:		1	2	3	
1.	Turns on/off the camera				
2.	Holds camera steady				
3.	Frames and captures an image				
4.	Recognizes visual composition				
5.	Opens files/photos on a computer				
6.	Copies, saves and shares images				
7.	Follows a visual theme or instruction				
8.					
9.					
10.					
	Others:				

PLANTING HERBS WORKSHOP- research team from Poland

Specific skills		Relevance			Notes:
Examples:		1	2	3	
1.	Places seeds or seedlings into the soil				
2.	Covers seeds with soil				
3.	Waters the plant using a watering can				
4.	Identifies parts of a plant (root, stem, leaf, flower)				
5.	Arranges pots or containers				
6.	Follows the steps in the planting process				
7.	Demonstrates care and responsibility for living things				
8.	Differentiates plant sizes and types				
9.					
10.					
	Others:				

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COOKING WORKSHOP research team from Poland

Specific skills		Relevance			Notes:
Examples:		1	2	3	
1.	Lights the matches. Uses the pocket lighter				
2.	Opens the cover of a bottle with an opener				
3.	Opens the can cover				
4.	Cuts the food into pieces				
5.	Cuts the dough with knife				
6.	Slices the food				
7.	Flakes the food				
8.	Peels the food with a knife				
9.	Pour liquid from one container to another without spilling				
10.	Arranges the objects side by side				
11.	Measures with a glass.				
12.	Measures with a spoon.				
13.	Uses the oven				
14.	Can read a receipe				
15.					
16.					
17.					
18.					
	others				
19.	Reading skills				
20.	Basic mathematic skills				
21.	Estetic skills				
22.	Motor skills				
23.	Time management				
24.	Ingredients knowledge				
25.	Hygenical skills				

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ART WORKSHOP research team from Poland

Specific skills		Relevance			Notes:
Examples:		1	2	3	
1.	Folds papers				
2.	Cuts papers and blotting paper				
3.	Presses the object strongly				
4.	Fixes and removes small objects				
5.	Cuts Paper and cardboard acording to size				
6.	Presses the object strongly				
7.	Sticks the showing objects surfaces together				
8.					
9.					
10.					
	others				
11.	Attention to details				
12.	Petience and persistance				
13.	Fine motor skills				
14.	Creativity				
15.	Self-expression				

CARPET WEAVING WORKSHOP research team from Turkey

Specific skills		Relevance			Notes:
Examples:		1	2	3	
1.	Recognizes the weaving loom when shown.				
2.	Distinguishes weaving threads by their colors.				
3.	Selects the requested thread.				
4.	Stretches the thread on the loom with teacher's guidance.				
5.	Keeps the loom organized				
6.	Passes the thread over and under.				
7.	Pulls the thread tightly.				
8.	Places the woven row in alignment				
9.	Continues weaving without mixing the over–under sequence.				
10.	Repeats the same movement according to the instruction.				
11.	Chooses the specified color of thread.				
12.	Changes colors in the correct order.				
13.	Applies simple patterns by modeling the teacher				
14.	Notices incorrect weaving with teacher's help.				
15.	Tries again by correcting the mistake.				
16.	Completes weaving to the specified size.				
17.	Ties the threads.				
18.	Removes the carpet from the loom				
19.	Carries out the weaving process with teacher's reminders.				
20.	Weaves several rows independently.				
21.	Collects and organizes materials				
	OTHERS:				

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MARBLING WORKSHOP research team from Turkey

Specific skills		Relevance			Notes:
Examples:		1	2	3	
1.	1. Identify the tools and equipment used in marbling art.				
2.	2. Explain the basic techniques used in marbling.				
3.	3. In marbling, the student drops paint into water with a brush.				
4.	4. Manipulates the dripped paint with shaping tools.				
5.	5. Transfers the resulting pattern to paper.				
6.	6. Carefully removes the paper from the water.				
7.	7. Allows the paper to dry.				
8.	8. Uses tools and equipment appropriately during work.				
9.	9. Follows the rules of cooperation and patience within the group.				
10.	10. Explains the work performed.				
	Others:				

POTTERY WORKSHOP research team from Turkey

Specific skills		Relevance			Notes:
Examples:		1	2	3	
1.	Uses ceramic materials in accordance with given instructions.				
2.	Distinguishes different shapes on the ceramic surface.				
3.	Correctly names and uses colors.				
4.	Follows the steps of ceramic making in the correct order.				
5.	Uses a three-part object as a model and creates a similar one.				
6.	Kneads the ceramic clay with both hands.				
7.	Creates the given model using hand-eye coordination.				
8.	Uses necessary tools appropriately during the ceramic activity.				
9.	Applies techniques such as pinching and pressing with fingers.				
10.	Combines small parts to form a whole.				
11.	Verbally describes the ceramic work he/she has created.				
12.	Uses key concepts correctly during the activity.				
13.	Responds appropriately to the teacher's questions during the ceramic activity.				
14.	Accurately names colors, shapes, and objects.				
15.	Actively participates in group activities.				
16.	Waits for his/her turn during the activity.				
17.	Shows the product he/she made to peers.				
18.	Gives positive feedback about others' work.				
19.	Expresses satisfaction in displaying the final product at the end of the activity.				
	OTHERS:				

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RATTAN WORKSHOP research team from Turkey

Specific skills		Relevance			Notes:
Examples:		1	2	3	
1.	Cut the rattans into lengths of 30 cm and 100 cm.				
2.	Soak the cut rattans in warm water and let them soften.				
3.	Place 6 horizontal and 5 vertical rattan strips on the table.				
4.	Cross the strips in a plus (+) shape and start weaving from the center.				
5.	Weave 3-4 rows using the over-under technique.				
6.	While expanding the weave, group the lower rattans in pairs.				
7.	Continue weaving the paired rattans using the over-under technique.				
8.	When you reach a diameter of about 10–12 cm, bend the ends backward.				
9.	Determine the endpoint of the bent rattan ends.				
10.	Loosen the determined points using a long crochet hook.				
11.	Trim the remaining long rattans appropriately with scissors.				
12.	Insert the end of the long rattans into the loosened spots.				
	OTHERS:				

POTTERY WORKSHOP - research team from Greece

Specific skills		Relevance			Notes:
Examples:		1	2	3	
1.	Knows the basic pottery and molding tools and machines				
2.	Kneads the clay in order to give shape				
3.	Follows simple instructions				
4.	Has fine motor skills				
5.	Creates a ceramic creation using hand-eye coordination.				
6.	Knows all the stages of pottery creations (shaping, coloring, glazing, baking, etc)				
7.	Keeps the workshop clean after finising the creations				
8.	Uses necessary tools appropriately during the ceramic activity.				
9.	Applies pottery techniques such as pinching and pressing with fingers.				
	OTHERS:				

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Honey extraction WORKSHOP - research team from Greece

Specific skills		Relevance			Notes:
Examples:		1	2	3	
1.	Has fine motor skills				
2.	Hand – eye coordination				
3.	Follows step by step instructions				
4.	Is precise and careful when extracting the honey				
5.	Knows the basic tools and machines				
6.	Knows hot to use the fork tool				
7.	Knows how to use the honey extraction machine				
8.	Follows safety and hygiene instructions				
9.	Keeps space clean				
	OTHERS:				

Preparing breakfast WORKSHOP - research team from Greece

Specific skills		Relevance			Notes:
Examples:		1	2	3	
1.	Knows how to place the placemats, the napkins, froks, spoons, etc on the table				
2.	Follows simple instructions				
3.	Follows safety and hygiene instructions				
4.	Knows how to serve coffee / tea				
5.	Keeps the space clean				
6.	Cuts the cake into slices				
7.	Is polite and helpful				
	OTHERS:				

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Mosaic WORKSHOP - research team from Greece

Specific skills		Relevance			Notes:
Examples:		1	2	3	
1.	Cuts paper into small pieces				
2.	Glue small papers into given pattern				
3.	Creates its own pattern				
4.	Has fine motor skills				
5.	Has patience				
6.	Can cooperate with classmate in order to create a bigger mosaic				
7.	Knows how to use different materials in order to create a mosaic				
8.	Keeps space clean				
	OTHERS:				

Cooking WORKSHOP - research team from Greece

Specific skills		Relevance			Notes:
Examples:		1	2	3	
1.	Can read the recipe and follow the instructions				
2.	Can chop the vegetables				
3.	Can grate the vegetables				
4.	Can knead the ingrediends and makes small pieces				
5.	Cuts the dough with knife				
6.	Knows the basic kitchen tools				
7.	Knows how to use kitchen				
8.	Peels the food with a knife				
9.	Knows how to fry				
10	Knows how to measure the ingrediens				
	OTHERS:				

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Art WORKSHOP - research team from Greece

Specific skills		Relevance			Notes:
Examples:		1	2	3	
1.	Folds papers				
2.	Cuts papers and blotting paper				
3.	Presses the object strongly				
4.	Follows simple instructions				
5.	Cuts Paper and cardboard acording to size				
6.	Presses the object strongly				
7.	Sticks the showing objects surfaces together				
8.	Has fine motor skills				
9.					
10					
	OTHERS:				

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Digital Tools for
Vocational Assessment
of Students with Special Educational Needs

Integrated Guide: PVDP Application · Real Steps Pro Skills Quiz

https://sites.google.com/view/evaluareces/home

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TABLE OF CONTENTS

TABLE OF CONTENTS 39
European context and project rationale 41
What do these tools bring that is new? 41
Complementarity of the two tools 42
1. Introduction 43
1.1 Erasmus+ project context 43
1.2 What is the PVDP application? 43
1.3 Who uses the application? 44
2. Purpose and Objectives 44
2.1 Purpose of the PVDP tool 44
2.2 Assessment objectives 44
2.3 Rating scale 44
3. Structure of the PVDP Application 44
3.1 Info & Guide Section 45
3.2 Student Data Section 45
3.3 Psychosocial Assessment Section 45
3.4 Work Readiness Section 46
3.5 Vocational Profile Section 47
3.6 Conclusions and Recommendations Section 47
3.7 Summary and PDF Export Section 48
4. PVDP Conclusions 48
4.1 Benefits of the application 48
4.2 Limitations and best practices 48
5. Introduction to Real Steps Pro Skills Quiz 49
6. Purpose and Objectives of the Application 49
6.1 Purpose of the application 49
6.2 Pedagogical objectives 49
7. Structure of the Real Steps Application 50
7.1 Language Selection 50
7.2 Student Data Section 50
7.3 Skills List (Quiz) 51
7.4 Results and Vocational Recommendations 51
7.5 PDF Export and Google Sheets 52
7.6 Integration in Google Sites 52
8. The AI Recommendations System 53

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Contributions to the modernisation of special education 53
Best practice recommendations for implementation 53
Limitations and ethical considerations 54
Development perspectives 54
Introduction 56
1. Visual Impairment 56
2. Hearing Impairment 58
3. Physical / Motor Disability 60
4. Autism Spectrum Disorder (ASD) 62
5. ADHD – Attention Deficit Hyperactivity Disorder 64
6. Dyslexia and Other Specific Learning Difficulties (SpLD) 66
7. Intellectual Disability (ID) 68
8. Social, Emotional and Behavioural Difficulties (SEBD) 70
Summary Table: Disability Type → DISC Profile 72
9. Vocational Orientation Guide 73
Master Vocational Matrix 91
Disability Type → Best Workshops 92

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GENERAL INTRODUCTION

Context, purpose and European relevance

This document integrates two innovative digital tools developed within European Erasmus+ projects dedicated to inclusive education and vocational training of students with special educational needs (SEN): the PVDP Application (Personalised Vocational Development Plan) and the Real Steps Pro Skills Quiz.

Both tools address a concrete and urgent need in European special education practice: the necessity for a modern, standardised and accessible system for assessing the vocational potential of students with intellectual disabilities, in order to plan an individualised and realistic professional pathway.

European context and project rationale

European educational policies have evolved significantly towards inclusion, recognising every student's right — regardless of their developmental characteristics — to quality education and real opportunities for professional integration. The European Qualifications Framework (EQF), the European Disability Strategy 2021–2030, and the Digital Education Action Plan 2021–2027 create the context in which tools like PVDP and Real Steps Pro Skills Quiz become not merely useful, but essential.

The Erasmus+ KA220 project Special Time for Each Pupil's Skills (2024-1-RO01-KA220-SCH-000253164) and the Real Steps Project bring together special education institutions from several European countries — Romania, Turkey, Poland, Greece and the NGO Sellification4EDUcation— with the shared goal of developing modern digital tools that go beyond the limitations of traditional paper-based approaches.

What do these tools bring that is new?

- Automatic score calculation, eliminating human error and significantly reducing administrative processing time
- Responsive digital interfaces, usable on any device — PC, tablet or mobile — without installation or user accounts
- Automatic generation of professional PDF reports, ready for archiving, transmission or inclusion in the student's file
- Integration with artificial intelligence (Claude AI, Anthropic) for personalised vocational recommendations, localised by country and language
- Full multilingual support (Romanian, English, Turkish, Polish, Greek) for Real Steps Pro Skills Quiz

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- Compatibility with Google Sites and data export to Google Sheets for cohort-level analysis

Complementarity of the two tools

PVDP Application
An in-depth psychosocial and vocational assessment tool with 45 indicators organised across 9 thematic areas. Suitable for comprehensive, periodic assessments carried out by multidisciplinary teams. Generates a detailed and structured PDF document.

Real Steps Pro Skills Quiz
A fast and multilingual tool for assessing 47 practical, motor, social and vocational competencies. Vocational recommendations generated through artificial intelligence and automatic export to Google Sheets.

Used together, the two tools offer a complete and nuanced picture of the student's vocational profile: PVDP provides the depth of psychosocial assessment, while Real Steps Pro Skills Quiz ensures speed, multilingualism, and integration with artificial intelligence technologies for vocational guidance.

This integrated guide presents both tools in detail, giving teaching staff and specialists all the information needed to use them effectively in current special and inclusive education practice.

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PART I

PVDP Interactive Application — User Guide for Teachers

1. Introduction

1.1 Erasmus+ project context

The interactive PVDP application was developed within the Erasmus+ KA220 project Special Time for Each Pupil's Skills (2024-1-RO01-KA220-SCH-000253164), a strategic partnership project in the field of school education, focused on the inclusion of students with special educational needs. The project brings together special education institutions from several European countries with the shared goal of developing modern digital tools to support the assessment and vocational pathway planning of students with intellectual disabilities.

1.2 What is the PVDP application?

PVDP (Personalised Vocational Development Plan) is an interactive digital tool, accessible from any browser, that enables the structured assessment of the professional potential of students with special educational needs (SEN). The application is designed specifically for students with moderate and severe intellectual disabilities. Unlike classical paper-based tools, the PVDP application offers:

- Automatic score calculation in real time
- Clear organisation by thematic areas and vocational domains
- The ability to add individual observations per indicator
- Generation of a professional PDF document with all completed data
- Responsive interface, usable on desktop, tablet and mobile phone

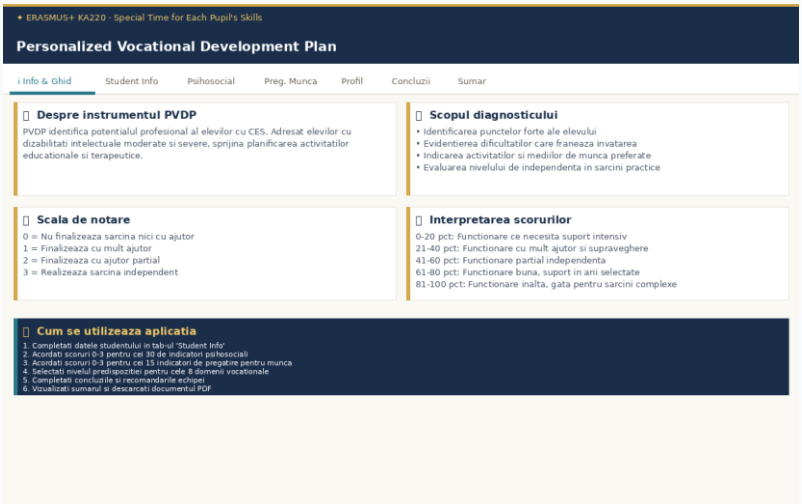


Figure 1 – PVDP Application — Info & Guide Section

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1.3 Who uses the application?

The application is primarily intended for multidisciplinary teams working with SEN students: special and itinerant education teachers, school psychologists and counsellors, educational psychologists and occupational therapists, speech therapists and social workers, directors and coordinators of special educational programmes.

> **IMPORTANT**
> *The document generated by the application does not replace the complete psychological and pedagogical assessment. Its purpose is to organise the information needed for work planning and support. Recommendations must be discussed with the student's family and support staff.*

2. Purpose and Objectives

2.1 Purpose of the PVDP tool

The main purpose of PVDP is to identify the professional potential of SEN students and plan an individualised vocational pathway, based on direct observation in real activity contexts and on interprofessional collaboration. PVDP does not aim to classify or rank students, but to provide as complete a picture as possible of each student's capacities, interests and support needs.

2.2 Assessment objectives

- Identifying the student's strengths — discovering the skills and resources on which a vocational training programme can be built
- Highlighting difficulties — identifying the specific barriers that hinder the learning of work skills
- Indicating preferred activities and work environments — determining the areas in which the student functions best
- Assessing the level of independence — measuring the degree to which the student can carry out practical tasks without assistance
- Formulating recommendations — developing an individualised vocational training plan with clear and measurable objectives

2.3 Rating scale

Each indicator is assessed on a scale from 0 to 3: 0 = does not complete the task even with substantial help; 1 = completes with a lot of help; 2 = completes with partial help; 3 = completes the task completely independently. The total score scaled to 100 is interpreted in 5 intervals: 0–20 (intensive support), 21–40 (a lot of help), 41–60 (partially independent), 61–80 (good functioning), 81–100 (high functioning).

3. Structure of the PVDP Application

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3.1 Info & Guide Section

The first section, accessible through the 'Info & Guide' tab, is the documentation centre of the tool. Structured in six subsections, it contains all the information needed for correct use: description of the tool, purpose of the assessment, rules of use, rating scale, score interpretation, and the step-by-step navigation guide.

3.2 Student Data Section

The section collects the identification information of the assessed student: full name, date of birth, class, institution, date the document was drawn up, the development team, and other specialists involved. Completed data appear automatically in the PDF document generated at the end of the process.

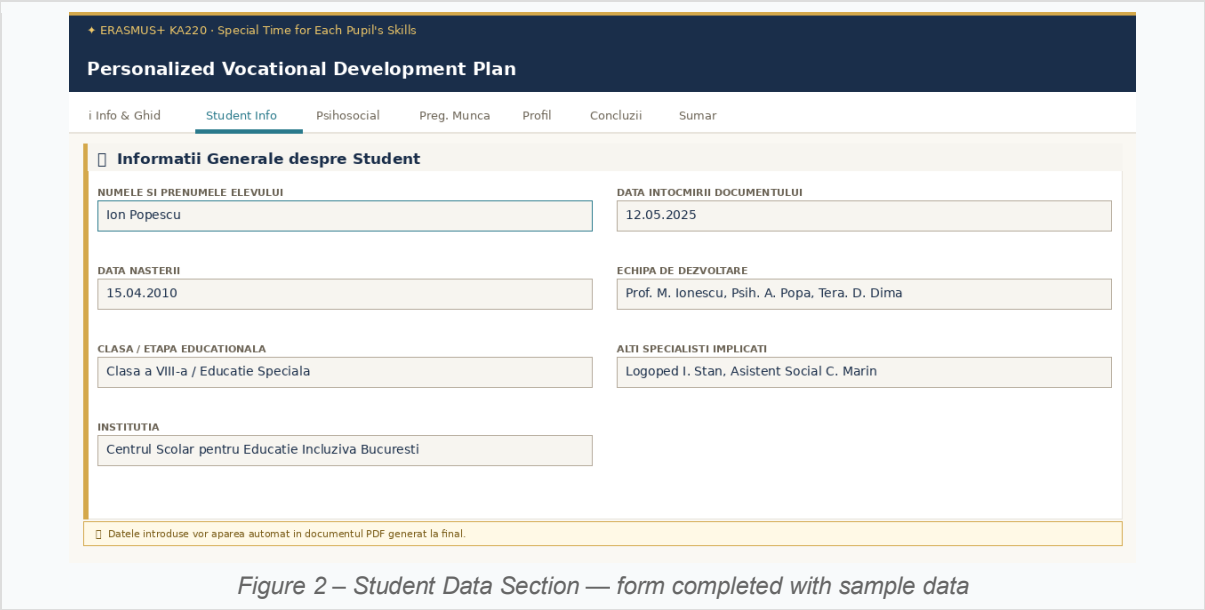


Figure 2 – Student Data Section — form completed with sample data

3.3 Psychosocial Assessment Section

The Psychosocial section comprises 30 indicators grouped into 6 thematic areas (Social Relations, Communication, Self-regulation, Motivation, Functioning in a group, Responsibility), each with 5 indicators assessed on the 0–3 scale. The maximum possible score is 90 points. The teacher reads each indicator, selects the score based on direct observation, and may note individual observations.

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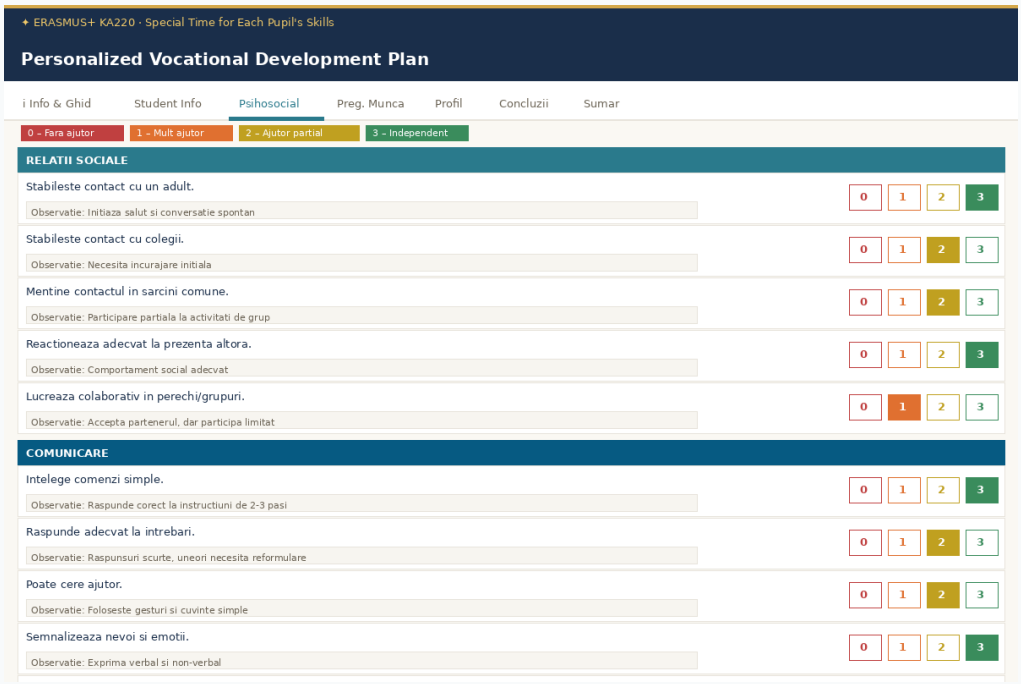


Figure 3 – Psychosocial Assessment Section — indicators with scores and observations

3.4 Work Readiness Section

The Work Readiness section comprises 15 indicators grouped into 3 vocational areas: Work Organisation, Practical Skills, and Working Conditions. The maximum possible score is 45 points. This section directly assesses the student's capacity to function in a pre-vocational context.

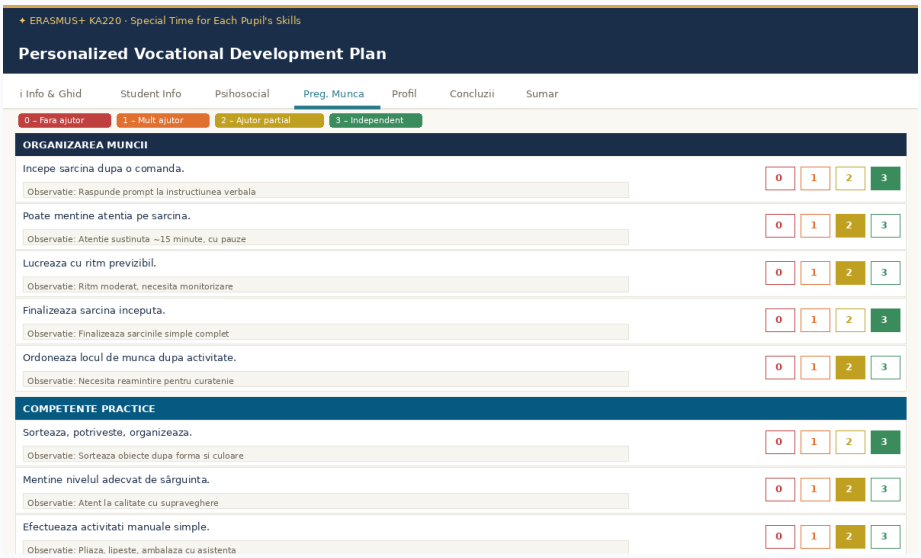


Figure 4 – Work Readiness Section — completed indicators

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3.5 Vocational Profile Section

This allows the assessment team to establish the student's level of predisposition for 8 specific vocational domains (cleaning activities, sorting and packaging, simple office tasks, technical work, gardening, auxiliary catering, crafts and manual work, routine and repetitive tasks), using three levels: HIGH, MEDIUM, LOW. This is not a numerical score assessment, but a qualitative appraisal based on overall observation.

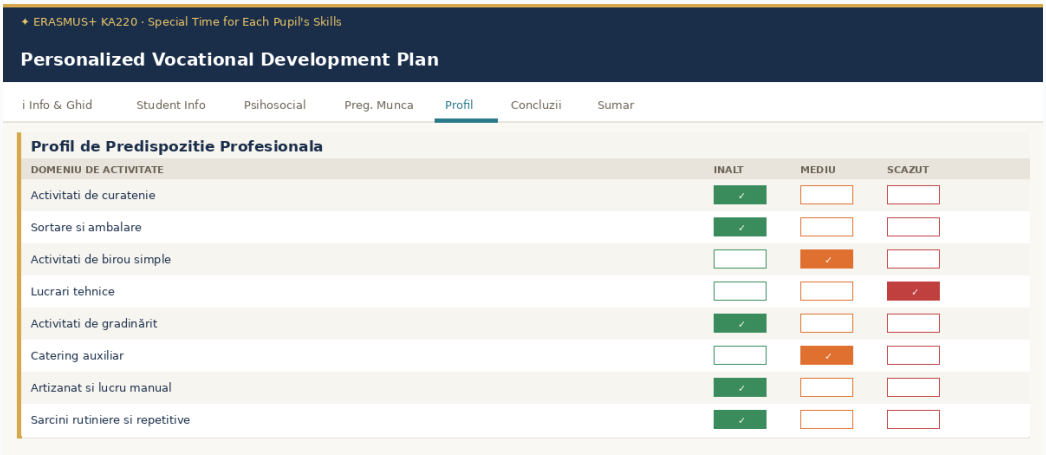


Figure 5 – Vocational Profile Section — vocational domains with selected levels

3.6 Conclusions and Recommendations Section

The narrative space of the PVDP tool, with 10 free-text fields structured in two subsections: Descriptive Conclusions (strengths, psychosocial difficulties, favourable conditions, recommended professional areas, support needs) and PVDP Team Conclusions (general conclusions, school and vocational training recommendations, forms of support, objectives). The document is signed at the end by all team members.

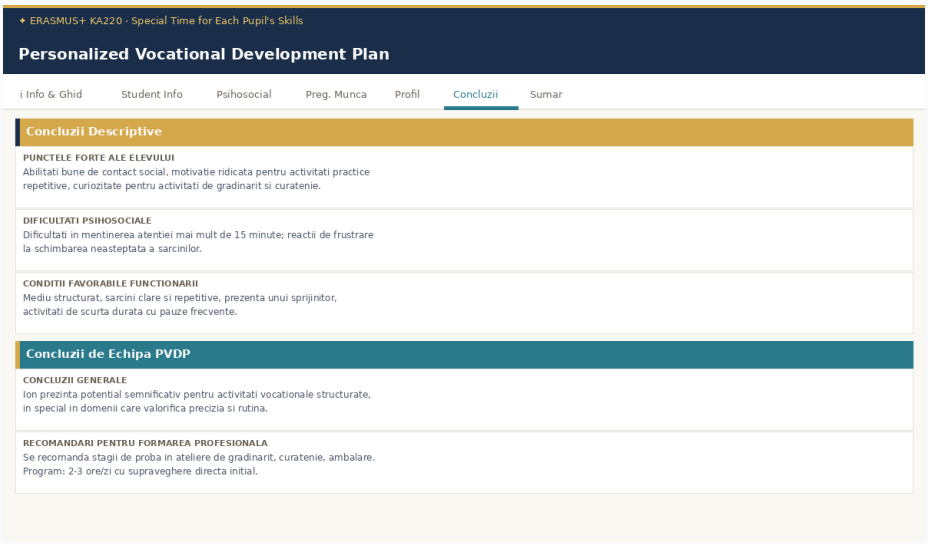


Figure 6 – Conclusions Section — fields completed with examples

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3.7 Summary and PDF Export Section

The final dashboard of the PVDP assessment automatically displays the psychosocial score, the work readiness score, the total score scaled to 100, the visual progress bar, the interpretation band, and the breakdown by each area. The 'Download PDF' button generates a complete and professional report. The 'New Assessment' button resets the application for another student — make sure you have downloaded the PDF beforehand.

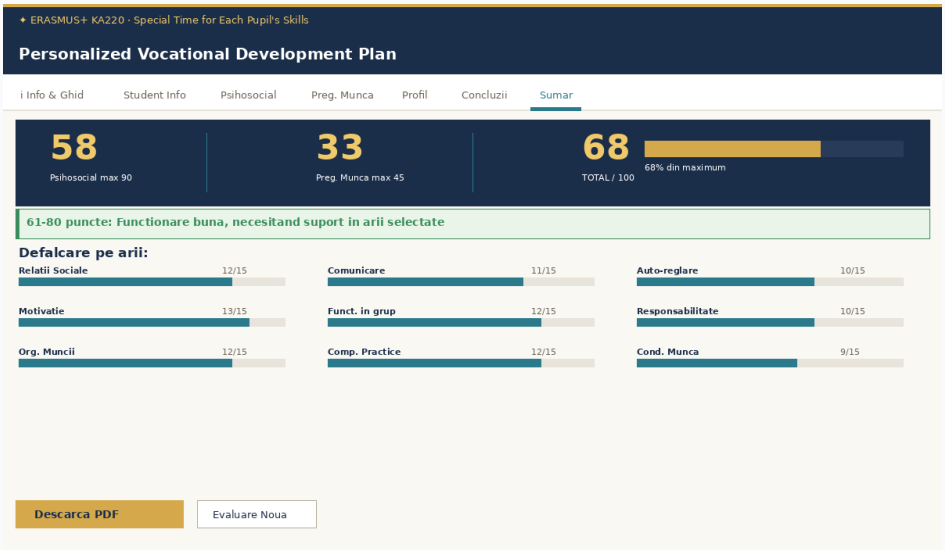


Figure 7 – Summary Section — total score, interpretation and breakdown by area

4. PVDP Conclusions

4.1 Benefits of the application

The interactive PVDP application represents a significant step in modernising the vocational assessment of SEN students, through European standardisation, administrative efficiency, professional documentation, a holistic perspective (45 indicators), mobile access, and a structure that encourages team collaboration.

4.2 Limitations and best practices

The PVDP assessment does not replace the complete psychological and pedagogical assessment. Results have maximum value when based on observation in multiple situations. The tool is descriptive and orientative, not normative or diagnostic. Use is recommended in a multidisciplinary team, with results correlated with other assessment tools and PDF documents archived for IEP planning.

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PART II

Real Steps Pro Skills Quiz — User Manual

5. Introduction to Real Steps Pro Skills Quiz

Real Steps – Pro Skills Quiz is a digital competency assessment tool, created within the Erasmus+ Real Steps Project, dedicated to inclusive education and vocational training of students with special educational needs (SEN). The application functions as a standalone web page (single self-contained HTML file), with no installation, permanent internet connection, or user accounts required.

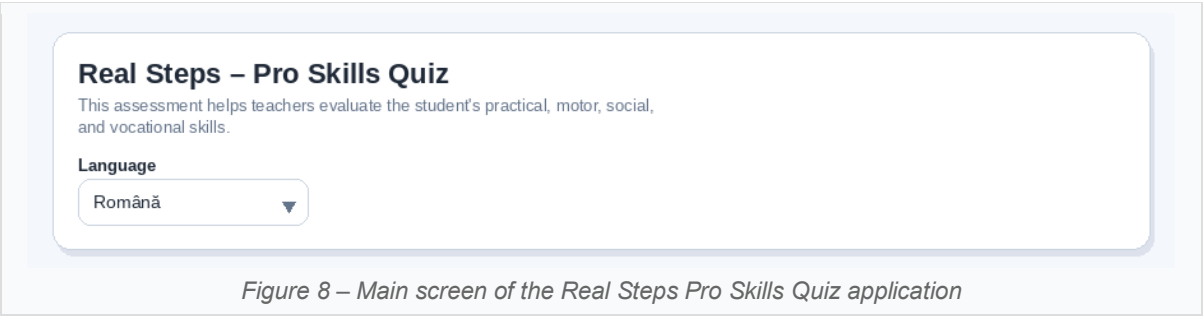


Figure 8 – Main screen of the Real Steps Pro Skills Quiz application

The application is available in five languages — Romanian, English, Turkish, Polish and Greek — reflecting the international partnership of the Real Steps project and ensuring accessibility for teachers and students from all partner countries.

6. Purpose and Objectives of the Application

6.1 Purpose of the application

The main purpose is to provide teachers with a standardised, multilingual and easy-to-use tool for the holistic assessment of the practical competencies of SEN students, across three complementary dimensions: structured formative assessment (47 competencies, 10 categories, EQF-aligned scale), personalised vocational guidance through AI, and documentation and reporting.

6.2 Pedagogical objectives

- Assessing practical competencies on four levels adapted to the EQF Framework
- Identifying and building on each student's strengths for the transition to active life
- Stimulating teacher reflection on the vocational profile of students

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- Providing a communication tool for parents and school counsellors through the automatically generated PDF report

7. Structure of the Real Steps Application

7.1 Language Selection

The first action when opening the application is selecting the working language. Changing the language produces a complete and instantaneous translation of the entire interface, including all 47 competencies, without deleting answers already entered. If the student comes from a different country, select the student's mother tongue.

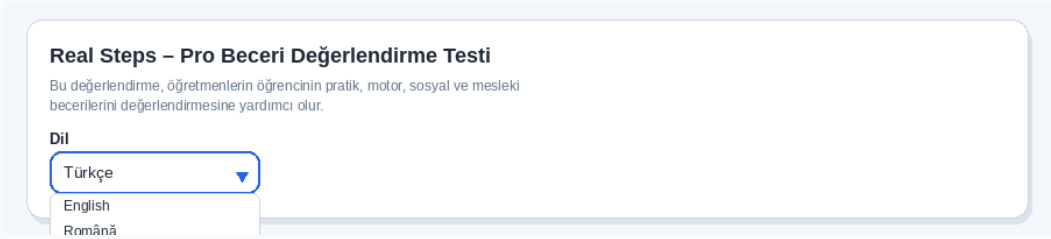


Figure 9 – Language selection menu (example: Turkish)

7.2 Student Data Section

The teacher fills in four fields: Student name (mandatory, blocks the start of the quiz if empty), Class, Country of origin (directly influences the quality of AI recommendations) and City. If the country field is left empty, the application uses the default country associated with the selected language.

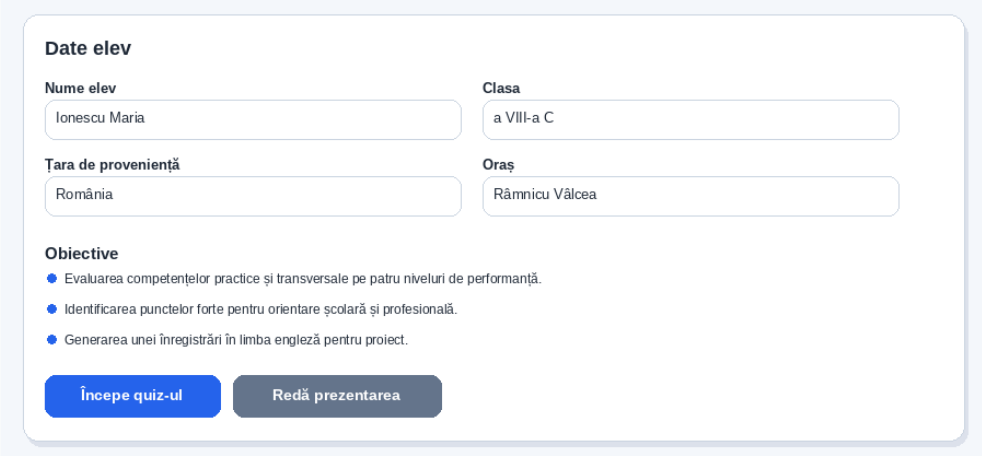


Figure 10 – Student Data Section with completed form

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7.3 Skills List (Quiz)

After pressing the 'Start Quiz' button, the teacher sees the complete list of 47 competencies organised into 10 thematic categories. The assessment scale has four EQF-adapted levels: Insufficient (0) — does not demonstrate the competency; Sufficient (1) — partial competency with difficulties; Good (2) — acceptable competency with some errors; Very good (3) — consistent and autonomous competency. After assessing all competencies, press 'Calculate result'.

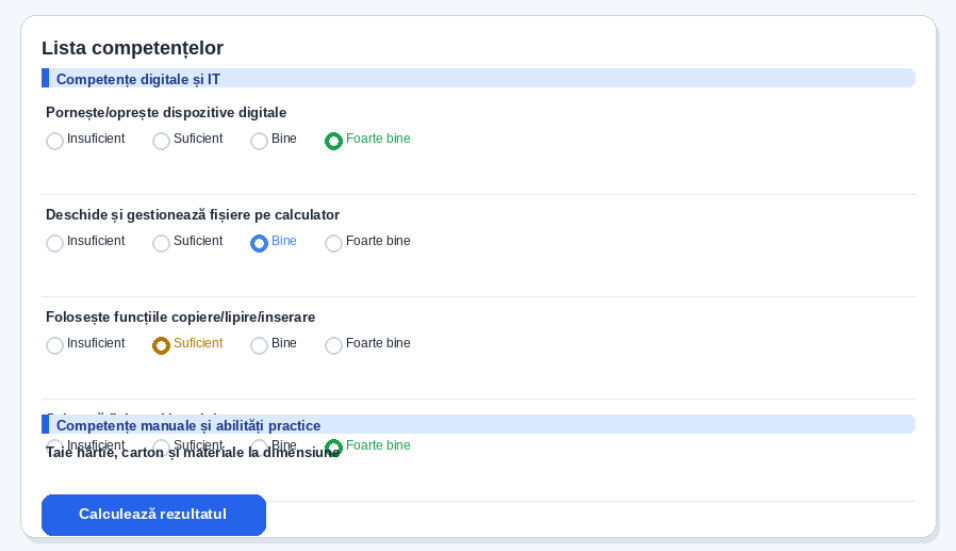


Figure 11 – Skills List Section with categories and assessment scale

7.4 Results and Vocational Recommendations

Once the result is calculated, the application displays a numerical summary by level and generates recommendations for 7–9 occupations localised to the student's country, using Claude AI. Recommendations include the reason for the match with the student's profile, typical daily tasks, and the training pathway in the relevant country (e.g., for Romania: COR, ANOFM, DGASPC protected workshops).

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Figure 12 – Results Section with numerical summary and vocational recommendations

7.5 PDF Export and Google Sheets

The 'Export PDF' button instantly generates a complete report saved as RealSteps_[StudentName].pdf. It includes a coloured header, student data, a visual score summary, the list of Very Good competencies, and vocational recommendations. The 'Send to Google Sheets' button automatically transmits 12 structured data fields to the configured Google spreadsheet.



Figure 13 – Preview of the PDF report generated by the application

7.6 Integration in Google Sites

The application integrates directly into Google Sites pages: Insert → Embed → Embed code, with the frame dimensions set to a minimum of 900×700 pixels. The application is fully

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functional within the Google Sites iframe, including PDF generation, language selection and result calculation.

8. The AI Recommendations System

When a student has at least 3 competencies assessed as Very Good, the application sends a structured request to the Claude API containing the list of competencies, the overall numerical profile, the student's country, and the instruction to respond in the selected language. The AI model responds with a JSON array of 7–9 objects, each containing the occupation name and a description of 2–3 sentences.

If the API is not available, the application automatically activates a rule-based recommendation system (fallback), included directly in the source code: 10 predefined occupations, fully translated into all 5 languages, with references to national programmes (ANOFM, İŞKUR, PFRON, ΟΑΕΔ).

GENERAL CONCLUSIONS

Perspectives and recommendations for special education practitioners

The two tools presented in this integrated guide — the PVDP Application and Real Steps Pro Skills Quiz — together represent a coherent and complete digital ecosystem for the vocational assessment of students with special educational needs in the contemporary European context.

Contributions to the modernisation of special education

By introducing automatic score calculation, professional PDF reporting, artificial intelligence integration, and multilingual support, these tools significantly reduce teachers' administrative workload and improve the quality of vocational guidance offered to SEN students. Standardising assessment at European level allows, for the first time, comparisons between cohorts and countries, opening the way for statistical analyses with the potential to impact educational policies.

Best practice recommendations for implementation

- Use both tools in a complementary way: PVDP for in-depth periodic assessments, Real Steps Pro Skills Quiz for current formative assessments

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- Base each score on a minimum of 2–3 direct observations, not on a single situation or impression
- Involve the family in discussing the results and the generated vocational recommendations
- Collaborate with the school guidance counsellor and CJRAE/CMBRAE specialists to incorporate recommendations into the student's transition plan
- Repeat the assessment every semester to track progress and update vocational recommendations
- Archive PDF reports in the student's personal file and use data from Google Sheets for class or cohort-level analyses
- Correlate PVDP and Real Steps results with other assessment tools used in the institution and with the IEP (Individual Educational Plan)

Limitations and ethical considerations

Both tools are descriptive and orientative — they do not replace the complete psychological and pedagogical assessment carried out by certified specialists. Vocational recommendations generated, whether through direct calculation or artificial intelligence, are in the nature of informed suggestions, not definitive decisions. Decisions regarding a student's vocational pathway must always result from collaboration between the multidisciplinary team, the family, and — to the extent possible — the student themselves.

AI-generated recommendations may vary from session to session, reflecting the model's updated knowledge. It is recommended that teachers use them as a starting point for discussion, not as final results. The quality of AI recommendations depends directly on the correct completion of the 'Country of origin' field in Real Steps Pro Skills Quiz.

Development perspectives

Both tools are designed as living instruments, under continuous improvement. Future versions may integrate longitudinal progress tracking of the student across multiple assessments, automatic generation of IEP objectives from assessment results, integration with educational management platforms used in partner schools, and extension of support to new European languages.

> **Final message**
> *The PVDP and Real Steps Pro Skills Quiz tools are more than digital applications — they represent a vision of how special education can become more efficient, more equitable and more human through the intelligent use of technology. Every assessment carried out with these tools is a concrete step towards a better-founded vocational pathway for a SEN student. We wish you every success in your assessment and vocational guidance work!*

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ERASMUS+ KA220 · Special Time for Each Pupil's Skills Project | Real Steps Project

2024-1-RO01-KA220-SCH-000253164

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WORKBOOK

DISC Behavioural Typologies

for Students with Special Educational Needs (SEN)

Designed for SENCOs, educational psychologists and inclusive classroom teachers

Based on the William Marston (DISC) behavioural model

Adapted for inclusive education and special educational needs

Erasmus+ KA220 "Special Time for Each Pupil's Skills"
2024-1-RO01-KA220-SCH-000253164

https://sites.google.com/view/evaluareces/home

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VERSION & YEAR

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Integrated document — educational use

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Introduction

This workbook applies the principles of the DISC behavioural model in the context of inclusive education. The goal is not to label students, but to understand their behavioural patterns in order to adapt communication, support and educational strategies.

The DISC model (based on Dr William Marston's theory) identifies four behavioural profiles:

Symbol	Animal	Main characteristics	Motivating factor
D – Panther		Assertive, direct, results-oriented	Power, autonomy, control
I – Peacock		Sociable, enthusiastic, expressive	Relationships, recognition, belonging
S – Dolphin		Calm, patient, oriented towards safe relationships	Safety, stability, family
C – Owl		Analytical, precise, rule-oriented	Order, procedures, accuracy

> *IMPORTANT: Behavioural typology describes observable patterns, not the student's identity. A student IS NOT their typology — they have a predominant typology in the educational context. The same disability can generate different DISC profiles depending on the individual personality, history and environment of each student.*

1. Visual Impairment

Students with low vision, amblyopia or blindness

Students with visual impairment compensate for the lack of sight through heightened auditory and tactile sensitivity. Verbal and logical processing is often dominant, which frequently places them in the S and C profiles on the DISC scale.

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The Dolphin | DISC: S – Steady

Total blindness / severe residual vision



Observable behaviour	Listens attentively, speaks calmly and weighs words carefully. Avoids sudden changes, prefers routine.
Primary fear	Spatial and social insecurity. Fear of not receiving help in time.
Motivating factor	Trusted relationships, familiar peers, a well-known teacher.
How to support	Speak calmly and predictably. Give verbal notice before any change. Provide materials in Braille or audio format.
Key words	"I will explain step by step", "you are safe", "we are in this together".
Mistakes to avoid	Sudden changes to routine, moving objects without warning, raised or rushed tone.

The Owl | DISC: C – Conscientious

Amblyopia / severe hyperopia with correction



Observable behaviour	Asks many questions, wants to understand the system, prefers logical and detailed explanations.
Primary fear	Errors, unseen mistakes, misunderstanding instructions.
Motivating factor	Clarity, precision, well-structured materials.
How to support	Give clear instructions in writing (large font) or verbally, step by step. Use high-contrast materials.
Key words	"The procedure is…", "the rules are…", "I will explain exactly how this works".
Mistakes to avoid	Small visual materials, not describing images, assuming they can see details independently.

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Teacher's notes

Observations about my student: _____

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Strategies that worked: _____

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2. Hearing Impairment

Students with partial or total deafness, sign language users

Students with hearing impairment are often highly visual and attentive to non-verbal details. D and I profiles are frequent due to a tendency to take initiative in visual communication and to build relationships through body language and emotional expression.

🐾 The Panther | DISC: D – Dominant

Total deafness / advanced sign language users



Observable behaviour	Visually assertive: direct gaze, clear gestures, quickly takes initiative in groups. Solves problems through action.
Primary fear	Group exclusion, being misunderstood, losing control of the situation.
Motivating factor	Autonomy, leadership role among deaf/hard-of-hearing peers, recognition of competence.
How to support	Use sign language or interpreters. Involve in decision-making. Assign tasks with clear responsibility.
Key words	"You decide", "you are responsible for…", "the outcome depends on you".
Mistakes to avoid	Exclusive oral communication, ignoring sign language, excluding from group discussions.

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The Peacock | DISC: I – Influential

Moderate hearing loss with hearing aids



Observable behaviour	Sociable, expressive, seeks eye contact and smiles. Communicates through facial expressions and animated gestures.
Primary fear	Social rejection, isolation, non-acceptance.
Motivating factor	Group belonging, social recognition, friendship.
How to support	Ensure face-to-face communication with clear articulation. Involve in group activities with a visible role.
Key words	"Your team", "your friends", "together we succeed", "you have an important role".
Mistakes to avoid	Talking with your back turned, insufficient lighting on your face, exclusion from social activities.

Teacher's notes

Observations about my student: _____

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Strategies that worked: _____

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3. Physical / Motor Disability

Students with reduced mobility, cerebral palsy, wheelchair users

Students with motor disabilities often have intact or superior cognitive abilities. Profiles vary widely, but S and C are frequent due to dependence on routine and a controlled environment, while some students with cerebral palsy show D traits through a strong will for independence.

The Dolphin | DISC: S – Steady

Reduced mobility / wheelchair user / paraplegia



Observable behaviour	Patient, cooperative, prefers familiar and accessible environments. Avoids unpredictable situations.
Primary fear	Dependence on others, access barriers, helplessness.
Motivating factor	Accessible environment, predictable routine, support from a trusted adult.
How to support	Ensure physical accessibility. Anticipate needs without requiring repeated requests. Involve in decisions about their own space.
Key words	"Together we will find a solution", "I have everything ready for you", "you are just as capable".
Mistakes to avoid	Over-protection, speaking on their behalf, ignoring space accessibility.

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The Panther | DISC: D – Dominant

Cerebral palsy with intact cognitive function



Observable behaviour	Strong-willed, determined, refuses to be treated differently. May be frustrated by physical limitations.
Primary fear	Loss of autonomy, being seen as "incapable".
Motivating factor	Independence, personal achievement, overcoming limitations.
How to support	Provide assistive technology. Treat like any other capable student. Offer real choices, not simulated ones.
Key words	"You choose", "you can do this", "what is your goal?".
Mistakes to avoid	Paternalism, over-protection, talking about them in their presence as if they are not there.

Teacher's notes

Observations about my student: _____

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Strategies that worked: _____

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4. Autism Spectrum Disorder (ASD)

Students with autism, support levels 1-3 (DSM-5)

Students with ASD most frequently present a C (Conscientious / Owl) profile, due to preference for systems, rules and predictability. Some level-1 students (formerly Asperger's) may also show D traits through direct communication and intense focus on objectives.

The Owl | DISC: C – Conscientious

ASD level 1 (high-functioning) / Asperger's profile



Observable behaviour	Intense interest in a specific domain. Precise, literal speech. Avoids ambiguity. Follows rules strictly.
Primary fear	Chaos, change, unpredictable social situations, conflict.
Motivating factor	Routine, clear rules, recognition of expertise in their area of interest.
How to support	Announce any change well in advance. Provide visual schedules. Use direct communication without hidden meanings.
Key words	"The rule is…", "the exact procedure is…", "I will explain step by step".
Mistakes to avoid	Ambiguous communication, unexplained sarcasm, last-minute changes, cluttered spaces.

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The Owl + The Panther | DISC: C/D – Conscientious-Dominant

ASD level 1 with focused interests and assertiveness



Observable behaviour	Corrects adults, insists on truth and accuracy, may seem tactless. Has firm opinions in their domain.
Primary fear	Error, inaccuracy, losing control over their subject area.
Motivating factor	Recognised competence, authority in their field, logical order.
How to support	Validate their knowledge. Give them expert roles. Establish clear rules for social interaction.
Key words	"You are right about that", "explain it to us", "what is the best solution?".
Mistakes to avoid	Contradicting without logical arguments, ignoring their expertise, classroom chaos.

Teacher's notes

Observations about my student: _____

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Strategies that worked: _____

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5. ADHD – Attention Deficit Hyperactivity Disorder

Students with predominantly hyperactive-impulsive, inattentive or combined ADHD

Students with ADHD most frequently show an I (Influential / Peacock) profile, due to high social energy, impulsivity and the need for stimulation. The inattentive subtype may lean towards S. The approach should harness energy and creativity, not suppress it.

The Peacock | DISC: I – Influential

Predominantly hyperactive-impulsive ADHD



Observable behaviour	High energy, talkative, sociable, moves quickly from one activity to another, seeks peer attention.
Primary fear	Boredom, social exclusion, visible failure in front of the group.
Motivating factor	Variety, dynamic activities, immediate recognition, social roles.
How to support	Offer short tasks with immediate feedback. Involve in group activities with an active role. Alternate activities frequently.
Key words	"You did it!", "your team needs you", "what a great idea!", "you are the energy of this class".
Mistakes to avoid	Long, monotonous tasks, penalising energy, comparing with other students, public humiliation.

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The Dolphin | DISC: S – Steady

Predominantly inattentive ADHD



Observable behaviour	Daydreamer, easily distracted, patient and gentle with others, struggles to start and complete tasks.
Primary fear	Mistakes, disappointing the teacher or parents, feeling 'stupid'.
Motivating factor	Trusted relationship with adults, clear and structured tasks, quiet environment.
How to support	Provide clear structures and routines. Be patient. Break tasks into small steps. Use a visual timer.
Key words	"Step by step", "you are on the right track", "let me show you", "you can take a short break".
Mistakes to avoid	Rushing, public sanctions, ambiguous tasks, excessively stimulating environments.

Teacher's notes

Observations about my student: _____

_____

Strategies that worked: _____

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6. Dyslexia and Other Specific Learning Difficulties (SpLD)

Students with dyslexia, dysgraphia, dyscalculia

Students with dyslexia often have average or above-average intelligence and compensate for reading difficulties through spatial thinking and creative problem-solving. I and D profiles are frequent, although academic frustration may lead to withdrawal (S).

The Peacock | DISC: I – Influential

Dyslexia with high verbal and social abilities



Observable behaviour	Natural storyteller, creative, sociable. Compensates for reading difficulty through oral narration and improvisation.
Primary fear	Public exposure of difficulties, shame in front of peers.
Motivating factor	Oral activities, creative projects, recognition of non-academic talents.
How to support	Use oral assessments. Allow extra time. Value their narrative intelligence. Avoid forced reading aloud.
Key words	"Tell me in your own words", "your idea is excellent", "your creativity is an advantage".
Mistakes to avoid	Reading aloud in front of the class, highlighting spelling errors publicly, exclusively written assessment.

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The Dolphin | DISC: S – Steady

Dyslexia with social withdrawal / low self-esteem



Observable behaviour	Quiet, avoidant, cooperative but insecure. Blocks easily and gives up quickly when facing difficulties.
Primary fear	Ridicule, academic failure, being 'found out' as a poor reader.
Motivating factor	Safe relationship with the teacher, structured tasks, frequent reassurance.
How to support	Build the relationship before demanding performance. Use compensatory tools (text-to-speech). Celebrate small progress.
Key words	"I will help you", "you are not failing, you are learning", "together we will manage", "your progress matters".
Mistakes to avoid	Comparing with peers, surprise assessments, highlighting errors without offering a solution.

Teacher's notes

Observations about my student: _____

_____

Strategies that worked: _____

_____

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7. Intellectual Disability (ID)

Students with mild, moderate or severe intellectual disability

Students with intellectual disability most frequently present the S (Steady / Dolphin) profile, emphasising routine, affective relationships and a secure environment. Those with mild ID may also show I traits, through the need for socialisation and approval.

The Dolphin | DISC: S – Steady

Mild intellectual disability



Observable behaviour	Affectionate, cooperative, attached to familiar adults. Responds well to routines and sincere praise.
Primary fear	Change, separation from attachment figures, unfamiliar situations.
Motivating factor	Approval, affection, concrete tasks with a visible result.
How to support	Clear visual routines. Demonstrate, do not explain abstractly. Repeat patiently. Use symbols and images.
Key words	"Well done!", "you are capable", "let us try again together", "I will help you".
Mistakes to avoid	Abstract instructions, sudden changes to routine, mocking errors, cognitive overload.

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The Peacock | DISC: I – Influential

Mild intellectual disability with high social needs



Observable behaviour	Constantly seeks attention and approval from adults and peers. Emotionally expressive, imitates social behaviours.
Primary fear	Exclusion, being ignored, lack of affection.
Motivating factor	Teacher's smile, praise in front of the group, positive social roles.
How to support	Give visible and positive roles in class. Involve in structured group activities. Praise effort, not just results.
Key words	"The class needs you", "you did that so well", "you are important to us".
Mistakes to avoid	Ignoring, isolating, sanctions that exclude socially, exposing errors in public.

Teacher's notes

Observations about my student: _____

_____

Strategies that worked: _____

_____

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8. Social, Emotional and Behavioural Difficulties (SEBD)

Students with anxiety, ODD, conduct disorder, trauma

Students with social, emotional and behavioural difficulties present varied profiles. Those with ODD or conduct disorder often manifest D traits in a dysfunctional form (control through opposition). Those with severe anxiety show C or S traits.

The Panther (dysfunctional) | DISC: D – Dominant with opposition ODD (Oppositional Defiant Disorder) / Conduct Disorder 	
Observable behaviour	Challenging, refuses rules perceived as unfair, constantly tests boundaries, reacts strongly to correction.
Primary fear	Loss of control, humiliation, being dominated by others.
Motivating factor	Real autonomy, respect, roles with responsibility.
How to support	Offer real choices (not false ones). Explain the logic behind rules. Avoid public confrontations. Build a relationship based on mutual respect.
Key words	"You decide", "let me explain why this rule exists", "I need your help".
Mistakes to avoid	Public confrontation, arbitrary rules, superior tone, ignoring their perspective.

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The Owl / Dolphin | DISC: C/S – Anxious-withdrawn

Generalised anxiety / Social anxiety / Trauma



Observable behaviour	Withdrawn, hypervigilant, avoidant. Asks many questions to reduce uncertainty, or falls completely silent.
Primary fear	Danger, failure, judgement from others, loss of control.
Motivating factor	Predictability, relational safety, emotional validation.
How to support	Create a predictable and warm environment. Provide transition warnings. Do not force social participation. Be consistent.
Key words	"You are safe", "I know this is hard", "let us take one small step", "you have every right to feel that way".
Mistakes to avoid	Surprises, competitive activities, forced exposure, minimising fears.

Teacher's notes

Observations about my student: _____

_____

Strategies that worked: _____

_____

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Summary Table: Disability Type → DISC Profile

Quick reference for teaching staff. The indicated profile represents the predominant tendency — always verify through direct observation.

Type of disability	Common DISC profile	Animal	Primary fear	Key words
Visual impairment – blindness	S – Steady	Dolphin	Insecurity	Step by step, safety
Visual impairment – amblyopia	C – Conscientious	Owl	Error	Procedure, clear, exact
Total deafness	D – Dominant	Panther	Exclusion	You decide, you are responsible
Moderate hearing loss	I – Influential	Peacock	Rejection	Your team, together
Motor disability	S – Steady	Dolphin	Dependence	I have it ready, together
Cerebral palsy (cognitively intact)	D – Dominant	Panther	Loss of autonomy	You choose, you can do this
ASD level 1	C – Conscientious	Owl	Chaos	The rule is, step by step
ASD level 1 assertive	C/D	Owl + Panther	Inaccuracy	You are right, explain to us
ADHD hyperactive	I – Influential	Peacock	Boredom	You did it!, energy, team
ADHD inattentive	S – Steady	Dolphin	Disappointment	Step by step, you are on track
Dyslexia (verbal abilities)	I – Influential	Peacock	Public shame	Tell me in your own words
Dyslexia (withdrawn)	S – Steady	Dolphin	Ridicule	I will help you, progress matters
Mild intellectual disability	S – Steady	Dolphin	Change	Well done!, let us try again
Mild ID with social needs	I – Influential	Peacock	Exclusion	You have an important role
ODD / Conduct Disorder	D – Dominant	Panther	Humiliation	You decide, let me explain
Anxiety / Trauma	C/S – Anxious	Owl / Dolphin	Danger	You are safe, one small step

"We do not label the student — we understand behaviour in order to support them better."

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9. Vocational Orientation Guide

Based on the STEPS Erasmus+ Joint Scale workshops — matching DISC profiles and disability types to vocational activities

This chapter maps each workshop from the STEPS Joint Scale to the DISC behavioural profiles and to specific disability types. For each workshop you will find: the key skills it develops, how well it suits each DISC profile (with the animal image), and which disability groups are most likely to succeed and thrive — with practical adaptation notes.

✓ HIGH — strongly recommended	~ MEDIUM — suitable with support	✗ LOW — not recommended	★★★ high ★★ moderate ★ low suitability (disability)

Printing Workshop

Research team: Romania

Key skills	Computer use, fine motor skills, following step-by-step instructions, attention to detail, reading and saving files

Animal	DISC Profile	Fit	Why it fits (or not)
	D – Dominant (Panther)	✗ LOW	Too slow and procedural for the Dominant/Panther unless they lead the process or manage the task.
	I – Influential (Peacock)	✗ LOW	Limited social interaction and creativity may bore the Influential/Peacock.
	S – Steady (Dolphin)	~ MEDIUM	Calm, repetitive work suits the Steady/Dolphin; benefits from a consistent routine once learned.
	C – Conscientious (Owl)	✓ HIGH	Highly structured, sequential process with clear rules and measurable output — ideal for the Conscientious/Owl profile.

Disability type	Suit.	Adaptation notes
ASD level 1	★★★	Structured, predictable, rule-based — excellent match.
Visual Impairment (amblyopia)	★★★	High-contrast screen settings and large fonts enable full participation.
ADHD inattentive	★★	Short, structured tasks with clear steps help maintain focus.
Mild Intellectual Disability	★★	Basic on/off and file-open tasks are achievable with visual guidance.

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Jewellery Making Workshop

Research team: Romania

Key skills	Fine motor precision, colour discrimination, creativity, patience, following visual patterns, communication of preferences

Animal	DISC Profile	Fit	Why it fits (or not)
	D – Dominant (Panther)	✗ LOW	Too detail-oriented and slow for the Dominant/Panther unless managing or designing the collection.
	I – Influential (Peacock)	✓ HIGH	Creative, aesthetic and visually expressive — perfectly matched to the Influential/Peacock's love of recognition and beauty.
	S – Steady (Dolphin)	✓ HIGH	Calm, patient, repetitive hand-work suits the Steady/Dolphin profile very well.
	C – Conscientious (Owl)	~ MEDIUM	Pattern-following and precision appeal to the Conscientious/Owl, though free-design tasks may be less comfortable.

Disability type	Suit.	Adaptation notes
Hearing Impairment	★★★	Fully visual and tactile — no auditory demands. Excellent fit.
Motor Disability (fine motor intact)	★★★	Seated precision work accessible with adapted tools.
SpLD / Dyslexia	★★★	Non-text, creative task — a confidence builder for students who struggle academically.
Mild Intellectual Disability	★★	Simple threading and stringing are achievable; provides visible success.

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Dance Workshop

Research team: Romania

Key skills	Gross motor coordination, body awareness, rhythm, sequence memory, group cooperation, self-expression

Animal	DISC Profile	Fit	Why it fits (or not)
	D – Dominant (Panther)	~ MEDIUM	Leading a group or choreography appeals to the Dominant/Panther's drive for control and results.
	I – Influential (Peacock)	✓ HIGH	Expressive, social, performed in front of others — the Influential/Peacock thrives here.
	S – Steady (Dolphin)	~ MEDIUM	Repetitive routines and group harmony suit the Steady/Dolphin once trust is established.
	C – Conscientious (Owl)	✗ LOW	Improvisation and public performance may feel unsafe for the Conscientious/Owl.

Disability type	Suit.	Adaptation notes
Hearing Impairment (total deafness)	★★★	Vibration, visual rhythm cues and signed choreography enable full participation.
ADHD hyperactive	★★★	Physical outlet for energy; short routines with immediate feedback are energising.
Motor Disability (upper limb mobility)	★★	Seated or adaptive dance is possible; focus on arms and torso.
ASD level 1	★	Possible with structured, predictable routines; avoid improvisation initially.

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Floral Arrangements Workshop

Research team: Romania

Key skills	Fine motor skills, colour and shape discrimination, aesthetic sense, following visual models, patience, basic measurement

Animal	DISC Profile	Fit	Why it fits (or not)
	D – Dominant (Panther)	✗ LOW	Seen as slow and decorative by the Dominant/Panther unless managing a production line or shop.
	I – Influential (Peacock)	✓ HIGH	Aesthetic, expressive, shareable result — appeals to the Influential/Peacock's creativity and pride.
	S – Steady (Dolphin)	✓ HIGH	Calm, caring, nature-oriented work — a natural fit for the Steady/Dolphin's warmth and patience.
	C – Conscientious (Owl)	~ MEDIUM	Pattern and proportion can be approached analytically; measurement appeals to the Conscientious/Owl.

Disability type	Suit.	Adaptation notes
Motor Disability (wheelchair)	★★★	Table-based work fully accessible; excellent seated occupation.
Mild Intellectual Disability	★★★	Concrete, hands-on, immediately rewarding — high suitability.
Anxiety / Trauma	★★★	Nature contact and calm repetitive work have a well-evidenced calming effect.
Visual Impairment (low vision)	★★	Strong scents and textures provide tactile-olfactory engagement; colour work with high contrast.

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Cooking Workshop

Research team: Romania, Poland & Greece

Key skills	Following a recipe, knife skills, measuring, kitchen tools, hygiene, basic maths, time management, reading

Animal	DISC Profile	Fit	Why it fits (or not)
	D – Dominant (Panther)	~ MEDIUM	Results-oriented; leading the team in the kitchen suits the Dominant/Panther.
	I – Influential (Peacock)	✓ HIGH	Social, celebratory and shareable — the Influential/Peacock loves the social dimension of cooking for others.
	S – Steady (Dolphin)	✓ HIGH	Structured, nurturing, routine-based activity — the Steady/Dolphin connects deeply with feeding and caring.
	C – Conscientious (Owl)	~ MEDIUM	Recipe as a procedure with precise measurements appeals to the Conscientious/Owl; hygiene rules are a motivator.

Disability type	Suit.	Adaptation notes
Hearing Impairment	★★★	Fully visual and tactile; timer apps replace auditory cues.
Mild Intellectual Disability	★★★	Step-by-step visual recipes with picture cards enable independent participation.
ADHD hyperactive	★★	Active, varied, with immediate tangible reward — keeps engagement high.
SpLD / Dyslexia	★★	Picture-based recipes bypass reading barriers; practical intelligence shines.

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Handicraft Workshop

Research team: Romania

Key skills	Cutting, folding, gluing, drawing, fine motor precision, measurement, pattern following, creativity

Animal	DISC Profile	Fit	Why it fits (or not)
	D – Dominant (Panther)	✗ LOW	Too slow and detail-focused for the Dominant/Panther unless managing production.
	I – Influential (Peacock)	~ MEDIUM	Creative decoration and showing the finished product appeal to the Influential/Peacock.
	S – Steady (Dolphin)	✓ HIGH	Patient, tactile, calm and repetitive — the Steady/Dolphin excels in sustained hand-craft.
	C – Conscientious (Owl)	✓ HIGH	Precise measurement, pattern accuracy and step-by-step production — ideal for the Conscientious/Owl.

Disability type	Suit.	Adaptation notes
ASD level 1	★★★	Structured, repeatable, quiet — a natural environment for the ASD profile.
Motor Disability (fine motor intact)	★★★	Table-based, seated, fully accessible with adapted scissors/tools.
Mild Intellectual Disability	★★★	Tactile, concrete, immediately visible output — very high motivation.
Hearing Impairment	★★★	No auditory demands; visual instruction cards work perfectly.

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Magnet Making Workshop

Research team: Poland

Key skills	Fine motor precision, gluing, decorating, spatial awareness, choosing and arranging elements, cutting shapes

Animal	DISC Profile	Fit	Why it fits (or not)
	D – Dominant (Panther)	✗ LOW	Too slow and decorative for the Dominant/Panther unless the task is scaled up commercially.
	I – Influential (Peacock)	✓ HIGH	Decorative, creative and produces a shareable object — the Influential/Peacock enjoys the aesthetic result.
	S – Steady (Dolphin)	✓ HIGH	Calm, gentle, repetitive precision work suits the Steady/Dolphin well.
	C – Conscientious (Owl)	~ MEDIUM	Spatial arrangement and precision cutting appeal to the Conscientious/Owl.

Disability type	Suit.	Adaptation notes
Hearing Impairment	★★★	Completely visual and tactile — ideal.
Mild Intellectual Disability	★★★	Simple assembly with clear picture steps; visible product = high motivation.
SpLD / Dyslexia	★★★	No reading required; spatial and aesthetic intelligence is central.
ADHD inattentive	★★	Short task cycle with a tangible end product helps sustain attention.

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Art Nouveau Stained Glass Workshop

Research team: Poland

Key skills	Tracing, cutting, colour application, visual composition, handling fragile materials, following visual instructions, care and precision

Animal	DISC Profile	Fit	Why it fits (or not)
	D – Dominant (Panther)	✗ LOW	Too slow and fragile for the Dominant/Panther unless leading the design concept.
	I – Influential (Peacock)	✓ HIGH	Visually stunning output to show and share — the Influential/Peacock is motivated by the beauty of the result.
	S – Steady (Dolphin)	~ MEDIUM	Patient, careful work suits the Steady/Dolphin; the delicacy of materials requires calm handling.
	C – Conscientious (Owl)	✓ HIGH	Tracing exact patterns, precise cutting and careful material handling are perfectly aligned with the Conscientious/Owl.

Disability type	Suit.	Adaptation notes
ASD level 1	★★★	Clear visual instructions, defined steps, precise outcome — excellent match.
Motor Disability (fine motor intact)	★★★	Seated, table-based, fully accessible.
Visual Impairment (low vision)	★★	High-contrast materials and bold outlines; adapted with large-print templates.
Anxiety / Trauma	★★	Focused, meditative work can be calming once initial anxiety about fragile materials is managed.

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Photography & ICT Workshop

Research team: Poland

Key skills	Turning on/off devices, camera operation, framing, visual composition, file management, copying and saving images, following visual themes

Animal	DISC Profile	Fit	Why it fits (or not)
	D – Dominant (Panther)	✓ HIGH	Technology, control of equipment and achieving a clear visual result — the Dominant/Panther leads confidently.
	I – Influential (Peacock)	✓ HIGH	Creative self-expression, showing work to others, sharing images — the Influential/Peacock thrives.
	S – Steady (Dolphin)	~ MEDIUM	Can participate meaningfully once the technical steps are routine; prefers assigned themes over open briefs.
	C – Conscientious (Owl)	✓ HIGH	Systematic file management, technical precision and following a theme suit the Conscientious/Owl.

Disability type	Suit.	Adaptation notes
Hearing Impairment (total deafness)	★★★	Fully visual medium — photography is a natural language for deaf students.
Motor Disability (wheelchair)	★★★	Camera and computer fully accessible from seated position.
ASD level 1	★★★	Technical rules, structured file workflow and solo creative control are highly compatible.
SpLD / Dyslexia	★★★	Visual-spatial intelligence is central; no reading barrier in core task.

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Planting Herbs Workshop

Research team: Poland

Key skills	Placing seeds, covering with soil, watering, identifying plant parts, arranging pots, following steps, care and responsibility for living things

Animal	DISC Profile	Fit	Why it fits (or not)
	D – Dominant (Panther)	✗ LOW	Too slow and process-dependent for the Dominant/Panther unless managing a garden enterprise.
	I – Influential (Peacock)	~ MEDIUM	Sharing results and talking about the plants appeals to the Influential/Peacock's sociability.
	S – Steady (Dolphin)	✓ HIGH	Caring for living things, nurturing, routine and patience — the Steady/Dolphin's natural domain.
	C – Conscientious (Owl)	~ MEDIUM	Following planting steps, measuring soil and tracking growth data suits the Conscientious/Owl.

Disability type	Suit.	Adaptation notes
Anxiety / Trauma	★★★	Horticultural therapy is evidence-based for anxiety reduction; calming, predictable.
Mild Intellectual Disability	★★★	Simple steps with a living result; responsibility for the plant builds self-esteem.
ADHD inattentive	★★	Outdoor/sensory engagement; checking plant growth gives a daily purpose.
Motor Disability (wheelchair)	★★	Raised planting beds or table-level pots enable full participation.

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Art Workshop

Research team: Poland & Greece

Key skills	Folding, cutting, pressing, sticking, fine motor skills, creativity, self-expression, patience and persistence, attention to detail

Animal	DISC Profile	Fit	Why it fits (or not)
	D – Dominant (Panther)	✗ LOW	The Dominant/Panther may prefer a leadership or design-director role rather than hands-on craft.
	I – Influential (Peacock)	✓ HIGH	Free creative expression and displaying finished work — the Influential/Peacock is in their element.
	S – Steady (Dolphin)	✓ HIGH	Patient, tactile, calm creative work suits the Steady/Dolphin well.
	C – Conscientious (Owl)	~ MEDIUM	Structured techniques and attention to detail appeal to the Conscientious/Owl.

Disability type	Suit.	Adaptation notes
SpLD / Dyslexia	★★★	Non-textual, creativity-first — a natural confidence builder.
Mild Intellectual Disability	★★★	Concrete, hands-on, visually rewarding with immediate success.
Hearing Impairment	★★★	No auditory component; fully visual and tactile.
Anxiety / Trauma	★★★	Art therapy is well-evidenced; self-expression without performance pressure.

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Carpet Weaving Workshop

Research team: Turkey

Key skills	Recognising the loom, selecting threads by colour, over-under weaving technique, sequence repetition, alignment, correcting mistakes, completing to a specified size

Animal	DISC Profile	Fit	Why it fits (or not)
	D – Dominant (Panther)	✗ LOW	The Dominant/Panther may lose patience; better as supervisor or quality controller.
	I – Influential (Peacock)	~ MEDIUM	The colourful, aesthetic result motivates the Influential/Peacock, though the process is slow.
	S – Steady (Dolphin)	✓ HIGH	Rhythmic, meditative, patient work — the Steady/Dolphin sustains this beautifully over time.
	C – Conscientious (Owl)	✓ HIGH	Precise sequence, rule-following, pattern repetition and self-correction — a perfect fit for the Conscientious/Owl.

Disability type	Suit.	Adaptation notes
ASD level 1	★★★	Repetitive, structured, rule-governed with sensory thread engagement — highly suitable.
Mild Intellectual Disability	★★★	Simple over-under with colour selection; adapted with physical guidance.
Anxiety / Trauma	★★★	Rhythmic, meditative activity with strong evidence for anxiety reduction.
Motor Disability (hand mobility intact)	★★★	Seated, table-level work fully accessible.

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Marbling Workshop

Research team: Turkey

Key skills	Dropping paint into water, pattern manipulation with tools, paper transfer, careful removal, explaining own work, group patience and cooperation

Animal	DISC Profile	Fit	Why it fits (or not)
	D – Dominant (Panther)	✗ LOW	The unpredictable, slow and sensory-focused nature does not suit the Dominant/Panther's drive for results.
	I – Influential (Peacock)	✓ HIGH	Visually spectacular result, creative freedom, explaining and showing the work — the Influential/Peacock's ideal activity.
	S – Steady (Dolphin)	✓ HIGH	Calm, slow, meditative process requiring patience and gentle movement — suits the Steady/Dolphin perfectly.
	C – Conscientious (Owl)	~ MEDIUM	Identifying tools, understanding technique and following steps appeal to the Conscientious/Owl; unpredictable patterns may be harder to accept.

Disability type	Suit.	Adaptation notes
Mild Intellectual Disability	★★★	Simple drop-and-transfer process; magical visible result with minimal prerequisite skill.
Anxiety / Trauma	★★★	Water-based, sensory, meditative — strongly calming effect.
ADHD hyperactive	★★	Short cycle from drop to transfer keeps engagement; each result is different.
Visual Impairment (amblyopia)	★★★	Vivid colour contrast and close-up work on a table are well-suited.

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Pottery Workshop

Research team: Turkey & Greece

Key skills	Clay kneading, shaping by hand, pinching and pressing techniques, following stages (shape-colour-glaze-fire), hand-eye coordination, group participation, describing own work

Animal	DISC Profile	Fit	Why it fits (or not)
	D – Dominant (Panther)	~ MEDIUM	Producing a tangible, concrete object appeals to the Dominant/Panther's results orientation if given autonomy over design.
	I – Influential (Peacock)	✓ HIGH	Showing the product to peers, positive feedback and group pride are motivating for the Influential/Peacock.
	S – Steady (Dolphin)	✓ HIGH	Tactile, slow, nurturing — kneading clay is meditative and grounding for the Steady/Dolphin.
	C – Conscientious (Owl)	~ MEDIUM	Following precise stages and naming colours/shapes suits the Conscientious/Owl; free modelling may be less comfortable.

Disability type	Suit.	Adaptation notes
Visual Impairment (blindness)	★★★	Fully tactile — shaping by touch is accessible and deeply engaging.
Mild Intellectual Disability	★★★	Hands-on, concrete, forgiving material — very high suitability.
Anxiety / Trauma	★★★	Clay therapy is evidence-based for emotional regulation and trauma processing.
Motor Disability (hand mobility intact)	★★★	Seated, full participation with adapted tools.

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Rattan Workshop

Research team: Turkey

Key skills	Cutting to length, soaking, placing strips, over-under weaving from centre, bending and securing ends, trimming — complex multi-step craft

Animal	DISC Profile	Fit	Why it fits (or not)
	D – Dominant (Panther)	~ MEDIUM	The challenge and craft mastery can appeal to the Dominant/Panther's desire to excel; ownership of the finished object motivates.
	I – Influential (Peacock)	✗ LOW	The long, technical process offers limited social interaction; the Influential/Peacock may disengage.
	S – Steady (Dolphin)	✓ HIGH	Patient, rhythmic, structured work — the Steady/Dolphin sustains this well with support.
	C – Conscientious (Owl)	✓ HIGH	Complex sequential steps, precise measurement, rule-following — a highly satisfying challenge for the Conscientious/Owl.

Disability type	Suit.	Adaptation notes
ASD level 1	★★★	Precisely sequenced, rules-governed, quiet — excellent match for systematic learner.
Motor Disability (hand mobility intact)	★★★	Seated, table-level work fully accessible.
Mild Intellectual Disability	★★	The over-under step is learnable with repeated modelling; complex ending steps need close support.
ADHD inattentive	★	Very long process — recommend breaking into daily short sessions with a clear sub-goal each time.

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Honey Extraction Workshop

Research team: Greece

Key skills	Fine motor skills, hand-eye coordination, step-by-step instruction following, precision and care, tool use (fork, extractor), hygiene and safety

Animal	DISC Profile	Fit	Why it fits (or not)
	D – Dominant (Panther)	~ MEDIUM	Operating the extraction machine appeals to the Dominant/Panther's love of tools and results.
	I – Influential (Peacock)	~ MEDIUM	Interesting novelty activity; the Influential/Peacock enjoys the story of bees and honey to share with others.
	S – Steady (Dolphin)	✓ HIGH	Calm, careful, patient work in a natural context — the Steady/Dolphin's caring nature extends to bees and nature.
	C – Conscientious (Owl)	✓ HIGH	Knowing tools, following hygiene rules and precise technique — the Conscientious/Owl is meticulous and careful.

Disability type	Suit.	Adaptation notes
ASD level 1	★★★	Structured procedure, clear safety rules, predictable steps — excellent fit.
Motor Disability (wheelchair)	★★	Table-height extraction frames enable seated participation.
Mild Intellectual Disability	★★	Core steps (uncapping, placing in extractor, collecting) are achievable with guidance.
Anxiety / Trauma	★★	Requires initial safety reassurance about bees; once established, very calming and focused.

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Preparing Breakfast Workshop

Research team: Greece

Key skills	Table setting, following hygiene and safety instructions, serving hot drinks, slicing, politeness and helpfulness, keeping space clean

Animal	DISC Profile	Fit	Why it fits (or not)
	D – Dominant (Panther)	~ MEDIUM	Leading the breakfast team and ensuring efficiency can motivate the Dominant/Panther.
	I – Influential (Peacock)	✓ HIGH	Social, interactive, with direct positive feedback from others — the Influential/Peacock flourishes in a hospitality role.
	S – Steady (Dolphin)	✓ HIGH	Caring for others, nurturing, creating a welcoming space — deeply aligned with the Steady/Dolphin's core values.
	C – Conscientious (Owl)	~ MEDIUM	Hygiene rules, precise placement and protocol suit the Conscientious/Owl.

Disability type	Suit.	Adaptation notes
Hearing Impairment (moderate)	★★★	Face-to-face service interaction is manageable; visual cues for order management.
Mild Intellectual Disability	★★★	Concrete, social, functional daily living skill with immediate reward.
SpLD / Dyslexia	★★★	No reading required for core task; verbal and practical intelligence central.
ADHD hyperactive	★★	Active, social, varied — movement and service interaction channel energy productively.

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Mosaic Workshop

Research team: Greece

Key skills	Cutting paper into small pieces, gluing to a pattern, creating own pattern, fine motor skills, patience, cooperation on a large shared mosaic, keeping space clean

Animal	DISC Profile	Fit	Why it fits (or not)
	D – Dominant (Panther)	✗ LOW	Too slow and detail-focused; the Dominant/Panther may prefer to design the overall pattern and delegate execution.
	I – Influential (Peacock)	~ MEDIUM	Creating a large group mosaic to display appeals to the Influential/Peacock's love of shared achievement and visible outcome.
	S – Steady (Dolphin)	✓ HIGH	Patient, quiet, repetitive and collaborative — the Steady/Dolphin finds this work deeply satisfying.
	C – Conscientious (Owl)	✓ HIGH	Following a precise pattern with small, accurate pieces — the Conscientious/Owl's attention to detail excels here.

Disability type	Suit.	Adaptation notes
ASD level 1	★★★	Pattern-following, repetition, precision and predictable outcome — ideal for the systematic learner.
Motor Disability (fine motor intact)	★★★	Fully seated and accessible; adapted tools available for gripping.
Anxiety / Trauma	★★★	Repetitive, focused and non-competitive — highly calming and grounding.
Visual Impairment (low vision)	★★	High-contrast paper colours and large-piece adaptation enable participation.

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Master Vocational Matrix

Quick reference: which workshops best suit each DISC profile and disability type. Use this as a starting point for building each student's Personal Vocational Development Plan (PVDP).

Animal	DISC Profile	✓ HIGH FIT workshops	~ MEDIUM FIT workshops	✗ LOW FIT workshops
	D – Dominant (Panther)	Photography & ICT	Cooking, Dance, Pottery, Honey Extraction, Preparing Breakfast	Weaving, Handicraft, Marbling, Mosaic, Jewellery Making
	I – Influential (Peacock)	Dance, Jewellery Making, Magnet Making, Art Workshop, Marbling, Pottery, Preparing Breakfast, Photography & ICT	Cooking, Floral Arrangements, Stained Glass, Carpet Weaving, Mosaic	Rattan, Printing, Honey Extraction
	S – Steady (Dolphin)	Cooking, Floral Arrangements, Planting Herbs, Art Workshop, Pottery, Carpet Weaving, Marbling, Handicraft, Preparing Breakfast, Jewellery Making	Photography & ICT, Mosaic, Dance, Magnet Making, Honey Extraction, Rattan, Stained Glass	Printing, Dance (improvisation)
	C – Conscientious (Owl)	Printing, Handicraft, Stained Glass, Photography & ICT, Carpet Weaving, Rattan, Honey Extraction, Mosaic	Cooking, Jewellery Making, Floral Arrangements, Planting Herbs, Pottery, Marbling	Dance, Magnet Making (free design)

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Disability Type → Best Workshops

For each disability group, the workshops most strongly recommended based on skills profile, accessibility and DISC behavioural alignment.

	Disability type	DISC Profile	Top recommended workshops	Key adaptations needed
	**Visual Impairment – Blindness**	**S / Dolphin**	Pottery, Planting Herbs, Carpet Weaving, Cooking	*Tactile materials, verbal step-by-step instructions, audio descriptions*
	**Visual Impairment – Low Vision**	**C / Owl**	Handicraft, Stained Glass, Jewellery Making, Marbling, Mosaic	*High contrast, large print templates, magnification tools*
	**Total Deafness**	**D / Panther**	Photography & ICT, Dance, Handicraft, Cooking, Art Workshop	*Visual/signed instructions, no auditory reliance, visual cues throughout*
	**Moderate Hearing Loss**	**I / Peacock**	Jewellery Making, Dance, Preparing Breakfast, Magnet Making, Floral Arrangements	*Face-to-face communication, hearing loop or visual alerts, lip-readable instruction*
	**Motor Disability / Wheelchair**	**S / Dolphin**	Floral Arrangements, Handicraft, Jewellery Making, Pottery, Photography & ICT	*Table-height work stations, adapted gripping tools, seated access to all materials*
	**Cerebral Palsy (intact cognition)**	**D / Panther**	Photography & ICT, Printing, Pottery, Cooking	*Assistive technology, switch access, voice control where appropriate*
	**ASD Level 1**	**C / Owl**	Printing, Carpet Weaving, Rattan, Stained Glass, Mosaic, Honey Extraction	*Visual schedules, advance notice of changes, quiet environment, no improvisation initially*
	**ASD Level 1 (assertive)**	**C+D / Owl+Panther**	Photography & ICT, Printing, Rattan, Honey Extraction	*Expert role, logical rationale for all rules, domain autonomy*
	**ADHD – Hyperactive**	**I / Peacock**	Dance, Cooking, Art Workshop, Preparing Breakfast, Marbling	*Short task cycles, immediate feedback, active participation, movement allowed*
	**ADHD – Inattentive**	**S / Dolphin**	Planting Herbs, Floral Arrangements, Magnet Making, Cooking	*Visual timer, small sub-goals, routine, calm environment, frequent check-ins*
	**Dyslexia (verbal/social)**	**I / Peacock**	Jewellery Making, Art Workshop, Photography & ICT, Magnet Making, Preparing Breakfast	*Picture-based instructions, oral assessment, no public reading*
	**Dyslexia (withdrawn)**	**S / Dolphin**	Floral Arrangements, Planting Herbs, Handicraft, Pottery, Mosaic	*Safe relationship first, visual recipes, celebrate small progress*
	**Mild Intellectual Disability**	**S / Dolphin**	Cooking, Floral Arrangements, Pottery, Planting Herbs, Magnet Making, Preparing Breakfast	*Visual step cards, demonstration before instruction, repetition, concrete tangible output*
	**Mild ID – social needs**	**I / Peacock**	Preparing Breakfast, Dance, Pottery, Art Workshop	*Group roles, visible contribution, peer acknowledgement*

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	**ODD / Conduct Disorder**	**D / Panther**	Photography & ICT, Cooking (leader role), Dance (choreographer)	*Real choices, logical rule rationale, leadership framing, no public confrontation*
	**Anxiety / Trauma**	**C+S / Owl+Dolphin**	Carpet Weaving, Mosaic, Marbling, Pottery, Art Workshop, Planting Herbs, Floral Arrangements	*Predictable routine, no performance pressure, calming sensory materials, advance notice*

"The right workshop is not the one the student can already do — it is the one where they can grow."

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