



MIDDLE SCHOOL

**PROJECT:
PSYCHOLOGICAL LISTENING DESK**

REFERENT: Dr. Elena Garlaschi

PREMISE

Pre-adolescence and adolescence are phases of growth characterised by important physical, psychological and relational changes that require a restructuring of the self-image.

Children in this phase are faced with complex developmental tasks such as the construction of their own identity and the search for independence and autonomy.

In tackling these tasks, many children may feel confused and disoriented and this situation is often combined with difficulties in communicating and sharing their experiences.

The process of growth, at times, if not accompanied by adequate reflection can lead the adolescent to experience discomfort and confusion. The secondary school is, at this stage, of crucial importance for both the adolescents and their families, not only for didactic-educational training, but also as a place of reference in which relationships with the peer group and reference adults are structured.

THE ROLE OF THE PSYCHOLOGIST

The main functions of the psychologist within the school can be identified in the following activities:

- Building an opportunity to foster dialogue and confrontation;
- Preventing adolescent discomfort;
- Promoting study motivation and self-confidence in students

SPECIFIC OBJECTIVES

- To improve the quality of life at school with positive repercussions also in the family;
- Increase motivation to study
- To improve the sense of personal efficacy and self-esteem;
- To increase the sense of autonomy:
 - Increasing the sense of responsibility for one's own choices;
 - Increasing relational and affective skills that foster good identity-building;
 - Improving the relationship and dialogue with teachers;
 - Provide support to prevent and manage possible difficulties at school;
 - Offer a listening space and a container in which to express those emotions, anxieties, fears that negatively affect everyday life;

PROJECT DESCRIPTION

The Psychological Listening Desk offers all students the opportunity to benefit from psychological counselling within the institute.

The space will be dedicated primarily to young people and their problems, such as difficulties with the world of school, family and peers, and will offer them the opportunity to prevent or deal with psychological distress.

The psychologist will work in synergy with the school to promote wellbeing and prevent discomfort, with the aim of making the help desk a point of reference and a space that offers welcome and listening and as such does not only deal with discomfort, but also with increasing the personal resources and skills of the children.

METHODOLOGY

Listening activities will be carried out through individual counselling interviews and will not be of a therapeutic nature.

Students will be welcomed in their requests through an empathic, non-judgmental modality, with the aim of helping them to analyse the problem and understand their own experience. The help desk will be an opportunity for listening, welcoming, growth, orientation, information and problem and conflict resolution management.

For access to the help desk, it will be necessary to obtain the families' consent (a form will be handed over requesting both parents' signatures for the child's authorisation to attend the help desk).

The contents of each interview will be strictly covered by professional secrecy. However, should problems arise for which it is important to intervene from an educational/preventive point of view, the psychologist will provide the school with appropriate indications to promote new prevention or intervention initiatives at a later stage.

**RECIPIENTS**

All middle school students at Andersen International School.

RESOURCES

The school will endeavour to provide a suitable space for the counter activity that will guarantee adequate confidentiality for the interviews taking place.

TIME

The psychological help desk will run from October to May for 1 hour per week.