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## support plan

Based on the clinical report and observations from our sessions so far, the following strengths and weaknesses have been identified:

### Strengths:

- Consistent willingness to work and participate in the activities introduced
- An appropriate awareness of the reason why he's coming to the sessions, i.e. his anxiety
- Some artistic skills (especially regarding perspective/ context, more than actual graphic abilities) superior to children his age
- He seems to be able to evaluate his performance realistically and honestly, not showing insecurity nor "cheating"/ "trying to seem better than he was"
- He has expressed more willingness and tranquillity regarding the use of Italian compared to the beginning of the summer

### Weaknesses:

- Attention, especially in more academic/non-interactive/non-creative tasks (which will likely be a problem as his academic career continues, since tasks will become less "childish").
- He tends to adjust task instructions to what interests him, sometimes not fulfilling the deeper purpose task and getting carried away
- Insecurity regarding writing- he has expressed that it requires lots of effort for him to write, and even refused some writing activities
- He has expressed some negative-emotion internalization techniques, rather than dealing with them constructively (with the help of adults and through expressing them).
- Focus and summarisation of information
- Vocabulary seems to be slightly inferior to children his age

### Aims:

█ responds to creative and playful tasks with great enthusiasm, but we should work on developing more **focus with less interactive tasks**/ ones that are more academic. His writing and vocabulary should be further examined to understand whether they are a source of deeper insecurity, or simply discomfort avoidance/ preference optimization.

We should work on his **emotion awareness and strategies to deal with more difficult emotions**, especially regarding constructive expression. Finally, we should take advantage of his creativity and preference for visual expression in order to address all of the abovementioned weaknesses.

### Strategies:

During the online sessions, we will use the MIRO online whiteboard to carry out tasks such as emotion identification, week summary, effort evaluation etc. We will also learn about the "ABC of

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*emotions*” mindfulness technique which is a practical framework with the potential to provide long-term awareness and ability to work with emotional intensity and transforming emotional struggle into inner wisdom. Then, we will use different online programs to improve his attention, as well as various cognitive attention-improving activities. During our in-person sessions, we will additionally use art therapy techniques and yoga/dynamic meditation to provide [REDACTED] with effective self-soothing tools.

### **Recommendations for parents:**

- Read “How to raise an emotionally intelligent child” by John Gottman
- encourage [REDACTED] to talk about and analyse daily happenings (especially events at school/emotion-provoking situations)
- encourage [REDACTED] to keep a diary (even visual—with drawings rather than writing, if he doesn’t wish to write)
- read him stories (even short) and ask him to summarise them