



INSTITUTO PARA EL ACOMPAÑAMIENTO  
DEL PROFESORADO

EMOTIONAL SUPPORT AND STUDENT CARE PROGRAMME



# SOMA Programme

*Support, Observe, Motivate  
and Accompany*



*Solvere Terapia Integrativa*

## Current situation: emotional challenges

In recent years, schools have been facing a significant increase in emotional unease among children and adolescents, which is increasingly manifested in the classroom. In many cases, these situations directly affect teachers and can lead to frustration, isolation and overload for both teachers and students alike.

This reality highlights the need within schools to support and guide teachers in emotional accompaniment, thereby promoting students' well-being within the school environment.



## Programme objective

The SOMA Programme focuses on offering **support to teachers** in their role not only as educators but also **as emotional accompaniment providers**. Through **increased awareness and self knowledge** teachers are better able to **take care of** firstly, their own and as a result, their students' **emotional well-being** in the classroom.

This proposal serves to complement any existing work carried out by school counsellors, tutors and psycho-pedagogical teams, whose focus is on direct intervention with students.



## Who is it for?

The SOMA Programme is aimed at educational centres that wish to strengthen the emotional care of their students and offer an informed and integrated response to the complex emotional situations that arise in the classroom.

- **Teachers:** The core of the programme. Accompaniment and training to provide teachers with practical tools that allow them to support students from a position of clarity, strength and self awareness.
- **Families (optional):** Workshops on accompaniment and guidance for parents in their educational role, reinforcing coherence between school and home.
- **Students (optional):** Emotional well-being workshops for students (14-18), when the school considers it appropriate to directly reinforce student support.



## Benefits for the school

- Clearly strengthens the school's commitment to students' emotional care, providing a powerful differentiating element within the educational community—an aspect increasingly valued by families.
- Contributes to teachers' well-being by helping prevent emotional exhaustion, demotivation, and overload, with a positive impact on staff stability and continuity.
- Offers students a school environment that is even more aware and equipped to support and facilitate their personal and emotional development.

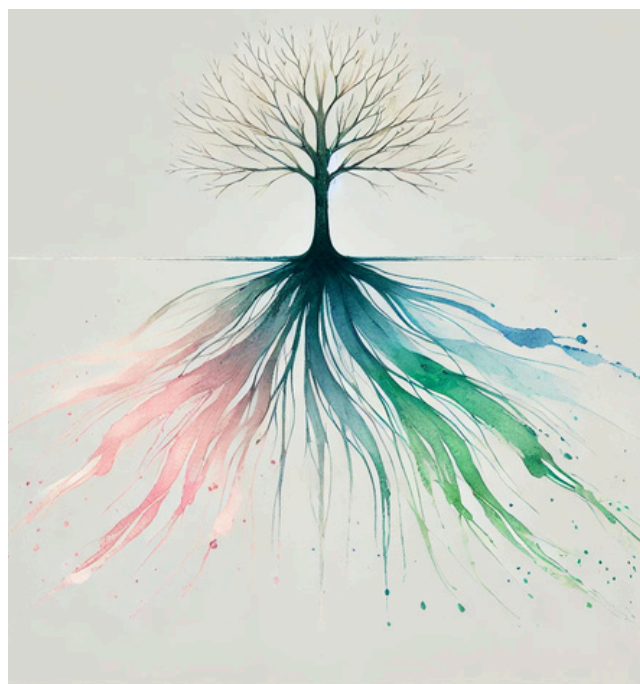
## Methodology and values

Our methodology is practical, preventative, and adapted to the educational context, with content designed specifically for each school.

We work using:

- Experiential training applicable to the classroom.
- Emotional accompaniment that respects the teaching role.
- Progressive and flexible material.
- Professional criteria and preventative approach.

Our values are based on caring for both students and teachers, educational responsibility, institutional coherence, and respect for the emotional processes inherent to childhood and adolescence.



## Programme format

The SOMA Programme is delivered via a series of workshops tailor-made to meet the needs of the school.

The series begins with a workshop for teachers designed to introduce the focus, encourage reflection, and create a connection which will facilitate the development of the programme and its adaptation to the reality and requirements of the school.

The proposals can be adjusted and combined according to the school's priorities, structure, and current educational approach.



# Team

*The Instituto para el Acompañamiento del Profesorado (IPAP)* is made up of a team of professionals specialised in psychotherapy, pedagogy, and training, with solid experience in both educational and therapeutic settings.

We have many years of experience as therapists, pedagogues, and teachers, as well as teacher trainers, which gives us a comprehensive view of the challenges faced by the different members of the educational community.

At your school, you will have the presence of **Inma Mendoza** and **Jade Stevens**.



## Inma Mendoza

Graduate in Philology from the University of Salamanca, Systemic and Family Pedagogue, and Gestalt Therapist trained at the Institut Integratiu de Barcelona. Member of the AETG (Spanish Association of Gestalt Therapy). Teacher and teacher trainer for over 20 years. Specialist in intervention and management of students with behavioral disorders in the classroom.



## Jade Stevens

Philology graduate, post-graduate in Pedagogy. Trained in Gestalt Therapy at Annora, Gestalt School of Catalonia, and member of the AETG (Spanish Association of Gestalt Therapy). Trained in Integrative Psychotherapy (SAT programme) and in Psychopathology with a Field Perspective in Gestalt Therapy. Certified trainer in the KiVa anti-bullying prevention program (Helsinki, Finland). Teacher and teacher trainer for over 25 years, Gestalt therapist since 2019.

# Programme for Teachers

## What happens to me when I teach: emotions, wounds, and connections activated in the classroom

- We will discover how personal experiences influence the way we teach.
- We will learn to identify and manage the emotions that arise in the classroom.
- We will develop deeper internal and external listening skills to improve communication with ourselves, colleagues and students.



## The school as a mirror: what my relationships say about me



- We will reflect on how our family experiences influence our relationship with students.
- We will explore the concept of invisible loyalties and inherited mandates in teaching practice.
- We will learn strategies to reconnect with our vocation from a more conscious place.

## Staying me: teaching with clarity and balance

- We will become aware of the internal changes experienced throughout the process and how these translate into a more conscious, balanced, and coherent way of being in the classroom.
- We will work on how to sustain ourselves emotionally without taking on what does not belong to us, and how to inhabit the teaching role without losing sight of ourselves in it.



# Complementary programme for parents and students

## Programme for parents

This accompaniment allows the school to offer families guidance and support in their educational role, reinforcing coherence between school and home.

We present a proposal of topics that, based on our experience in educational contexts, tend to be of particular interest to families. These contents are indicative and adaptable according to the school's needs and criteria.

- **Affective communication with adolescents**
- **Breaking patterns: raising children with awareness and freedom**
- **Striking the right balance: the art of setting healthy boundaries**



## Programme for students

A programme aimed at students that allows the school to strengthen emotional well-being and offer spaces for reflection appropriate to adolescents. Again, adaptable to the school's needs and criteria.

- **Deciding without fear: learning to choose with confidence**
- **Stress under control: tools for studying without anxiety**
- **Self-esteem and belonging: being yourself without losing yourself in the group**



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