

RESEARCHES, TEACHINGS AND PUBLICATIONS ON
PSYCHOLOGY OF PERSONALITY

➤ In 2003-2004 scholastic year he organized the training and refresher course on “**SCHOLASTIC GUIDANCE**” for the teachers of “F.Parri” (of Rome) and “N. Orlandini-Barnaba” (of Ostuni in province of Brindisi) middle schools. The project, structuralized in a theoretical part and an experimental application one, had the aims to give theoretical notions and operative strategies necessary to realize the guidance activities and to favour learning of didactic methodologies that can make more comfortable the connection between guidance practice and curricular activities.

➤ In 2001/2002 scholastic year, he directed the training course on “**EDUCATION TO HEALTH “AWKWARDNESS IN CHILDHOOD, ADOLESCENCE AND YOUTH: PLACES AND CONNECTING ITINERARIES**”, for commission of Local Education Authority of Caserta, prot. n. 33029, of 11/21/2001.

The course was addressed to reporting teachers of person support area and to participation of scholastic institutions of any level in the province. It was realized on the months of November – December 2001 (First Phase) and of April – May (Second Phase). The training course, in accepting the legislation directions on prevention in scholastic contexts, had the aims to support teachers of any level in the province of Caserta to take on a view of deep reassessment of own methods and of organization of own subject contents, putting into focus of the educational action the interest for the student as a person. He, as ISPEF President, shared in works for the Study Day held on 19th of December 2002 at the end of the training course “**Awkwardness in Childhood, Adolescence and Youth: places and connecting itineraries**” of Education to Health, and promoted by MIUR, Regional Scholastic Office for Campania Region, CSA of Caserta, in cooperation with Melagrana Onlus Association.

The **Provincial Seminary of Education to Health**, directed to every scholastic institutions of any level in the province, was proposed as a final socialization opportunity for the reflections and proposals connected to previous training experience, and finished with the delivery of proceedings of this Training Course.

On December 2002, from the cooperation between Administrative Service Centre of Caserta, ISPEF and Melagrana Onlus Association, the volume “**Awkwardness in Childhood, Adolescence and Youth: places and connecting itineraries** was published”, containing the proceedings of the Training Course of Education to Health.

➤ In 1996 he collaborated with the Local Education Authority of Latina for the course on “**PLANNING AND SCHOOL ORGANIZATION FOR THE PREVENTION OF SCHOOL WASTAGE** ” for the managerial and educational personnel of Aprilia and of Latina-Sezze.

➤ In 1996, in N° 5 Scholastic District of Pergola (PU) (prot.n. 130/C12 of 08/05/1995, 213/C12 of 21/05/96 and following), with the approval of Local Education Authority of Pesaro-Urbino prot.n.14816/C12 of 05/07/95) and by financing of Department for Education he directed a triennial project of “ **EDUCATIONAL GUIDANCE**”, started in 1997/98 scholastic year and named “**To know oneself**”. It was directed to school teacher of any level existing on the territory. General aim of the project was to transmit to teachers a psychological model turned to educate students to self-knowledge and aimed to promote in students the capability to take decisions in an autonomous way both in study organization and in professional choice.

➤ From 1995 to 1997 he directed and conducted the triennial experimental training project on: “**EDUCATION TO CREATIVE EXPRESSION WITH IMAGINES, SOUNDS AND**

MOVIMENTS " with the Municipality of Sant'Angelo in Vado (PU) and with authorization of Department of Education.

The training course realized the following workshops on:

- Graphics and Painting;
 - Metal sculptures;
 - Video Planning and realization;
 - Music and sound expression;
 - Mask-characters, Puppets, Shadow theatre;
 - Photo collage and games with the paper;
 - Mosaic and realization with stones;
 - Computerized graphics and informational games;
 - Dumb show, gestural expressiveness and dance;
 - Computerized and instrumental music;
 - Creative photography;
 - Animation and game planning;
 - Body and imagination;
 - Scenography and artistic theatre.
- From 1992 to 1995 he directed, in a continuative way, in-service, biennial or triennial, refresher and training projects for teachers and headmasters in collaboration with IRRSAE Marche, among which the **"PILOT IN-SERVICE REFRESHER AND TRAINING COURSE ON EDUCATIONAL PSYCHOLOGY ISSUES"** realized in the provinces of Ancona, Ascoli, Macerata and Pesaro and the course on **"SURVEYING AND ANALYSIS ON TEACHERS' PSYCHOLOGICAL APTITUDES AND PERSONALITY BEHAVIOURS DURING EDUCATIONAL RELATIONSHIP "**.
This constant professional collaboration, together with numerous psychological-educational researches and didactic experimentations developed in various schools of the provinces of Pesaro-Urbino and Latina, allowed the publication of studies and projects in the fields of psychology, human sciences and educational and training sciences .

PUBLICATIONS

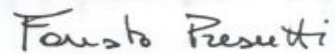
- **"THE EMOTIONAL UNIVERSE. TO EDUCATE TO EMOTIONS"**, published by **Ventaglio, Roma, 1983**: a practical and useful manual of psychology to discover and understand the relations between emotions and daily activities, the roles and functions of personality structure and of psychological relations created in the social environment.
- **"THE CHILDREN RECOUNT THEIR TEACHERS"**. The **psycho-emotional relations in the educational processes**, Mierma di Camerino (MC) editions, 1995. In the first part of the book the employed scientific and cultural model is described in order to understand people's psychological universe and emotional states. In these parts the psychological rules to live on a human scale are expressed so that emotions can assume an important function and sense in the social relations and the person can reach social acceptance and psychological well-being through coherence, harmony and dynamism of personality. Furthermore, in this part the psychological personality development during the years of growth is treated. In the second part of the book the "let's imagine the teachers" test is expounded and didactic experimentations, realized with 8-10 year-old children, are analysed. This book represents a support and a promotion of the book "The child's psychic world" and of the operative book "To know oneself".

- **“TO KNOW ONESELF”, published by Poligraf, Aprilia (LT), 1994.** An operative book including the itineraries to learn how travel in one's own psychic world by following three ways:
 1. the Map of Emotions,
 2. the Structure of Personality,
 3. the Psycho-social Attitudes.These three psychological itineraries, united together, form an useful educational instrument to know oneself in a clear, effective and complete way. The stimuli, proposed during the cognitive program, allow the personality development and the expression of everyone's psychic world. To educate to live one's own emotions, to understand one's own inwardness and to personalize the reality is essential for promoting a full and satisfactory life, understanding the sense of one's own life and for giving a deep motivation to the activities developed every day.
- **THE AWKWARDNESS IN CHILDHOOD, ADOLESCENCE AND YOUTH: PLACES AND WAYS OF CONNECTION**, records from Training Course for Education to Health, Melagrana Onlus Editions, 2002, S. Felice a Canello (CE). The provincial seminar of Education to Health had the aim to put the interest for the student such a person at the educative system centre through the promotion of a cultural initiative to favour: the learning of necessary knowledge to understand the growth processes and their troubles; the development of competences connected to the most important observation techniques of awkwardness conditions; the analysis of the main symbolic phenomena of the awkwardness in childhood, adolescence and youth; the individuation of scholastic system resources and of training offer tools to support the prevention of awkwardness phenomena; the focus on a methodological and didactic action to compensate, to orient and to prevent this problems; the promotion of integrated interventions on territory to support students' personal and social development.
- **“INTERPRETATION OF EMOTIONAL SYMBOLS”, published by Aleph, Rome, 1989:** a psychological instrument to interpret the linguistic metacommunication. When a person uses the language he transmits not only information and knowledge, but also sentiments, emotions, exigencies, expectations and values. The discovery and comprehension of emotional contents spontaneously transmitted in the daily life represent an indispensable process for knowing oneself, one's own desires, one's own needs and one's own personality.
- **“SENSITIVITY”, published by Aleph, Rome, 1990:** the essay describes, in a fictional form, a psychological-cultural vision and the didactic itinerary for personality enrichment and stimulation and for understanding the dynamics of human behaviours and interpersonal relations. The continuous alternation of psycho-physical experiences lived by the book protagonist, offers methods and idea to realize a therapeutic process.
- **“THE CHILD'S PSYCHIC WORLD. FROM INFANCY TO BOYHOOD”, published by Edizioni Progetto Aprilia and by Local Educational Authority of Pesaro-Urbino, 1994:** the comprehension and utilization of psychic symbols are essential instruments to express and understand everyone's interior world. Usually the society think that children haven't a developed and well structured psychic world, so they are considered in need of an adult to guide and protect them during the relational dynamics and the psycho-affective experiences they live. But are the adults capable to understand children's psychological needs and personality characteristics? How does children's psychic world form and develop? This book proves that every 7-years-old child has already formed his own reach and multiform psychic world and that he is able to express socio.-emotional needs and desires and to act according the mental vision he formed. The comprehension and interpretation of every child's psychic world (the children were studying in two classes of the second year at Pergola and Piobbico, province of Pesaro, elementary schools), are analysed on the basis of a theoretical model and of the realization of a psychological test that is well explained and described in the text. The analysis of the stories,

invented by the students, was realised so that the reader can gradually enter in the psychic world of every child and identify the dimensions and characteristics of his mental universe in order to catch psycho-social evolution in the delicate passage from infancy to boyhood.

Rome, 22nd of December 2020

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