

VIDEO TRAINING SESSION (PROPOSAL- FCSD)

(Real situation taken from a self-observation protocol)

X goes out for breakfast with the rest of the group, like every day. When we arrive at the bar and after the routine of the chair, the jacket, the bag ... she realizes that she hasn't got the breakfast her caretaker usually prepares for her: yogurt and cookies. At that moment she starts whining, saying there's no yogurt and she starts searching for it, repeatedly taking out and putting in all the things in her bag. We tell her that nothing will happen if she doesn't take a yogurt for one day, that she can order something else and pay for it, because she has enough money with her.

She doesn't stop whining and asking me to look for it in her bag. I tell her there's no yogurt today and that she can take a juice instead, or that she can order a yogurt or a pastry at the bar. She doesn't stop pointing at her bag. She only wants her own yogurt. I tell her to wait until I finish my coffee and that I'll go and buy her one afterwards. But she has to wait and she doesn't want to, so she continues talking to me in a demanding way.

SCRIPT for the VIDEO TRAINING SESSION

PARTICIPANTS: person with DS and professional

PLACE: FCSD's kitchen

SCRIPT: the professional and the person with DS leave the classroom to have breakfast in the kitchen.

- Same situation with the yogurt as sketched above. In the kitchen there are other options available (fruit, sandwiches ...)

- The professional reacts

- A. Irritated. At the end she runs out to buy a yogurt, visible in anger
- B. Staying calm, listening and providing ideas to the person to let her choose.
- C. Changing the basic emotion of the situation by exaggerating and "satirizing" it to change the focal point.

- Voiceover of every case (A, B and C) expressing the emotions and thoughts of the professional.

A. How annoying! How tiresome! Always the same story! She's so stubborn! When she wants something, no one can make her change her mind! She's so spoiled! That happens when you give someone always the same thing. Well, she's not going to spoil my break. Let her wait and let her put up with it! I can't stand her whining. Please, let someone come because I can't stand this anymore...

B. Mm ... there we go again! How annoying! Always the same story!

Calm down... You know it doesn't work when you try to convince her of something different. What will the yogurt mean for her? What is she feeling right now? How would I feel if I was in her place?

C. Oh ... there we go again!... It irritates me so much when she starts doing this! I have to do something so that she doesn't get stuck in the complaint. Maybe if I do something totally unexpected she'll switch to another way of acting.

- Reflection about what we've learned (the professional looks at the camera and talks).

Possible comments:

- Axioms:

a. The relationship is a comport-ment space. Mental maps. Homologation / Demonization / Standardization

b. The relationship depends on me

d. The relationship has enemies: Lucidity (to believe that I know the other thoroughly and taking things for granted)

e. The relationship demands a metamorphosis: do I leave enough space to another?

- Pedagogical model: the professional must know how to work with his or her own emotions. See the other as an active subject. Create an empathetic connection. Reduction of asymmetry.