

## SELF-OBSERVATION TOOLS

### Application of the different INV tools

Several tools are attached that can be used in the context of the course.

The trainer will propose them to participants, giving instructions for their use step by step.

A summary table can be useful

| PHASES                | SUBPHASES                       | CRITICAL POINTS   | TOOLS FOR PROFESSIONAL   |
|-----------------------|---------------------------------|---|--|
| <b>The connection</b> | The welcoming<br>The invitation | Getting to know the other as a specific, conscious action<br><br>Knowing how to perceive the emotions of the person with severe DS from the moment of entering the service<br><br>Going beyond the diagnosis<br><br>Knowing how to listen, knowing how to observe | Self-evaluation tool (no 1) specific for the connection<br><br>+<br><br>10 points of Carl Rogers<br><br>Self-observation Protocol (Pedagogical Model)<br><br>Logbook (Pedagogical Model) |

|                                      |   |  |  |
|--------------------------------------|---|--|--|
| <b>Assuming responsibility</b>       | <p>The entrustment</p> <p>The intimacy</p>                        | <p>Knowing how to identify the reasons for dependence</p> <p>Assuming responsibility</p> <p>Knowing how to activate in the person the desire to confront their need</p> <p>Knowing how to establish a familiar relationship</p> <p>Knowing how to distinguish between routine and ritual</p> | <p>Self-evaluation tool (no 4)</p> <p>AIPD's "What breed of professional...?" (see the Training course)</p> <p>10 points of Carl Rogers</p> <p>Self-observation Protocol</p> <p>Logbook</p>  |
| <b>The accompaniment</b>             | <p>The Educational Contract</p> <p>Checking the results</p>       | <p>Knowing how to accompany</p> <p>Knowing how to identify the moment when "not to act", when to interrupt one's action</p>  | <p>AIPD's "What breed of professional...?"</p> <p>Self-evaluation tool (no 4) (see the Training course)</p> <p>10 points of Carl Rogers</p> <p>Self-observation Register</p> <p>Logbook</p>  |
| <b>Growth and social integration</b> | <p>Reconstruction of personal networks</p> <p>The partnership</p> | <p>"Drawing up" an educational contract</p> <p>The shared elaboration of the Educational Project</p> <p>Knowing how to expedite the integration into the network</p> <p>Accepting the adulthood of the person</p>  | <p>AIPD's "What breed of professional...?"</p> <p>Self-evaluation tool (no 4)</p> <p>10 points of Carl Rogers</p> <p>Map of stakeholders</p> <p>Self-observation Register</p> <p>Logbook</p> |

## 1. No 1 – For the connection phase, the following simple self-evaluation tool “I am ...” can prove useful:

Find an example from your working experience in which you were

Seductive: .....

Collusive: .....

Direct: .....

In your current state and in the light of your experience. Do you feel you are at risk of behaviour that is /\_/ seductive or /\_/ collusive or you feel you are being /\_/ always direct?

If necessary, give the definition of “Seduction” (when the professional tries to charm the person to be accepted) and “Collusion” (when the professional accepts misbehaviour by that person just to obtain their approval).

## 2. No 2 – Another self-evaluation tool is proposed by AIPD

**“WHAT “BREED” OF PROFESSIONAL ARE YOU!?**

**Labrador, Sheepdog or Bloodhound?”**

Even professionals sometimes fall into the trap of developing attitudes that are not very “liberating”.

We have tried, with the playfulness of a talk show, to identify some of the everyday gestures which promote or hinder the autonomy of our people and we invite you to “self-analyse” yourselves in the hope that through this game you’ll find new ideas for everyday life and opportunities to share with your colleagues.

We know that our people are all unique and that many obstacles can depend on the specificity of each person, but we also know that a particular autonomy is possible for each and every one of them.

The game is yours now; we will not ask for your results, but let us know if you find it helpful. Give just one answer to each question. When you have finished add up your score using the table provided. Be honest with yourselves!

Enjoy the game, Anna Contardi

1. This year, working with your people, how many times has it happened that you have taken someone by the hand?
  - a) never
  - b) from 1 to 3 times
  - c) more than three times
2. When shopping with your people
  - a) You enter the store only with the more severely disabled ones
  - b) You enter with all of them at least once to see how they would handle it
  - c) You never go in
  - d) You always enter but you stay at a certain distance from them
3. When one of the members comes to the club without money and you go out together for a snack
  - a) you give him a loan from the cash box
  - b) you arrange it so that "just for this time" someone else will pay for it
  - c) you let him or her sit there and watch the others without having anything
4. If one of the members refuses to go out you usually prefer to
  - a) Ask him or her to make an alternative proposal
  - b) reprimand him or her and ask to be more respectful of the rules
  - c) Leave him or her in the clubhouse and go out with the others
  - d) Offer them an incentive/gift
5. If, at a group lunch, one of the members does not want to eat saying they don't like that dish, usually
  - a) You invite him or her to try it and if they still do not like it they can leave it
  - b) You first find out from the parents what their favourite dishes are and then prepare those
  - c) You prepare an alternative dish for them
6. If one member gets into a fight with another, usually
  - a) you intervene and ask them to make peace
  - b) leave them alone and let them resolve it amongst themselves
  - c) wait and intervene later to help them resolve things if necessary

7. If someone addresses the members in a rude way along the street or in a store
  - a) You reprimand the person in question inviting them to assume a more polite attitude
  - b) Console the member
  - c) Minimize the event
8. If a member is very shy you prefer
  - a) to have him or her lead the others
  - b) to ask him or her to lead the group together with you
  - c) to wait until he or she takes the initiative
  - d) to push him or her to lead like all the others
9. During the afternoon
  - a) you have the same member lead the group from the clubhouse to the destination
  - b) you have members alternate in the role of "leader" during the route
  - c) you ask the members who wants to "lead us"

**Calculate your score:** write down the score attributed to each response you gave and add up your total

| Question | Answer a | Answer b | Answer c | Answer d |
|----------|----------|----------|----------|----------|
| 1        | 3        | 2        | 1        |          |
| 2        | 2        | 2        | 3        | 1        |
| 3        | 2        | 1        | 3        |          |
| 4        | 1        | 2        | 3        | 1        |
| 5        | 3        | 1        | 1        |          |
| 6        | 1        | 2        | 3        |          |
| 7        | 1        | 2        | 3        |          |
| 8        | 1        | 2        | 1        | 3        |
| 9        | 3        | 2        | 1        |          |

If your total is:

From 1 to 12 you are a LABRADOR

From 13 to 20 you are a MAREMMA SHEEPDOG

From 21 to 27 you are a BLOODHOUND

## **PROFILES**

### **The “Labrador”**

This retriever is among the most pleasant, playful and joyful in the whole world. Though he is an excellent worker, he actually thinks of nothing but having fun. Today, this breed is considered more a companion than a retriever. They are often used with children.

### **The “Maremma Sheepdog”**

The Maremma Sheepdog is a breed with a large stature, a strong constitution and a majestic but at the same time robust appearance. The character of a dog that works with flocks must be unquestionably strong and generous, but reflexive and energetic at the same time. He follows the flock and leads it on, letting it explore tracks and taking care to go after those lagging behind.

### **The “Bloodhound”**

A rather robust breed, both fragile and resistant at the same time. He has a very refined nose. A passionate hunter, he is able to smell and follow a scent giving voice at the same time to a sonorous and harmonious bark. His temperament is lively and calm. A loveable dog. He is never fearful or aggressive.

## **3. No 3 – THE 10 POINTS OF CARL ROGERS**

Here we propose an exercise aimed at facilitating self-analysis to heighten awareness of the mechanisms that are set in motion in relationships with participants.

This exercise consists in lingering on each of the ten points suggested by Carl Rogers and in giving the most sincere response possible and identifying areas for improvement. It would be helpful to repeat this exercise several times over an extended period.

|     |  |
|-----|--|
| 1°  | 1. Can I be in some way, which will be perceived by the other persons as trustworthy, as dependable or consistent in some deep sense.  |
| 2°  | Can I be expressive enough as a person that what I am will be communicated unambiguously?  |
| 3°  | Can I let myself experience positive attitudes toward this other person--attitudes of warmth, caring, liking, respect, interest?   |
| 4°  | Can I be strong enough as a person to be separate from the other? Can I be a sturdy respecter of my own feelings, my own needs, as well as his?  |
| 5°  | Am I secure enough with myself to permit him his separateness?   |
| 6°  | Can I let myself enter fully into the world of his feelings and personal meanings and see these as he does? Can I step into his private world so completely that I lose all desire to evaluate or judge it?  |
| 7°  | Can I be acceptant of each facet of this other person, which he presents to me? Can I receive him as he is? Can I communicate this attitude? Or can I only receive him conditionally, acceptant of some aspects of his feelings and silently or openly disapproving of other aspects?  |
| 8°  | Can I act with sufficient sensitivity in the relationship that my behaviour will not be perceived as a threat?   |
| 9°  | Can I free him from the threat of external evaluation?   |
| 10° | Can I meet this other individual as a person who is in process of BECOMING, or will I be bound by his past and by my past? If, in my encounter with him, I am dealing with him as an immature child, an ignorant student, a neurotic personality, or a psychopath, each of these concepts of mine limits what he can be in the relationship. |

#### 4. No 4 – OTHER EXERCIZES REGARDING SELF-AWARENESS

##### 4.1 MY COMPETENCE (AS A PROFESSIONAL OFFERING HELP TO OTHERS)

|                                       | TRUE | FALSE |  |
|---------------------------------------|------|-------|--|
| I TEND TO DISQUALIFY MYSELF           |      |       |  |
| I FEEL SELF ASSURED                   |      |       |  |
| I MAKE GOALS I'M ALWAYS ABLE TO REACH |      |       |  |

|   |  |  |  |
|---|--|--|--|
| I'M TOO HARD ON MYSELF                            |  |  |  |
| I AVOID NEGATIVE INFORMATION ABOUT THE WAY I WORK |  |  |  |

Reflections

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#### 4.2 MY POWER

|   | TRUE | FALSE |  |
|---|------|-------|--|
| MY WAY OF WORKING IS MORE EFFICIENT THAN THAT OF OTHERS   |      |       |  |
| I TEND TO MAKE OTHERS DO WHAT I THINK IS BEST   |      |       |  |
| I GET ANGRY WHEN OTHERS DON'T WANT TO DO WHAT I SUGGEST   |      |       |  |
| I AVOID IMPOSING MY WAY OF SEEING THINGS  |      |       |  |
| I LIKE TO LET MY COLLEAGUES DO WHAT THEY WANT TO WITHOUT PUTTING MY IDEAS AND OPINIONS IN THE WAY |      |       |  |

Reflections

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### 4.3 MY LEVEL OF INTIMACY

|  | TRUE | FALSE |  |
|--|------|-------|--|
| I TEND TO SHOW MORE EMOTIONS THAN I WOULD PREFER TO                                  |      |       |  |
| I WOULD FEEL BAD IF SOMEONE FOUND OUT THAT I DON NOT LIKE A PERSON I AM WORKING WITH |      |       |  |
| I DO ALL I CAN IN ORDER NOT TO DISPLEASE MY COLLEAGUES                               |      |       |  |
| I DO ALL I CAN IN ORDER NOT TO DISPLEASE THE PARTICIPANTS                            |      |       |  |
| I TRY TO MAINTAIN A CERTAIN DISTANCE BETWEEN ME AND THE MEMBERS OF MY TEAM           |      |       |  |
| I FIND IT DIFFICULT TO POINT OUT PROBLEMS TO MY COLLEAGUES                           |      |       |  |
| I GET DISCOURAGED IF MY COLLEAGUES DON'T EXPRESS THEIR APPRECIATION FOR WHAT I DO    |      |       |  |
| I FEEL GOOD IF THE PEOPLE I WORK WITH SPEAK OF THE GOOD THINGS I DO WITH THEM        |      |       |  |

Reflections

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## 5. No 5 – The Maps of the Participants to work with the networks

Participants are people interested in a project, program, company ...

- ✿ **Primary participants** are people: with family connection, with emotional bond, directly benefiting from the service / or affected by the activity and by the outcome ...
- ✿ **Secondary participants** are individuals or groups not directly affected by the outcome of the service but still having an interest in it. They often help provide aid to the primary participants

The tools are to detect the participants – useful for the person and/or for the service – and plan the networking.

### 5.1 The address book

| PRIMARY<br>PARTICIPANTS | SECONDARY<br>PARTICIPANTS |
|-------------------------|---------------------------|
|                         |                           |
|                         |                           |
|                         |                           |
|                         |                           |

### 5.2 Cooperation level (place each participant in order of proximity / distance with respect to person/service)

