

THIRD PARTNER MEETING

November 21th – 23th 2013

Rome



Training on the Pedagogical Model ... and Designing the Training Model



***“What is essential
is invisible to the eye”***

Pedagogical Model



Table of Contents

- + Contextualization and grounds for the Pedagogical Model
- + Education and Relationship
- + The six axioms of the dyadic relationship
- + The Structure of the Model and the operative phases
- + Tools
 - Self-Observation Register
 - Logbook
 - Individual project

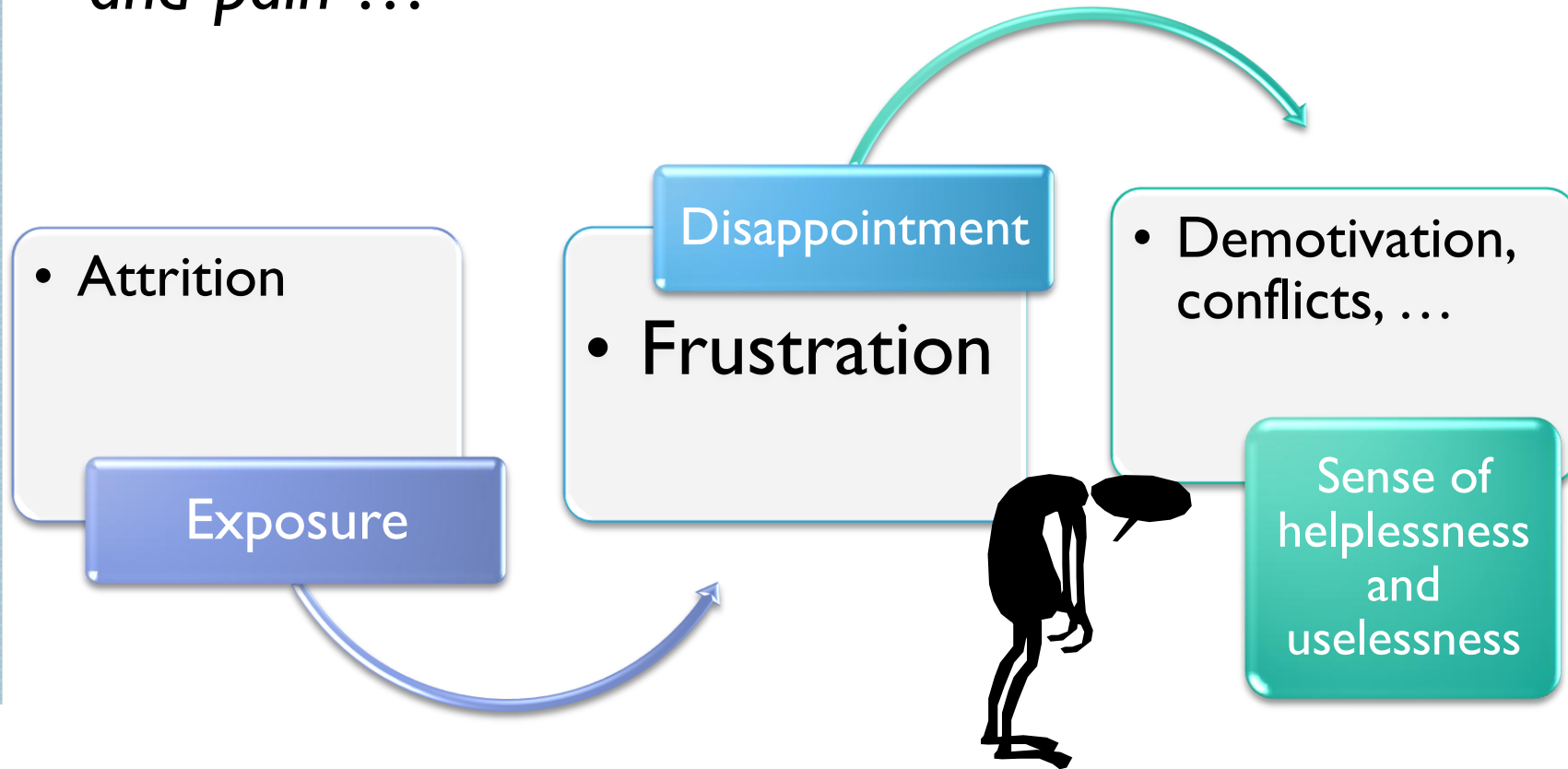
Grounds for the Model



Burn out

Professional

- ... engaged in an absorbing work that concerns the emotions and the deeper aspects of the person and that often puts him in contact with suffering and pain ...



- Responses in terms of up-dating and training
- The conception of care and intervention
- The everyday life of service

*What is essential
is invisible to the eye*

What?



The Professional


A conceptual diagram illustrating the relationship between professionals and disabled persons. At the top, two large, opposing arrows point towards each other: a blue arrow on the left labeled 'The Professional' and a purple arrow on the right labeled 'The Disabled Person'. Below these arrows, centered, is a green rounded rectangle labeled 'PERSONS'. At the bottom, two starburst shapes point towards the 'PERSONS' box: a blue one on the left labeled 'Beyond the Techniques' and a purple one on the right labeled 'Beyond the disability'. The entire diagram is set against a white background with a decorative blue patterned border on the left side.

The Disabled Person


PERSONS

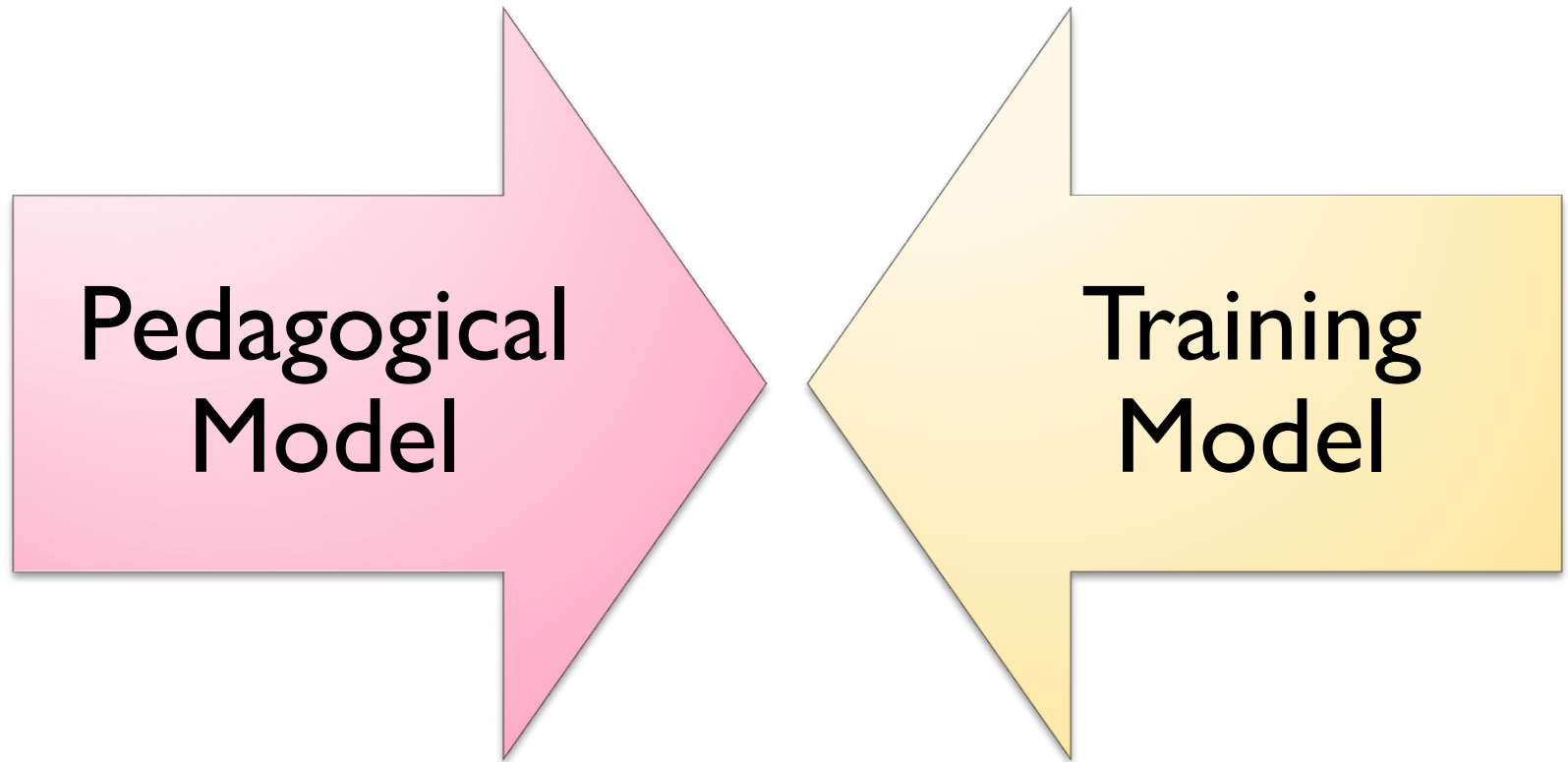
Beyond
the
Techniques

Beyond
the
disability



The need for action characterized by rupture of the everyday constraints, of the routine, structured around the “anticipating” thought of what might be, begins to emerge, an action integrated with the medium-term creative process and micro-project creation, because the hours of everyday life are the testing grounds for any real inclusion.

- 
- “pedagogy of the occasion”, in which all are at the disposition of the other insofar as the other accepts him or her (the model);
 - model of training for professionals that allows them to avoid a more or less explicitly restrictive or assistance-based vision.

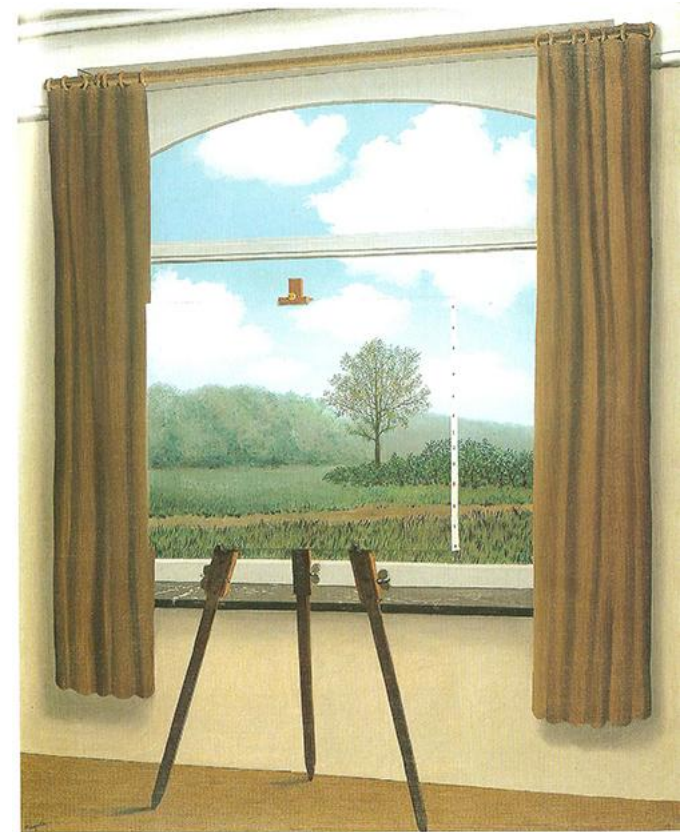


- > plan the educational strategy,
- > redefine the concept of care,
- > activate processes of elaboration and organization of knowing

Characteristics of the Pedagogical Model

category of intentionality in educational activity

category of otherness



What is Education?



Education is a long a slow process of negotiation between the inner being and outward appearance ... That refers to the project of complex education



What is Relationship?



**The primary word I – Thou
founds the relationships**

M. Buber

The six axioms of the Educational Relationship

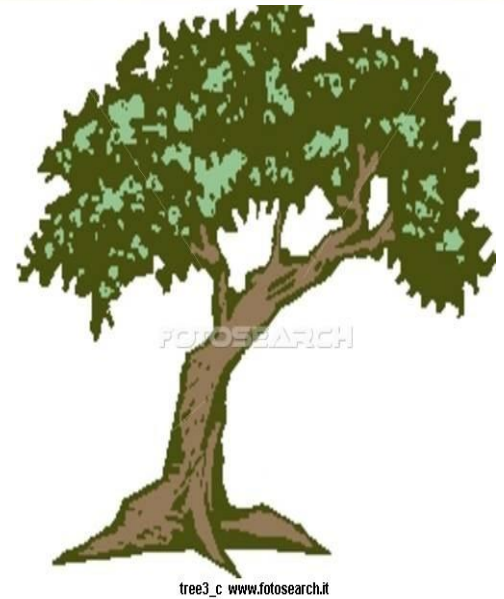


The map is not the territory

When I orient my eyes for that I think is a tree, I'm receiving an image of something green. But this image is not "external". Believing that is already a form of "superstition" because the image is my creation, produced by several circumstances, including my preconceptions

Gregory Bateson – Mary Catherine Bateson "Angels Fear. Towards an Epistemology of the Sacred"

• **The relationship is a comport-ment space, or rather: every relationship 1) is a behavior (to comport); 2) every behavior follows a precise mental map**





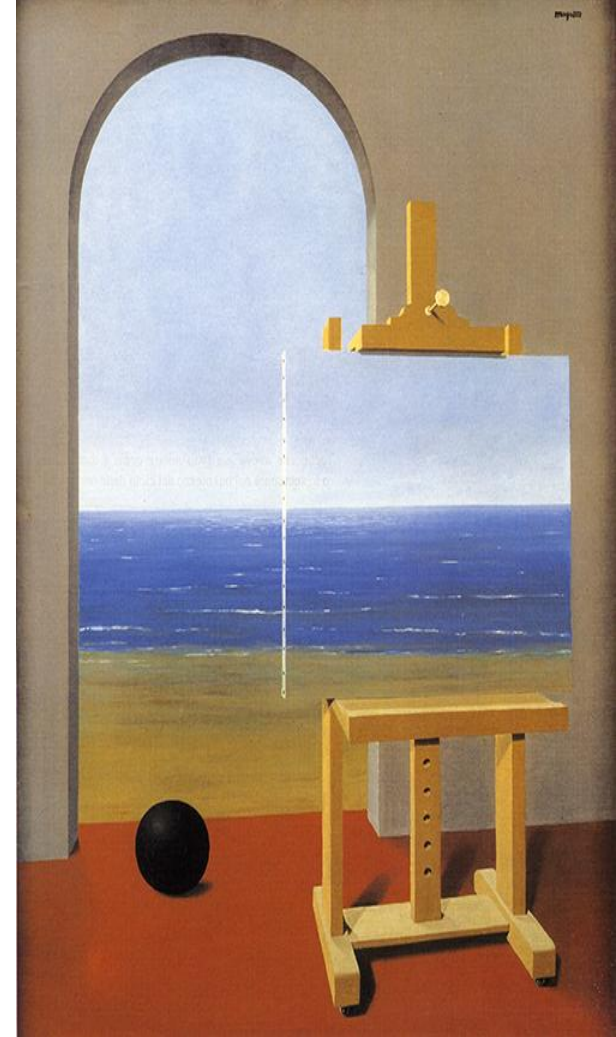
Demonization

Relationship

Rules

Homologation

The relationship depends on me. The other, as a binding principle, is always an autonomous, free subject. Due to this ontological principle, in the systemic logic of the dyadic relationship, in order to activate a change in the I-Thou system, I may not do otherwise than intervene upon myself and change me.



The relationship implies a unilateral risk. Risk is the only possibility/opportunity for encounter with the other, for one's own change that, as such, can also make possible.....change in the other.



The relationship has enemies, who are Fear, Lucidity, Power and Old Age

Fear can constitute an obstacle to knowing the other or, when recognized and checked, can constitute an occasion

Lucidity risks distancing one from knowing the other (homologation)

Power → Each must “place one’s own head in the hands of another; Relationship must be governed by reciprocity

Old Age → tiredness that makes one lose interest in being in a relationship with the other

The relationship demands a metamorphosis



take into account one's own experience, in order to get beyond it, improve it, free oneself from it if necessary, though without annulling it;

“become a camel” so as to take responsibility for and bear the weight of the containment of his or her omnipotence;

“discretion”: leaving space for the other, making room for him or her to exist.

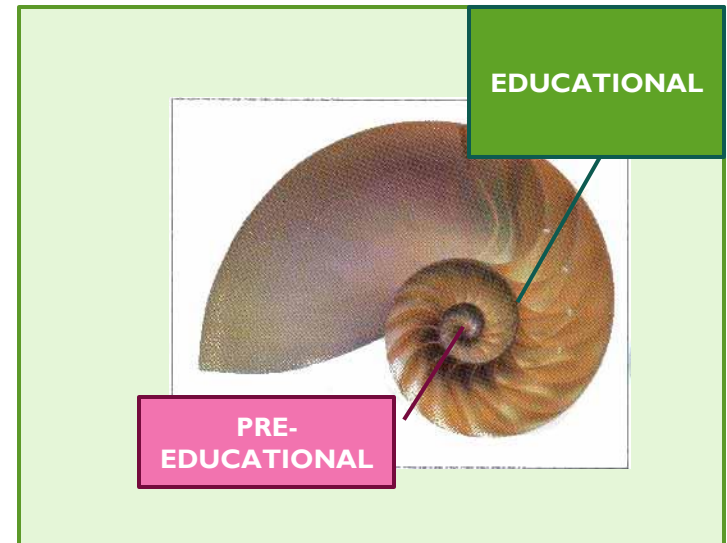
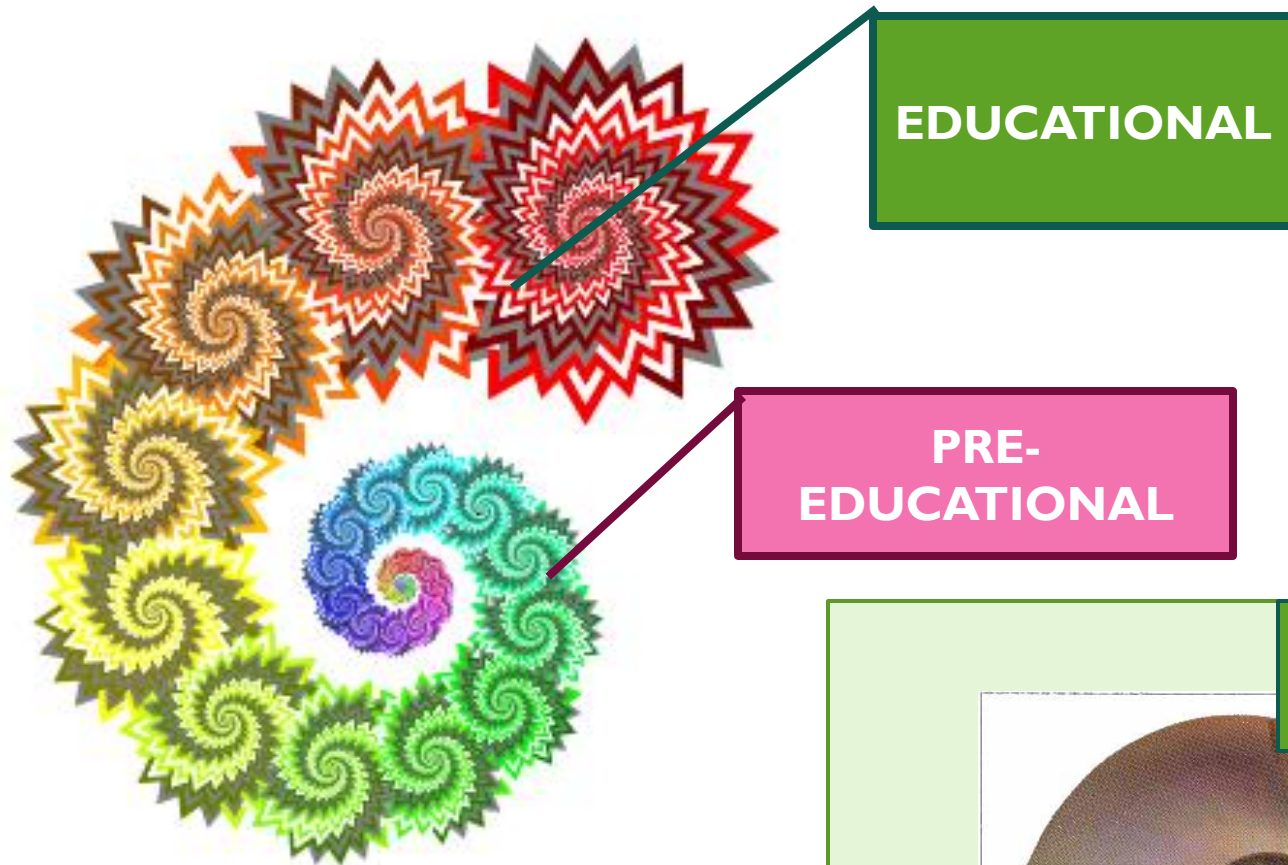
The relationship implies the tragic as an existential category: taking on responsibility



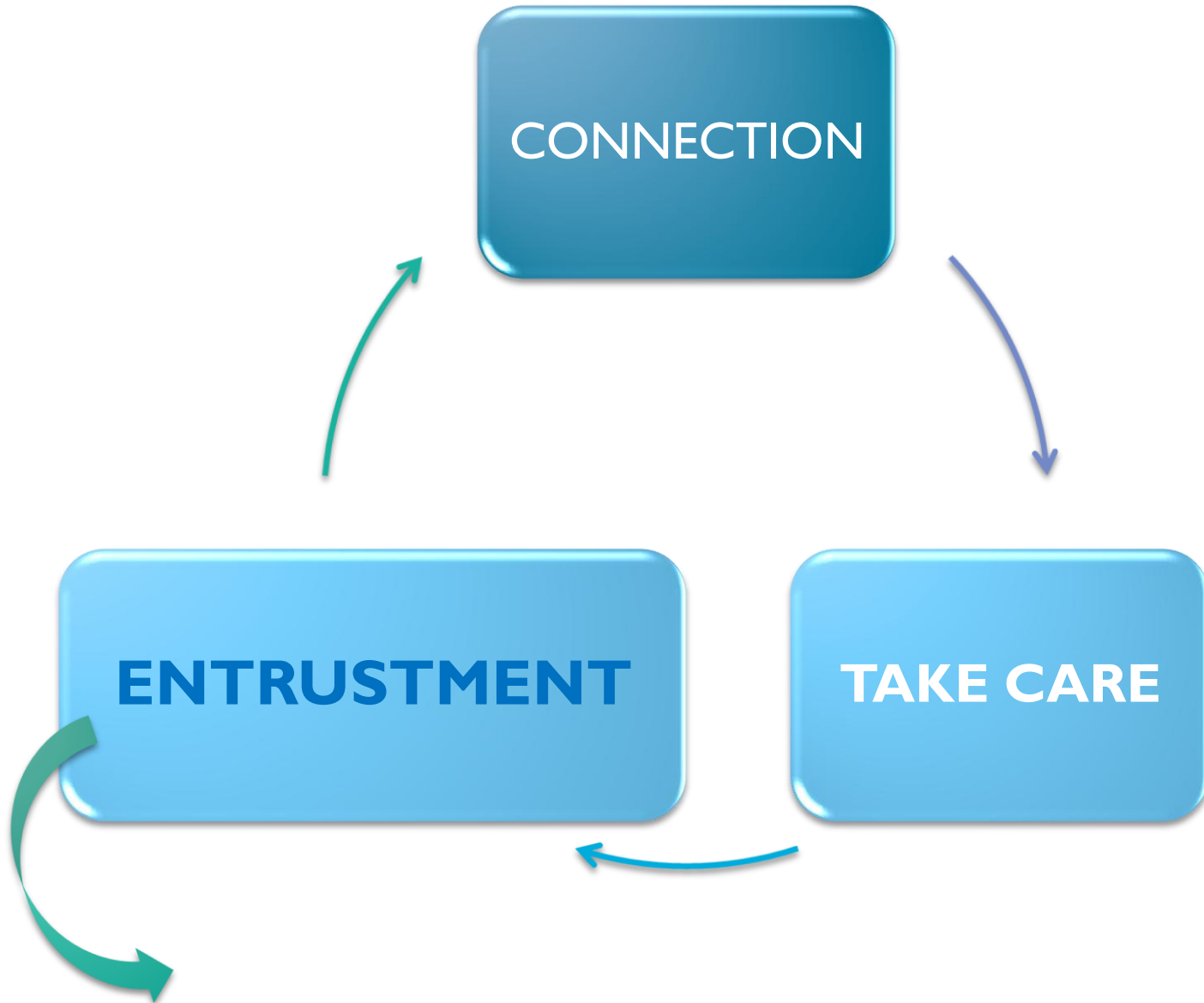
The other, the person living in a condition of social disadvantage, the deviant, the weak have the same human dignity which must be respected despite their fate.

... committing to accepting one's own task of giving meaning and acting in the concrete, making oneself personally responsible for one's own actions. That is only mixing with other persons, entering into their problems, expressing one's solidarity with them and changing the historical conditions that render this impossible: choosing and acting, taking on responsibility.

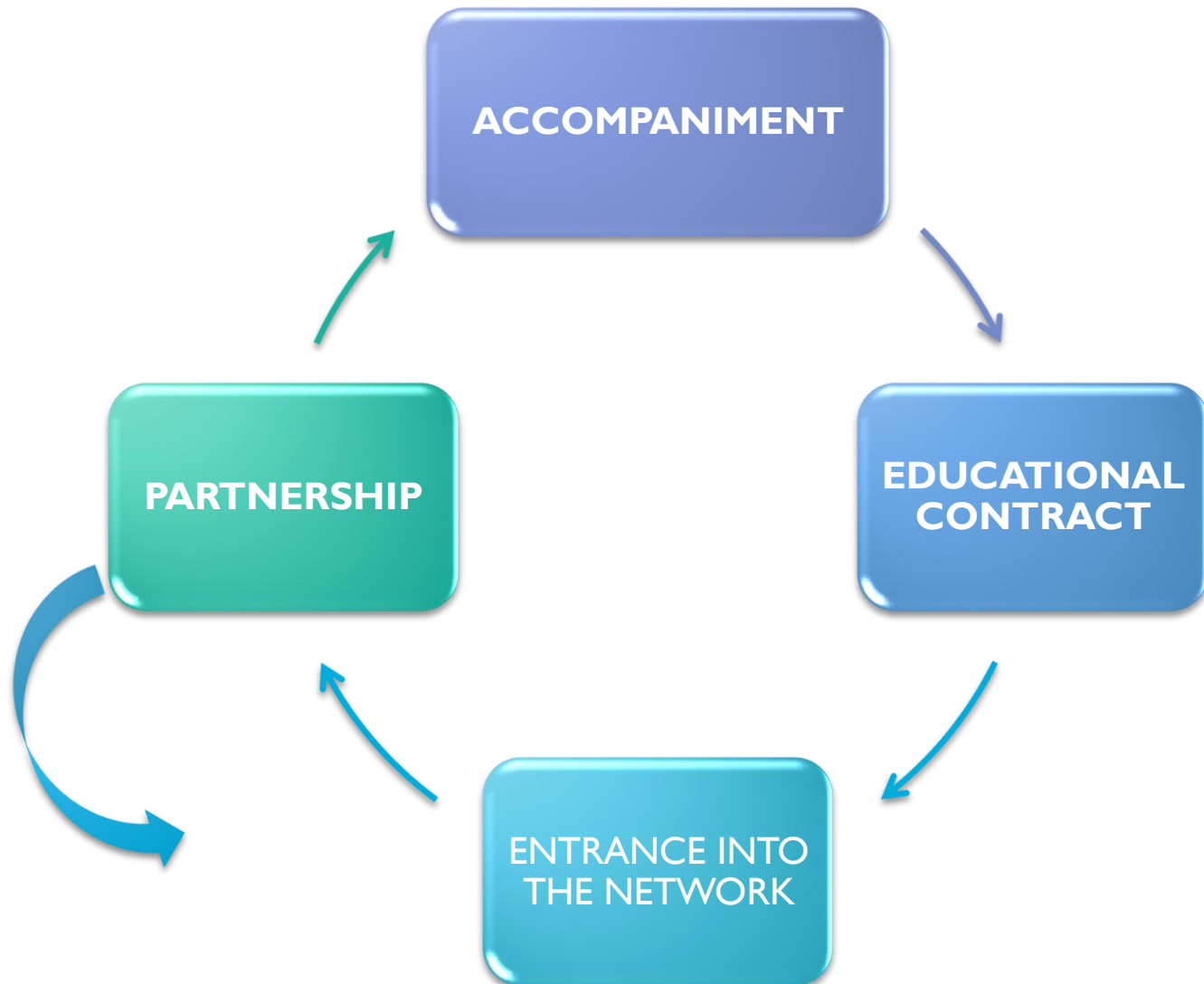
THE STRUCTURE OF THE MODEL



1st PHASE: PRE-EDUCATIONAL HELPING RELATIONSHIP



2nd PHASE: EDUCATIONAL (EDUCATIONAL RELATIONSHIP)



THE ADULT RELATIONSHIP

A disabled person isn't a child



The “pedagogy of the occasion” implies the of *dia-logos*,
the a discourse created together.

The educational process, understood as the construction
of spaces of possibility that allow for the realization of
one’s potentialities, rather than the teaching of ways, is
without a doubt one of the key concepts in social
professionalism.



TOOLS



- **The Self-observation Register**
- **The Logbook**
- **The Educational Project**

The Educational Project

	FUNCTIONING AND DISABILITY		CONTEXTUAL FACTORS	
COMPONENTS	BODILY FUNCTIONS AND STRUCTURES	ACTIVITIES AND PARTICIPATION	ENVIRON- MENTAL FACTORS	PERSONAL FACTORS
DOMAINS	Functions Structures	Areas of life (tasks, actions)	External influences	Internal influences
CONSTRUCTION S	Changes in the functions and structures	Performance capacities	Facilitating or hindering impact	Impact of the people's characteristics
POSITIVE ASPECTS	Functional and structural integrity	Participation activity	Facilitators	
NEGATIVE ASPECTS	Disablement	Limitation restriction	Barriers Obstacles	



Composition: **PERSONAL DATA AND GENERAL INFORMATION**

DIAGNOSIS

DYNAMIC FUNCTIONAL PROFILE

Physical Conditions

Bodily functions and structures

- Cognitive area
- Sensory and perceptual area
- Motor-praxis area

Personal activity and social participation

- Affective-relational area
- Communicative and linguistic area
- Personal autonomy and social area
- Learning area

Contextual factors

Environmental

- Products and technologies
- Relationships and social support
- Attitudes
- Services, systems and policies

Personal

Psychological, emotional and behavioral aspects:

- Self-efficiency
- Self
- Emotionalism
- Motivations
- Behavioral problems

Relationship domain

- How often does he/she share dinner with the others?
- How much time does he/she spend in his/her room?
- How frequently during a dinner does the person ask or tell something to the others about personal matters?
- In how many group activities is the person weekly involved?
- Initiative activity
- Does the person recognize his/her personal belongings?
- N. He looks over the professionals
- Does he/she relate to all the professionals of the house?
- Number of fights in which he/she is involved
- Number of times that he/she goes outside on his/her own
- Number of telephone calls (with family and not)
- Number of visits he/she receives
- Use of mail, Facebook,...

What to add to the educational project

- Personal history (family, special events). At the beginning
- Medical anamnesis and health conditions
- Family influence and cooperation
- Personality structure (do be deepened)
- Socio-economic background (point E)
- Emotional aspects
- Interests of the person

This project has been funded with support from the European Commission. This publication reflects the views only of the author, and the Commission cannot be held responsible for any use which may be made of the information contained therein.

Remarks on the self evaluation tool

- Level of intimacy (second one to be reformulated). Distinguish among clients and colleagues.
- Meaning of displeasure (to be reformulated)
- To add what is out of his/her competences.
- My power. Meaning? Towards whom? The person with DS and the colleagues.
- The tool will be used during the training and, may be, as a self reflection tool, during the work. It would be better to put a score at the end , in order to allow the professional to self evaluate him/herself.
- In general, some questions will be reviewed and others added.
- However IT'S A USEFUL TOOL!!!!!!!!!!!!!!!!!!!!
- Training pathway will be developed from now to February

This project has been funded with support from the European Commission. This publication reflects the views only of the author, and the Commission cannot be held responsible for any use which may be made of the information contained therein.