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1. Reasons and objectives of the Training Course

“An educator cannot merely be a passive transmitter of culture, but must also actively re-elaborate culture, in fact, by educating himself. His culture must never be static; otherwise, he begins to reprimand the children for the defect he does not correct within himself. This is, of course, the opposite of education.” (Carl Gustave Jung)¹

The training course presented below was tested successfully during the INV Project.

We believe that it can be used with effect within the organisations that want to adopt the Pedagogical Model “What is essential is invisible to the eye”.

1.a Reasons for the course

So that services for people with severe DS might carry out an educational, rather than assistance-based function, they must be characterized by several elements:

- the tasks are to be shared not divided,
- the knowledge and abilities of each person must not be separated but integrated,
- one must act on a daily basis without losing sight of the temporal and evolutive dimension of the other,
- situations and occurrences are unforeseeable and so require a high level of improvisation.

The Pedagogical Model “What is essential is invisible to the eye” was developed to provide responses to these needs. As explained, it can be used by individual professionals but, to obtain an effective and integrated intervention, it should be adopted by the service and in this case it is fundamental that the professionals in service are adequately formed to assume it and make it their own.

1.b The goals

For this reason, this Training course has been elaborated closely corresponding to the Pedagogical one, with the aim of allowing professionals an understanding of themselves

¹ International Conference of Educators, Territet-Montreux, 1923

as a complex, plural entity in relation to a notable range of contexts and with the Other who in turn is equally complex and plural and constantly contextualized.

Accepting the complexity of pedagogy and educational activity, the plurality of the identity dimension, and the necessity of always taking into account a vast range of contexts in which it is carried out, we need to define a broader context as well, in which all the protagonists (professionals, persons with DS and other intellectual disabilities, services, training itineraries, pedagogical models, etc.) can find new meaning.

We have sought to formulate a coherent model of training with an autopoietic conception of knowing that fosters namely the emergence of learning based on the knowledge already present in the subject.

Training is understood, therefore, as a restructuring of ways of thinking and behaving, centred on the processes and contents of experience by means of recourse to concrete situations, taking into account that experience is a wealth but also entails a certain rigidity of mental attitudes and prejudices that place resistance to learning and to the possibility of thinking in alternative ways.

Goals of the course

- Encourage the exploitation of the Pedagogical Model by the professionals working in services for people with severe disability,
- Enhance the professional experiences;
- Encourage the change of perspective and a different vision about people with severe intellectual disabilities, “free” from the schemes by organizational elements and routine;
- Promote a different vision of oneself as a professional who is able to work from the viewpoint of a “Pedagogy of Opportunity”.

1.c The role of Trainer

The trainer must be able to have at his or her disposal ways of stimulating the professional inducing them to examine their habits and prejudices without depreciating their experience, given that it would be perceived as a refusal not only of the experience itself but also of themselves as people.

Thus, the trainer is a facilitator who allows the professionals in training to reach a more complete understanding of all the dimensions present in their work and a greater awareness of the strengths and weaknesses in hand to reach the fullness of their role.

The fundamental instrument of the trainer/facilitator is not the classic lecture but the creation of an **experiential laboratory**. This laboratory leads gradually to overcoming the difficulty of deconstructing and reconstructing an experience in order to learn something again. It aims at fostering cognizance in each participant of various psychological and social mechanisms, not confronting them directly but through the mediation of games, an image or a questionnaire. The particular situation generated by the exercise permits the participants to live specific situations observing and receiving new information about themselves and others.

This training course requires the participants and trainer to get involved not only as professionals but also on a personal level. This method aims at the personal development of the participants through working on themselves and the use of the group as a catalyst. This is not a matter of group dynamics or even therapy, but rather the use of the experiential laboratory as a gym where they train their “relational muscles”, learning from and with the others. In this way, the professionals learn to act effectively starting with the analysis and interpretation of their own experiences, with the goal of identifying the process that brought about their learning.

Thus is born a working environment that frees and reinterprets the knowledge and experience of the people in the group, where emphasis is placed on the support, on criticism that helps the person grow, on reflection, and on questions more than on statements.

It should be emphasized that the trainer has to know and accept the Pedagogical Model.

1.d Some methodological notes on the way to use the course

Didactic advice and several tools accompany the course presented here. However, it should be considered an outline that each trainer will have to re-elaborate taking into account:

- That the **content** must be respected insofar as it makes explicit reference to the **Pedagogical Model**;

- That the proposed **tools** can be integrated with other tools considered appropriate for fostering reflection on and comprehension of the content;
- That **each trainer can and must maintain his or her own “training style”**.

The didactic tools have to be planned in order to foster

- comprehension of their own categories (understand the genesis of their own biases, learning, problem solving mechanisms),
- participative observation (for collecting data on competences, behaviours, experiences in the face of specific work situations),
- shared processing (the group of professionals together and each individually are called to interact constantly with the proposals of the trainers, with the tools to be used, with the frequent evaluation of what has been learned).



2. Contents of the course

The contents of the Course have been organized based on at least five meetings approximately 7 hours each. Each meeting can / must be re-designed with flexibility based on the relevant information relating to the context, such as:

- The composition of the group (homogeneity / non-uniformity of training and qualifications, number of years of experience in the field),
- Level of knowledge / appropriation of Pedagogical Model.

1st Meeting

a) Beginning of the course. Motivational stimulus

-  Welcoming and acquaintance between trainer and participants,
-  Explanation of the teaching aims of the training course.

With regard to this aspect take note that the course seeks to emphasize the professionals' competences, understood as the mixture of **knowledge**, **skills**, **attitudes** and **knowing how to get the person to do something**. It will be necessary, therefore, to define both the concept of competency as well as the four dimensions that compose it.

We recommend a brainstorming as “warm-up” on the “competence” concept and the dimensions before providing definitions.

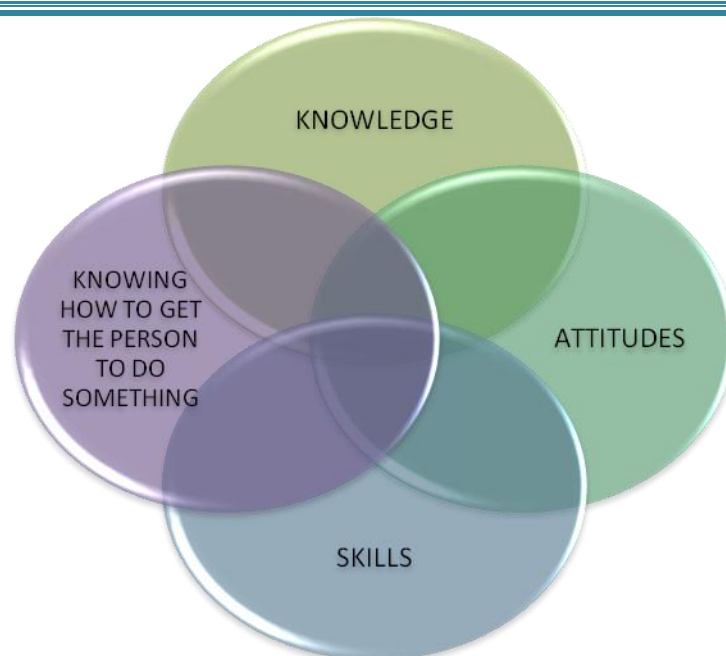
Following, the most reliable definitions in literature:

"Knowledge" is the set of codified knowledge, relevant to disciplines for which there are communities of thinkers and experts. It concerns theoretical knowledge, the framework in which to place their own work. In education, inevitably it also expresses a vision of man. A good knowledge of the reference models and related methodological approaches is crucial for one to do ones job effectively.

"Attitudes" (To Know How to be): is the set of skills that enhance the performance of their professional role by activating the emotional components and attitudes that foster the relationship. It is the ability to understand the context in which it operates, to manage interactions with people and therefore adopt the appropriate behaviour. It is the ability to be “in the relationship” and know how to develop and apply skills such as listening, empathy, acceptance and respect.

"Skills" (or Know How) is the operational and procedural knowledge. It is the set of practical skills, the professional experience and the management skills of the problems encountered on the job. In education it appears as the ability to manage interpersonal dynamics and the mirroring and welcoming of emotions, reading body language, decoding and management of projections – one's own and those of the other (colleague, person with disability).

"Knowing how to get the person to do something": can be considered as located between "Attitude" and "Know how", and regards the ability to create a learning environment in which the other can learn some skills and express their abilities and or resources..



Insofar as this clarification might seem obvious, it is important in this context because:

- The Pedagogical Model, and therefore the training course, work on the emotions of the professionals who nevertheless have to be guided in translating their emotions into functionality;
- Specific exercises are provided for within the course.


Modality: brainstorming, face-to-face presentation, discussion




Tools / technical support: power point on the concept of competence and dimensions.

Duration: 30 minutes

b) Presentation of the Pedagogical Model

 Overall presentation of the Model

 Focus on the fundamental and innovative aspects of the Model:

-  The Pedagogy of the Opportunity, as opposed to the “pedagogy of the model”
-  The work on the emotions of the professionals involved in educational relationships
-  How to use the Manual for the Model (insights, personal research, and moments of reflection).


Knowledge (To know)	Skills (To be able to)	Attitudes (To know how to be)	Knowing how to get the person to do something
Learning the basic elements of the Pedagogical Model	Knowing how to decode the Pedagogy of the model on a daily basis. Knowing how to apply the Pedagogy of the Opportunity.	Confidence on the chance to change things. Revising the vision of the person with a disability (in the perspective of “how to get the person to do something)	

Modality: face-to-face presentation, discussion, analysis of personal experiences and exercises on the use of the Manual

Tools/ technical support: Power point on the presentation of the Model

Duration: 6 hours

c) Closing the meeting

 Evaluation of the contents explained

Modality: short questionnaire, discussion

Duration: 20 minutes



a) The educational relationship

- The requirements of the educational relationship (the categories of the model: Intentionality and Otherness)
- The two protagonists in the relationship (the professional and the person with DS or other intellectual disability).

Knowledge (To know)	Skills (To be able to)	Attitudes (To know how to be)	Knowing how to get the person to do something
Learning the basic elements of the Pedagogical Model	Knowing how to manage the educational relationship with the person with severe disability	Confidence on the chance to change things	Learning how to activate the “desire to put their lives in their hands” in the person with a disability

Modality: Face-to-face presentation, Discussion, Exercise as follows

Exercise: **“How do I feel in the relationship”** This can be conducted by means of using the emoticon. The trainer will provide a sheet (individual or collectively, to be affixed on a board, as they wish) on which three **emoticon** represent all the possible emotional states: happy/peaceful, serious and sad. They will invite the participants to think of a specific person with whom they have a significant relationship and to choose the image that best represents their emotional state and to explain why.

		
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Tools / technical support: power point presentation of the Educational Relationship

Duration: 1 Hour

b) The challenge of the Model

- The 6 axioms of the educational relationship

This concerns the “rules for handling” the Educational Relationship. They represent a fundamental element of the Model. Therefore, they ought to be not only illustrated but also rendered “concrete”.

Knowledge (To know)	Skills (To be able to)	Attitudes (To know how to be)	Knowing how to get the person to do something
Knowing the six axioms of the Educational Relationship	Knowing how to do self-reflection	Being the fundamental tool for the educational relationship	Learning how to “invite” the person, and not stifle but rather promote their freedom as much as possible.

🌟 1: *The relationship is a behavioural space*

After the explanation of the axioms, the trainer shall read a story:

The Travelling Cat

Once upon a time, a cat boarded the train from Rome to Bologna. This was nothing new to the train for many had ridden it, mostly inside baskets or boxes with a hole or two to breathe from but this cat was a travelling cat and travelled on his own.

He had a black bag under his arm, like a lawyer, but he was not one: he was a cat. He had eyeglasses like a near-sighted accountant, but he was not one and his sight was fine. He had an overcoat and a hat on like a smartly dressed man, but he was not one: he was a cat.

He entered a compartment in first class, spotted a vacant seat near the window and sat down. In the compartment there were three people already seated: a woman going to Arezzo to see her sister, a high-ranking officer going to Bologna on official business and a young buck going who knows where. The cat’s entrance aroused a few comments:

The woman said: What a cute kitty. Here kitty, kitty, kitty... Are you travelling alone like a little man, eh?

The officer said: Let’s hope he doesn’t have fleas.

But don’t you see how clean he is? Said the woman.

Let’s hope.... I mean, well, I’m allergic to cats. Let’s hope he doesn’t give me a cold.

But he doesn’t have a cold so how could he give you one?

But I catch colds from everyone, even from people who don’t even have one.

Kitty, kitty, kitty... You’ve come along to keep the seat of your owner, eh?

Meow!

What a pretty little voice. I wonder what he said.

For the first time, the young buck spoke up: He said he doesn't have owners. He's a free and sovereign cat.

How interesting!

A stray cat, let's say then, observed suspiciously the officer, let's hope he doesn't give me the measles.

The measles? Exclaimed the woman. But cats don't catch the measles and anyway it's a illness that you get as a child.

My dear woman, as a child I didn't have them. You know how they are more dangerous if you get them as an adult?

The train departed and shortly thereafter the conductor passed by.

Tickets, please.

The woman opened her purse: Here you are.

Thank you, Ma'am. And the cat's ticket?

But he's certainly not my cat.

Is he yours, sir?

I wouldn't have it, burst out the officer, I can't stand cats. They make my blood pressure go up.

He's not even mine, said the young fellow. He's a cat that's travelling on his own.

But he has to have a ticket.

Don't wake him up, he's sleeping... He's so sweet, look at his little nose.

Little nose or no, I have to punch a ticket.

Kitty, kitty, kitty, said the woman, pussums... come now, be a good puss, look who's here...

The cat opened one eye after the other and meowed: Meow, meow.

And the nerve to protest! Criticized the officer. How dare he.

But he didn't protest, explained the young fellow. He said: I beg your pardon, I was just dozing off...

Dozing off, eh?

I see. Seems he likes to choose his words.

Meow, meow, said the cat again.

And now what did he say? Asked the woman.

He said: Please, here is my ticket, translated the young fellow.

Check it well, said the officer to the train conductor, there are people who would travel in first with a ticket for second.

The ticket is in order, sir.

Meow, meow, meow, purred the cat energetically.

He says, explained the young fellow, that he ought to be offended by your insinuations, but he'll respect you thanks to your grey hair.

The woman sighed: You're so good at understanding the language of cats. How do you do it?

It's easy, just pay close attention.

Meow? Meow?

This cat's a chatterbox, blurted the officer. He won't shut up even for a moment.

What did he say? What did he say?

He asked if smoking bothers you?

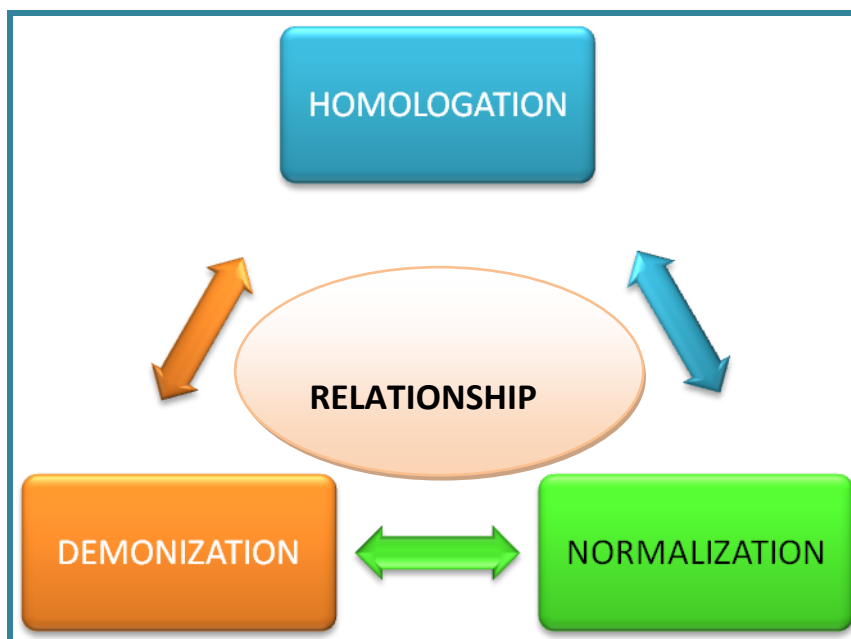
Of course not, kitty, not at all... Heh, look, he's offering me a cigarette... He lights it so well! Could it be! I mean, he actually seems to be a smoker.

At the end of the story, the participants will be invited to do an exercise.

The trainer will present the framework of the Behavioural Space (with power point, on a sheet affixed on the board, distributing individual sheets) and will ask the participants:

- a) To place the characters of the story within the triangle
- b) To reflect upon several types of clients
 - Drug addicts,
 - Romani people,
 - People with severe DS

And decide which side of the triangle they should be placed.



The trainer will have to “work” on the responses, soliciting the disclosure of the reasons for their choices and activating reflection.

At the end of the exercise, the trainer can explain the story: *The cat in the story is the other, the marginalized, the other-than-me, and the one who by egocentric definition is different.*

The other characters represent not merely a communication style, but a fundamental attitude that makes us reflect, a symbol/meaning that defines the behavioural space.

The woman seems to want to establish a good relationship with the cat: “What a pretty kitty (...) Don’t you see how clean he is? (...) What a sweet little voice...” etc. But in this apparent sweetness, the woman denies the specific reality of the cat “he seems like a little man”, she denies him an autonomous existence, “You’ve come along to keep a seat for your owner, eh?” The life of the cat as such is useless and unthinkable if not in function of something else, if not for the presumed purposes of the woman and at any rate outside of him.

Furthermore, the kind woman carries out a very subtle operation in relation to the cat: she conforms it to an idea of a cat that she possesses, cataloguing it according to her image and does not make the least effort to get to know it, i.e. to allow it to be itself. Acting in this way, she cannot understand it; she is not able to understand what it says. It is inaccessible to her. In the end, when the conductor arrives, she does not

even take it under her care. Despite her apparent tenderness, she denies the bond and leaves it to fend for itself. On the other hand, given the circumstances of the relationship, she cannot do otherwise: they do not belong to each other. They are in two different worlds that have nothing in common. The apparent acceptance turns out to be rejection.

Tolerance, though less “distasteful” than rejection, if it stops there and never arrives at understanding the other through dia-logos, if it does not transform into construction of a common space in which to abide, although with difficulty, to seek out the words with which to relate, is analogous to rejection.

The officer, though hard, is quite clear. He has no love for cats, wants no relationship with them, and fears their ... CONTAGION.

Fleas, colds, measles; the cat infects, spreads the viruses of his cat being to those around him.

We shall call the Knight Commander’s behaviour, demonization: the other is so utterly different, unknowable and dangerous. The other does not exist: he is hidden from my eyes by my fear.

The conductor in our metaphor represents that which is: the institution, bureaucracy, formal service uninterested in reality as long as it complies with the rules: cat or no cat “I have to punch a ticket”.

Finally, there is the young man: he understands the meowing and speaks with the cat. The first sentence he pronounces is what the cat affirms about himself: “He said he doesn’t have owners. He is a free and sovereign cat.” And when the woman states with a sigh, “You’re so good at understanding the language of cats, he responds with full composure, “It’s easy. Just pay close attention.”

Inviting to reflect: How do I place myself among people with whom I have an educational relationship? Where do I think the service where I work is placed?

2: The Relationship depends on me

To explain this axiom better, the trainer can use the story of “The ox and the toad”.

In the original text, the toad, in order to become as large as a quadruped, swells to the point of bursting: not only is the indifference of the ox highlighted but also the incompatibility between the two animals: either the relationship stays as it is, or they die. Indeed, the toad dies. Two worlds that take on meaning through the prohibition of contact.

Gianni Rodari constructed two other versions around the same theme. The first is the following: *A toad wanted to become as large as an ox. He began to swell and got to the point bursting. The ox cried, touched by the event: it's not my fault I'm so big.*

The ox was moved by the failed attempt of the toad. He would even have accepted it. The fact is, you cannot go against the established order of things and he was not the one who determined the difference of sizes and the toad's desire.

So many who reflect it daily, though more sensitive, are not open to taking responsibility if the matter does not directly involve them.

Compared to the ancient text, in this first version, the ox shows a certain awareness that, nevertheless, does not bring about a change in the situation but only leads him to breaking down in tears.

The second version follows: *A toad wants to become as large as an ox. He begins to swell. The ox is scared that he might burst and so becomes small, very small just to make him happy.*

In this version, something appears that goes beyond an empathetic attitude: the ox realizes what the toad wants to do and what will happen, and so intervenes. The way he intervenes is certainly very meaningful, and beyond the classical framework of possible responses. The ox does not judge. He does not judge the toad's desire. He does not look for the causes of that perverse desire.

After the story, the trainer invites the participants to tell "a personal or professional story in which my attitude/behaviour/vision changed things."

3: The Relationship implies a unilateral risk

Another short story can be used: "The frog and the scorpion"

A scorpion has to cross a pond and asks a frog if she can carry him on her back, given that she knows how to swim and he does not. The frog says she does not trust him: what assurance does she have that the scorpion will not sting her with his mortal poison? The scorpion tries to convince her saying that if he uses his poison, the frog will sink and so he will die as well for he cannot swim. The frog accepts, but in the middle of the pond, the scorpion strikes the frog with his stinger. The frog asks the scorpion as they are sinking; "Now you're going to die, too. Why did you do this?" And the scorpion responds, "You ask me why? Because it is in my nature."

The trainer will invite the participants to an open discussion to show dialectically that without “frogs” who take risks, no scorpion will ever change:

Do you think the frog has a reason or do you think that defeat is inevitable and that the risk is too great and of no use?

Have you ever felt that your actions were futile? If yes, how do you cope with this feeling? Have you been able to compare notes with your colleagues?

Conversely, have you felt satisfaction when taking a risky action that you experimented to change the situation? If yes, have you been able to reflect and systematize your action, assuming it as concrete operational capability? Did you propose a comparison with your colleagues?

4: The Relationship has enemies

After the explanation, the trainer will invite the participants to give examples of the following: “In my professional history, how have the *enemies* acted?”

Exercise on the power

	TRUE	FALSE	
<i>My way of working is more efficient than that of others</i>			
<i>I tend to make others do what I think is best</i>			
<i>I get angry when others don't want to do what I suggest</i>			
<i>I avoid imposing my way of seeing things</i>			
<i>I like to let my colleagues do what they want without putting my ideas and opinions in the way</i>			

5: The Relationship demands a metamorphosis

After the explanation, the trainer will ask each participant to work on this reflection: “What have I changed since working with people with severe DS?” and to identify at least 3 elements of change.

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

To help comprehend the axiom, a film can be used that the trainer thinks will exemplify the content dealt with. We suggest “The Butterfly Circus” by Joshua Weigel (2009). This film is perfect for going in depth into the concept of Martin Buber “*No guarantee will save man from falling; it’s up to him to take the step that will bring him out of the abyss...*”. The concept underlines the necessity of creating the conditions for “activating the desire” for fulfilment (insofar as is possible), for overcoming the state of need and “walking in the world”.

After watching the film (it lasts about 20 minutes), the trainer will lead a discussion on the themes it proposes.


The trainer will then ask the participants to work out a further reflection regarding the contents considered, trying to place them within the framework used before (and if necessary, re-defining them to be able to place them in it)

Knowledge	Skills	Attitudes	Knowing how to get the person to do something

Tools / technical support: power point presentation of the Model; specific power points on the different contents. Film “The Butterfly Circus”.

Duration: 5,5 Hours

c) Closing the meeting

 Evaluation of the contents explained



Modality: short questionnaire, discussion

Duration: 20 minutes





a) The structure and the operational phases of the Model

A deeper look into the operational phases of the Model focusing on the “critical points” that the professionals must know how to handle.



The connection

-  The welcoming
-  The invitation






Critical points:

-  Getting to know the other as a specific, conscious action
-  Knowing how to perceive the emotions of the person with a severe disability from the moment one enters the service
-  Going beyond the diagnosis
-  Knowing how to listen, knowing how to observe



Assuming responsibility

-  The entrustment
-  The intimacy


Critical points:

-  Knowing how to identify the reasons for dependence
-  Assuming responsibility
-  Knowing how to activate in the person the desire to confront their need
-  Knowing how to build a relationship based on trust
-  Knowing how to distinguish between routine and ritual

The accompaniment

-  The Educational Contract
-  Checking the results

Critical points:

-  Knowing how to accompany

- ✚ Knowing how to identify the moment when “not to act”, when one should interrupt one’s action

🌐 Growth and social integration

- ✚ Reconstruction of personal networks
- ✚ The partnership

Critical points:

- ✚ “Drawing up” an educational contract
- ✚ The shared elaboration of the Educational Project
- ✚ Knowing how to accelerate the introduction into the network
- ✚ Accepting the adulthood of the person
- ✚ Knowing how to plan the work with the parties involved

Modality: For each critical point → face-to-face presentation, discussion; request that the participants contribute by means of the presentation of specific experiences; brain storming in order to place content within the framework

Knowledge	Skills	Attitudes	Knowing how to get the person to do something

Brain storming as such will allow the professionals to carry out, on one hand, an analysis of their own educational style and their own attitudes and vision, and on the other to increase their awareness regarding daily actions, coming to understand that “awareness” is a tool to be continually solicited and that guides the educational activity. Some examples:

1. As concerns the critical point “Knowing how to identify the moment when ‘not to act’, when to interrupt one’s action”, this concerns several dimensions all at once:
- 2.

Knowledge To know	Skills To be able to	Attitudes To know how to be	Knowing how to get the person to do something
Knowing that “the interrupted gesture” is	Knowing how to interrupt oneself at	Being as the fundamental tool for	Make the other free to act. If the “interrupted

an actual educational methodology and not just the absence of an intervention	the right moment	the Pedagogy of the Occasion	gesture” is made at the right moment, the person can act in an unexpected way.
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3. As concerns the critical point “Accepting the adulthood of the person”, this concerns the following dimensions:

Knowledge To know	Skills To be able to	Attitudes To know how to be	Knowing how to get the person to do something
Knowing the axioms of the educational relationship	Know how to involve the person in each activity, explaining goals and objectives, rules and methodology.	Knowing how to manage the “personal power”. Knowing how to cope the dissatisfactions	Activate the “desire to put his/her life in his/her hands” in the person (see the slide no 32)


4. As concerns the critical point “Drawing up” an educational contract, this concerns the following dimensions:

Knowledge To know	Skills To be able to	Attitudes To know how to be	Knowing how to get the person to do something
Knowing the difference between “objective” and “expected results”	Knowing how to plan the check of the results at the right moment.	Awareness of the importance to go beyond the diagnosis, using listening and observation	Knowing how to involve the family and the person in the project/ contract. Knowing how to involve the stakeholders. Knowing how to get the person to have a significant relationship with some stakeholders.

Tools / technical support: power point presentation of the Model. Framework of the dimensions of the competency to be worked on (a framework for each item). Specific tools for the work with stakeholders (see the Manual).

Duration: 6,5 Hours


d) Closing the meeting

 Evaluation of the contents explained

Modality: short questionnaire, discussion

Duration: 30 minutes

a) Reflection within the service

-  Vision of the 3 videos produced during the Project “INV” and a discussion (see the following scheme built by FCSD)

<p>Analysing emotions through the videos</p>	<p>Video Barcelona (30 min) Intro + 3 scenes → questions to the group</p> <ul style="list-style-type: none"> a) What feeling do you think this situation evokes in the professional? b) Which of the ways of solving the situation and managing the emotion is more familiar to you? c) Which resolutions do you think is the most effective? d) What do you think are the effects of each way of managing the emotion / situation on the girl and on the relationship? e) Can you imagine other ways to solve the situation? What you would do in this situation? g) Have you found similar situations in your work? What feelings / emotions did you have? How did you manage them? Are you satisfied with the way you handled? <p>Show last part of the video</p> <p>2. Video Italy (30 min) View the video and work in small groups → give the sheet with questions for discussion in small groups (10 min). Afterwards, sharing in plenary group.</p> <ul style="list-style-type: none"> a) What kind of relationship do you think there is between the service and the family? b) What feeling / emotion do you think the educator has? c) What impact do you think each of the ways of handling the situation has? How do they affect the sister? d) Is there any other way to handle the situation that is not represented? Which one? <p>3. Hungary Video (30 min) View the video and large group discussion</p> <ul style="list-style-type: none"> a) What is happening in this scene? b) What feeling / emotion arises in the professional? c) Which of the reactions do you think is correct? d) It is possible to solve the situation this way (like in the last scene)? Discussion on the topic of fairness and equality. e) What problems can we find if we solve the situation in each of these ways?
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The Tools

The training will have to have a direct impact on the work efficiency of the services. The trainer will provide directions on how to use both the “**Self-observation Protocol**” (choosing one of the two proposed in the Model) as well as the “**Logbook**”.

Usually, professionals compile a logbook at the end of every shift. This is a tool often used in services, but often ignored as a training tool. It is used for observing the changes that occur, both in the behaviour of the professionals as well as in the persons to whom the service is directed.

During the training, the trainer has to ask participants to fill at least a Self-Observation Protocol and then to discuss the main elements emerged.

Tools / technical support: power point presentation of the Model. Specific tools.

Duration: 6 Hours

e) Closing the meeting and the Course

 Evaluation of the contents explained in this meeting

 Evaluation of the Course

Modality: short questionnaires, discussion

Duration: 1 Hour

Other 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
The connection	The welcoming The invitation	Getting to know the other as a specific, conscious action Knowing how to perceive the emotions of the person with severe DS from the moment of entering the service Going beyond the diagnosis Knowing how to listen, knowing how to observe	Self-evaluation tool (no 1) specific for the connection + 10 points of Carl Rogers Self-observation Protocol (Pedagogical Model) Logbook (Pedagogical Model)
Assuming responsibility	The entrustment The intimacy	Knowing how to identify the reasons for dependence Assuming responsibility Knowing how to activate in the person the desire to confront their need Knowing how to establish a familiar relationship Knowing how to distinguish between routine and ritual	Self-evaluation tool (no 4) AIPD's "What breed of professional...?" (see the Training course) 10 points of Carl Rogers Self-observation Protocol Logbook

The accompaniment	The Educational Contract Checking the results	Knowing how to accompany Knowing how to identify the moment when “not to act”, when to interrupt one’s action	AIPD’s “What breed of professional...?” Self-evaluation tool (no 4) (see the Training course) 10 points of Carl Rogers Self-observation Register Logbook
Growth and social integration	Reconstruction of personal networks The partnership	“Drawing up” an educational contract The shared elaboration of the Educational Project Knowing how to expedite the integration into the network Accepting the adulthood of the person	AIPD’s “What breed of professional...?” Self-evaluation tool (no 4) 10 points of Carl Rogers Map of stakeholders Self-observation Register Logbook

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).

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.

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.

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

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

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

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 PARTICIPANTS	SECONDARY PARTICIPANTS

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

