

# Grid for conducting the INV project Focus Groups

Focus groups are intended to collect concrete indications for the INV pedagogic model that will be tested in a further step of the project.

Therefore they represent a good opportunity to both discuss and understand the issues related with INV as well as to analyze the training needs of the social operators who are working with people with severe Down Syndrome (here after PDS).

## THE PERSON WITH A SEVERE DOWN

1. One metaphor at the beginning could help towards a positive discussion. You can use one of the following metaphors in order to promote consideration on the work with PDS.

- First metaphor: *“Everyone is similar to a glass: there are big glasses, little glasses and very little glasses. Big glasses can hold half a liter, very small ones can hold just few drops. It doesn’t matter how much water they can contain, what counts is that every glass is full”.*
- The second one: *“An apple tree has to become a good apple tree and a strawberry has to become a good strawberry. I’m not saying that each one has to become an apple tree or a strawberry, because people are extraordinarily different. In its own way of being, everyone is different. Nobody is a simple repetition of a model. Anyone has to reach the step of a complete blossom regardless of the type of plant he/she is”*

Erich Fromm, From “ Art of listening”

## **Examples of questions**

*PDS must be considered as a person as anyone else and therefore he/she should completely fulfill him/herself. **Do you agree with this statement which comes from the reading of the metaphors ? Does it reflect your own experience ?***

In addition to start up the discussion , this question aims at checking if all attendants share the general idea which leads the commitment of our organisations. This allows also to implement an implicit solidarity of the group.

**ANNEX 5. Grid of Appreciative Questions**– L’essenziale è invisibile agli occhi – INV – 2012-3660/001 001

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After the first participant has broken the ice three situations could occur:

- A. Another participant spontaneously speaks answering to the first participant. You are lucky: FG has started.
- B. Another participant answers to the initial question without taking into account what the first participant said.
- C. Nobody speaks.

If you are in the B) or C) situations, which is most probable the case, your work will consist in creating such a situation where everybody can speak even not considering the FG contents. This is the most delicate step; you must motivate the group and give everybody a strong creative energy. FG must not become a sum of individual opinions.

For this reason, in this step you must not care too much for contents but facilitate the relationships among participants; in fact, this step is necessary to promote the interaction between participants and not so much to deepen into contents.

You should be able to stimulate the interaction among participants that are distant from each other.

2 The second set of questions should make participants explain which is their own personal relation with people with DS. The moderator should suggest participants to choose the most important one. It is necessary that participants tell about both points of view, since the relations takes place between two people.

#### Examples of questions:

- A. What is the basis of your relationship with people with DSs? And their basis? This latter aspect is quite important because it is necessary to take into account the point of view of the other person and it is interesting as it is aimed at making the conception of professionals coming out.
- B. Does, the "long – and - slow" time dimension , belong to your relationship? What about changes , often just barely visible?
- C. Does joyfulness get into your relationship? When and how does it happen?

3 This third set of questions investigates about the way the experience of the limit interferes within the relation and whether it weakens the project dimension and the educational value of the relation itself.

#### Examples of questions

- A. How much your idea of disability gets into your relation and in which way does it affects it?
- B. How much and how your idea of disability gets into the educational project and into the action plan?

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4. The fourth set of questions focuses on the "taking care of" issue.. participants should be asked to tell about strain and routine and how the everyday work undertaken for months and months diminishes attention to signs and questions asked by the other person.

Examples of questions

- A. What is your idea about "care giving"? What is the difference between "taking care" of and "looking after" a person ?
- B. Does "taking care" include "looking after" or it is not essential?
- C. Is the taking care , in your opinion, part of the relationship and, if yes, how do you act it?

Examples of questions

Please, describe a person with DS you have a good relationship with . Report his/her potentialities , desires as well as limits, shortcomings and sufferings.

- A. How many times a week doubts, aspirations, desires, suffering, dreams emerge from a PDS person ?
- B. In which way doubts, aspirations, desires, dreams, sufferings get into the individualized plan f the person you are talking about?
- C. How much time do you devote to the realization of potentialities?

At the end of the session, you must summarize the most important themes, thanking and appreciating for the commitment and efforts of everybody.

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