

THE 2ND SELF-OBSERVATION PROTOCOL

This tool is a proposal made by Emili Grande and Ines Schocher, trainers of the partner FCSD; it has been developed following the testing of tool during the training itinerary and has some changes proposed by professionals.

The protocol seeks to offer an instrument of self-observation and monitoring for the professional, useful for keeping under control one's emotions, understanding them in order to reflect, learn from one's errors as well as from one's unexpected successes, fostering the awareness of possible conditioning by past experiences. It is to be used whenever events occur which the professional considers significant or in any case on a weekly basis.

It is composed of two parts.

1ST PART: REGISTRATION OF MOMENTS OF EMOTIONAL INTENSITY

Protocol drafted by:

Record nr _____ Date: ____ / _____ / 20__

This form must be completed as soon as possible after a moment you consider of special emotional intensity in your pedagogical relationship with the person with severe intellectual disabilities, for time can erase or modify nuances that may be important for the later analysis. When filling it in, let yourself lead by intuition, try not to seek justifications or arguments, you will do that when you analyse a sufficient number of records.

In the first question, try to describe briefly what happened, without forgetting important background information (what happened just before). Do not forget the facts - where it happened, what day of the week, what time, whether it was or was not a common activity for that day and time, who was involved, what were you doing, how did it start, develop and end.

With regard to the rest of the questions, mark with an 'X' the answers that best fit what happened and what you felt.

1. What happened?

2. Which emotions/feelings did you identify in yourself

☐ Anger / Annoyance / Rage

☐ Fear

☐ Sadness

☐ Repugnance

☐ Joy

☐ Envy

☐ Guilt

☐ Shame

☐ Affection / Tenderness / Love

☐ Confusion

☐ Others:

3. Do you think this feeling is particularly yours, because of the way you are, your character, or do you think it would generally happen to anyone in this situation?

☐ My own

☐ General

4. How do you value your reaction?

☐ Positively

☐ Negatively

☐ Neutrally

5. Your reaction has been, from a pedagogical point of view ...

☐ Helpful

☐ Harmful

☐ Irrelevant

6. How have your feelings influenced on the usefulness or harmfulness of your reaction?

☐ A lot

☐ A little bit

☐ Not at all, they have not influenced my reaction.

7. Which of these concepts best explain your feelings and reactions? (you may choose more than one option)

☐ **Homologation:** conforming and matching the other to the idea that you already have, for example, the idea you have of people with disabilities.

☐ **Demonization:** the other is very different and incomprehensible

☐ **Normalization:** Strict enforcement of the rules that may hinder listening

☐ **Equidistance**

8. What has influenced the situation and how?

☐ My fear for professional failure (to feel questioned as a professional or in my work methods)

☐ My fear for personal failure (to avoid rejection, to seek the approval of the other)

☐ My lucidity (alleged assumption that 'I' am the one who knows)

☐ The power and my ability to distribute it (to recognize a space for decision to the other)

☐ My fatigue, discouragement and loss of confidence regarding the success of the educational or relational approach

☐ My stiffness (resistance to change)

☐ My concept of people with disabilities (in what measure does my performance reflect that I consider them equal in dignity and rights)

9. What do you think you should do with your feelings in this situation?

☐ Express them

☐ Suppress them

☐ Something else:

10. How did you feel as a professional?

☐ Competent

☐ Incompetent

☐ Indifferent

11. How did you feel as a person?

☐ Good

☐ Bad

☐ Indifferent

2ND PART: ANALYSIS OF THE EMOTIONS/FEELINGS IDENTIFIED IN THE PEDAGOGICAL RELATIONSHIP

Self-analysis of the recorded information on the forms nr.1 to nr. ____ of the “**Registration of moments of emotional intensity**” in the pedagogical relationship

Protocol drafted by:

During the period between ____ / ____ / 20__ and ____ / ____ / 20__

1. Which emotions/feelings repeat themselves in the recorded situations?

2. Did you consider them mainly because of your own personality or as emotions/feelings that arise logically to most people in that kind of circumstance?

3. Do you prefer to express or to repress your emotions/feelings? What does this tell you about yourself?

4. In general, how did you value your reactions? Positively, negatively or neutrally?

5. In general, how did you consider your reactions from a pedagogical point of view: as helpful, harmful or irrelevant?

6. Do you think that your feelings have had any influence on the helpfulness or harmfulness of your reactions?

7. Which concepts do you think explain better your feelings and reactions: Homologation, Demonization, Normalization or **Equidistance**?

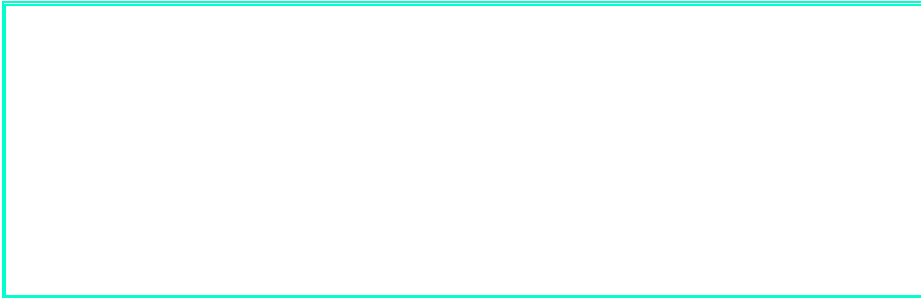
8. Analyze your responses to the question 5 of the "Registration of Moments of Emotional Intensity". What elements are having more influence on your feelings? Should you work on any of them?

9. Analyze your responses to the question 5 of the "Registration of Moments of Emotional Intensity". What elements are having more influence on your feelings? Should you work on any of them?

10. Does this analysis help you to identify aspects of your personality and to identify how it affects your competence as an "educator" of people with disabilities? If so, what aspects of your professional performance do you think you should change or improve?

11. Did you record more events that eventually gave you a good feeling or more events that gave you a bad feeling as a professional? And as a person? What does this tell you about what you are giving more importance to - perhaps arising situations of 'conflict' are more 'emotional' for you than 'celebration' or vice versa. Think about it. How do you live conflicts and celebrations in your professional and extra-professional life?

12. Which aspects of the personal relationship that involves the educational relationship, identified in this analysis do you think you should share with your own team?

A large, empty rectangular box with a thin red border, occupying the lower half of the page. It is intended for the user to provide their answer to the question above.