



IO 4 Training modules for participating teaching staff and professionals

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Project number: 2017-1-DE02-KA202-004136

IO 4 Module 2

Create support plans in a participatory manner

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What awaits you

- Thinking back - Graduate spokesman **Markus K.**
- **Paradigm shift** in therapeutic and special education
- Five **interactive** success factors of (vocational) pedagogical work
 - *Side note:* About learning in relationships
- Support plan process
- Individual support planning
 - *Side note:* **ICF** – Bio-psycho-social interactions
- Practical **exercise:** **Andreas D.**

Thinking back

- Graduate spokesman **Markus K.** (1)

Dear guests, dear parents, dear foremen, educators and teachers, dear graduates and adolescents, when I arrived at the **Vocational Training Centre Dürrlauingen** three years ago, I and probably some others would not have thought that I would be giving a closing speech up here today. But now I am actually standing in front of you. I have just received my diploma. I am happy together with the other graduates that we have achieved our goal. When I think of the past three years, the way to reach our goal was often not easy. The **rules** in the workshop and boarding area were unfamiliar and at first seemed very strict to me.

Thinking back

- Graduate spokesman **Markus K.** (2)

Today I say:

If I had accepted the rules quicker, it would have been easier. The rules have helped me to learn important things in my life, such as **order**, **reliability** and **being able to work as part of a team**. And I learned a profession that I enjoy and in which I can achieve something, even if the **motivation** fluctuated at times. The **perseverance** was worth it!

Thinking back - Graduate spokesman **Markus K.** (3)

I am glad that I was able to use the **time** here and I would like to thank everyone who supported those of us who are graduating today. Particularly worth mentioning are:

- our **foremen**, who have shown us time and again how to do a job properly,
- our **educators**, who were contact persons for us,
- the **boarding area managers**, who gave us opportunities
- our **teachers**, who taught us a lot with patience,
- the **parents**, who supported many of us;
- the **integration consultants**, who help us find a job and
- our **friends**, who believed in us.

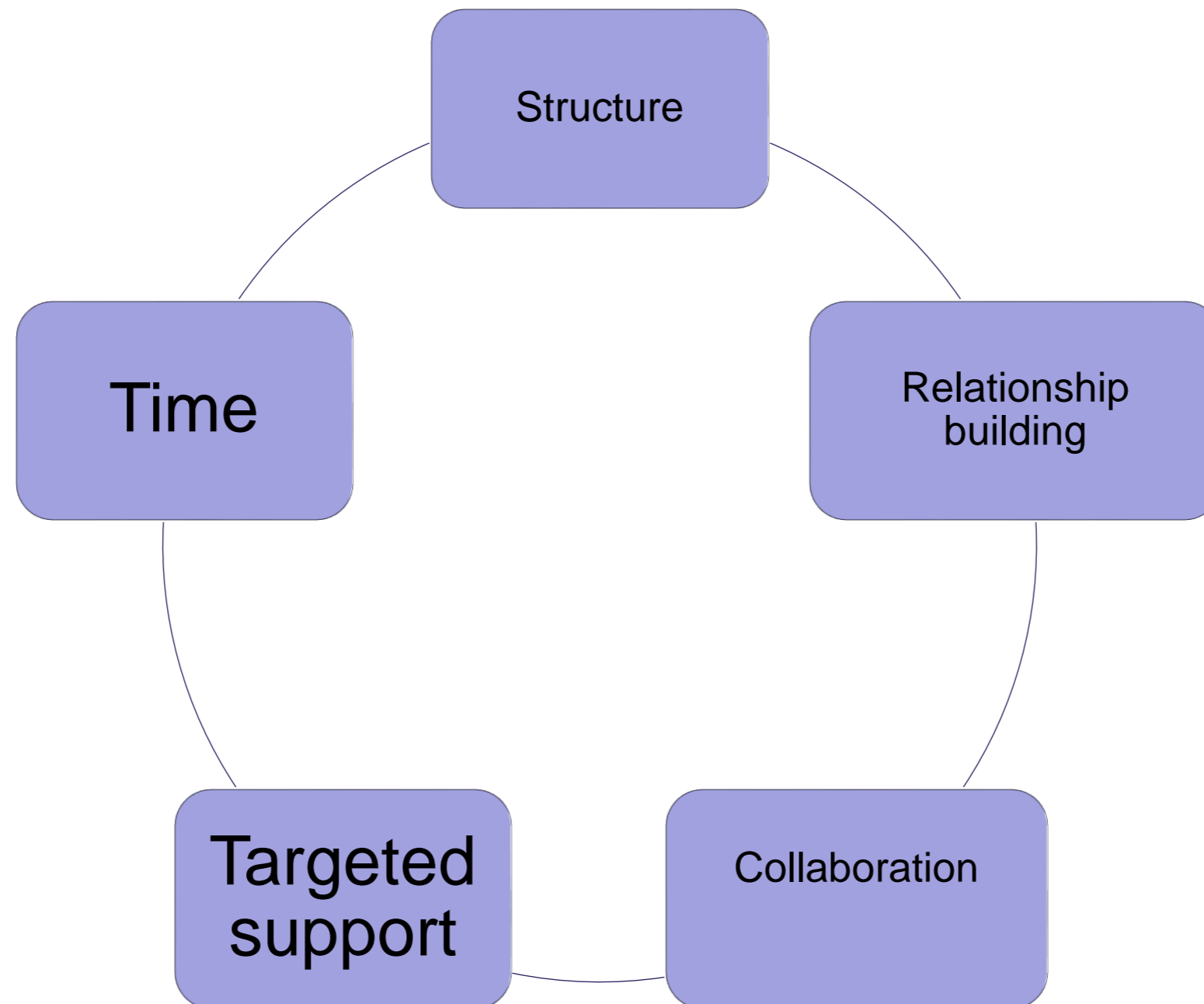
THANK YOU!

Paradigm shift in therapeutic and special education

Change processes and **accent** shifts

1946 – 1960s	1960 – 1990s	From the mid-1990s
Custody	Support	Accompaniment/assistance
↔	↔	
Separation, hospitalisation, life in institutions and psychiatric wards	Special facilities, de-hospitalisation	De-institutionalisation, Open help
Medical-curative view of a person	Pedagogical-optimistic view of a person	Integrative-accepting view of a person
Care, treatment	Support plan, normalisation	Self-determination, empowerment
Exclusion Doctors, nursing staff, guardians	Integration Parents, pedagogues, carers, government officials	Inclusion, participation Accompanying persons, assistants, parents, relatives, support groups

Five **interactive** success factors of (vocational) pedagogical work



Five **interactive** success factors of (vocational) pedagogical work (1)

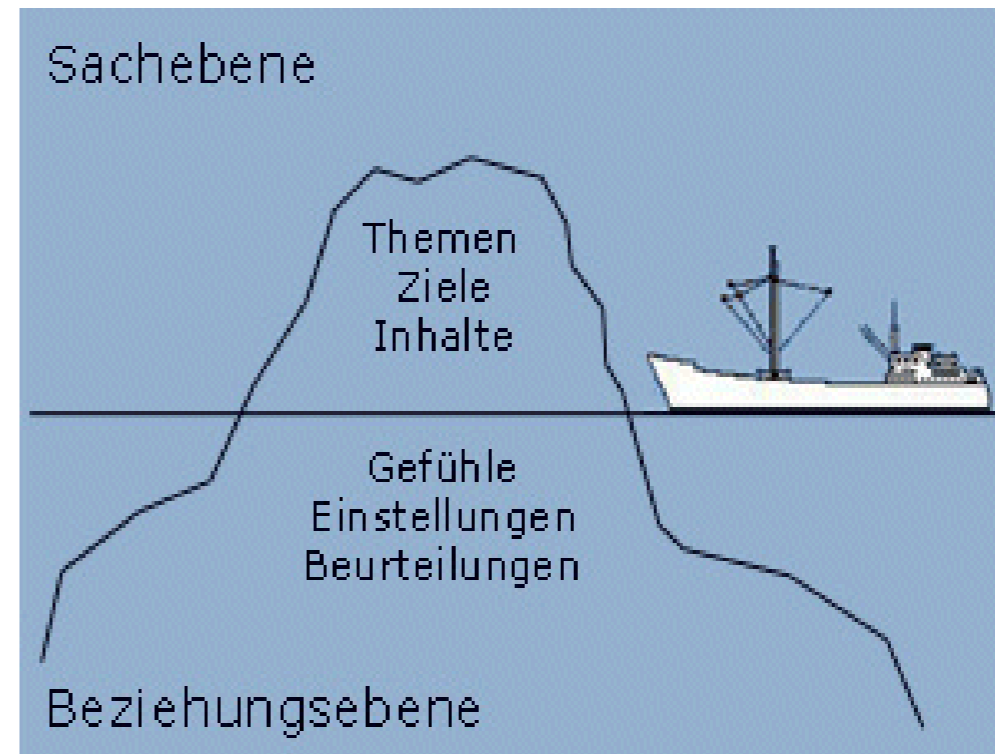
- **Structure**: Outer structure (**hold**) strengthens and brings inner hold (**attitude**).
 - **Set-up** and **sequence** structure
Rules, structured processes (quality management), spatial structure (where is the space for what?), time structure (When does what happen?), “Culture” of an institution
- **Relationship**: **Personal** encounter between “I and You”
 - “Healthy” adults as a **role model** in a temporary protection, learning and exercise room
- **Collaboration**: **Organised** encounter between “I and You”
 - Mutual **esteem** and **respect**: Appreciate and complement each other, use **strengths** and balance **weaknesses**

Side note: Learning in relationships

- What is understood as learning is closely related to the idea of the **learning subject**.
 - **Aristotle**: **zoon politikon** = Man as a social, community-oriented and community-forming living being
- The important role of “others” for one’s own learning requires a **relational** understanding of learning: “Teaching ↔ learning” is an interactive and **dialogical** relationship event.
 - Above all, the relationship determines the processing of information. “The **relationship level** *determines what is absorbed on the subject level* .” (**Watzlawick et al** . 1996, p. 56)

Side note: Learning in relationships (2)

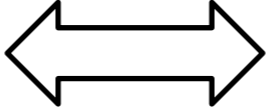
- If no relationship is established, it will be on the wrong foot from the start.



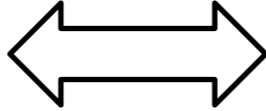
- The **relationship** level “chemically” has a significantly greater influence (80%) on the **communication** than the **subject** level (20%), but often works in the background.

Side note: Learning in relationships (3)

- Four **relational** pedagogical areas of tension
 - **Emotional** dimension (pleasant - uncomfortable)

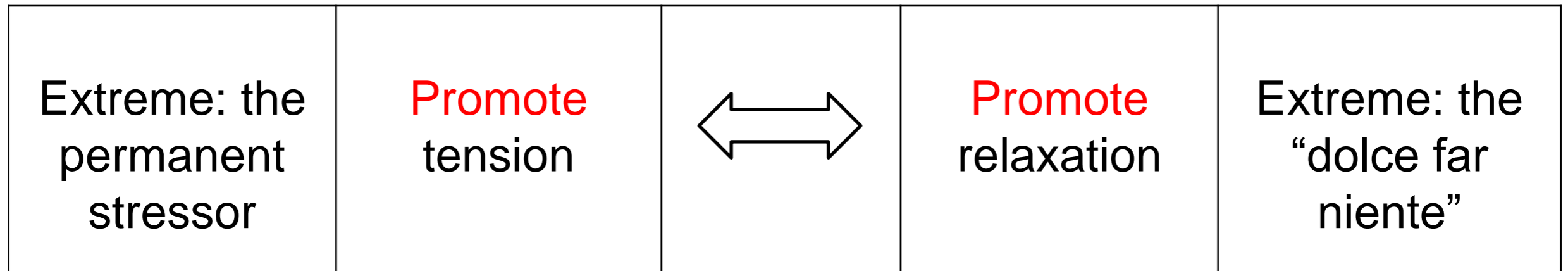
Extreme: the good pal	Closeness Interest / participation		Distance Internal - external	Extreme: the big shot
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- **Social** dimension (subordination/classification - superordinate)

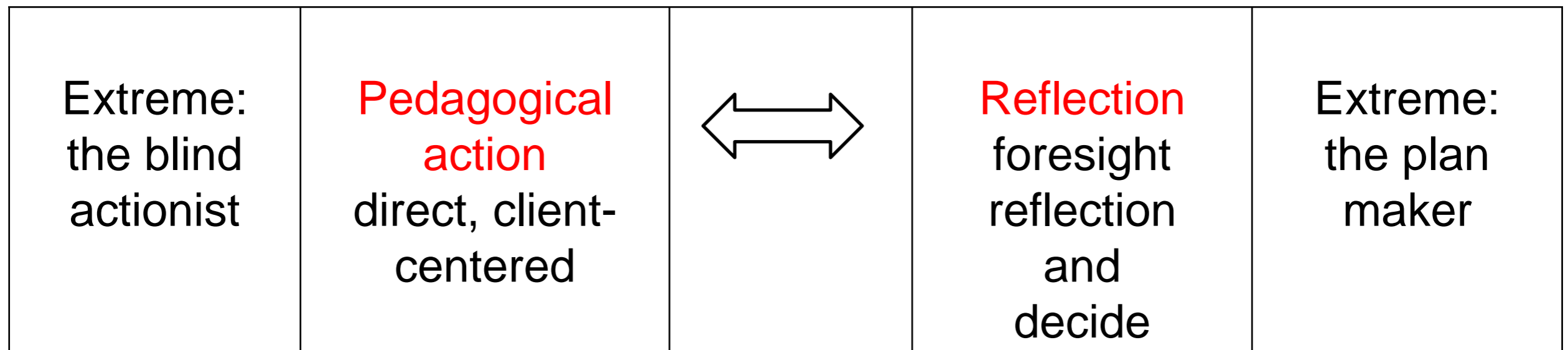
Extreme: the indifferent one (laissez- faire)	Let it be “long reins” observe		Establish limits “short reins” Control behaviour	Extreme: the autocrat (authoritar ian)
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Side note: Learning in relationships (4)

- **Motivational** dimension (set goals - convey calm)



- **Actional** dimension (active, energetic - passive, powerless)



Five **interactive** success factors of (vocational) pedagogical work (2)

- **Targeted support:**
Catalogue “**Proven**” and “**Innovative**”
 - Support by means of **planned** process design and **suitable** methods
 - **Support planning:** Anamnesis, diagnosis, objectives, planned action, goal control, etc.
- **Time:** Against the background of certain “normal” ranges, development periods are always **typical for the individual.**
 - *“A young person cannot be brought up **quickly.**”*
 - *“If you **pull** on a blade of grass, it won't grow faster.” And: “If you **pull too hard**, you will uproot it.”*

An important success factor

- Coping with **life tasks** needs above all ...

... **Patience**

Support plan process

Deficits and problems Resources and skills	Weakening factors Strengthening factors	
	<p style="text-align: center;">Diagnosis Justiciability</p> <p style="text-align: center;">↓ Differential diagnostics ↓</p> <p style="text-align: center;">Support planning</p> <p style="text-align: center;"><u>Approach</u> <u>Approach</u></p> <p style="text-align: center;">↓</p> <p style="text-align: center;">Person Environment</p> <p style="text-align: center;">↓</p>	
Principle of the “to some extent existing”	<p style="text-align: center;">Evaluation</p>	Family, school, Prevocational training and vocational training
Principle of specific objectives	<p style="text-align: center;">Further planning Further action</p>	Principle of manageable tasks
	<p style="text-align: center;">...together as advisory process</p>	

Individual support planning (1)

- The basic **support plan concept** usually comprises **seven** elements and follows the logic of the “*Plan-Do-Check-Act*”, as is known from project management.
 1. (Standardised) observations
 2. Strengths (resources) / weaknesses (deficits, excesses) analysis
 3. Objective formulation
 4. Derivation of measures or methods
 5. Comparison of support plan (goals, methods) and support programs with participants (*Commitment* = participation; *Compliance* = consent)
 6. Agreement on responsibilities and time goals
 7. Scheduling the review (evaluation) with target adjustment

Individual support planning (2)

Individual support plan (IFP)

For (Name): _____

born.: _____

Created on: _____ by (Name):

I. Observation and description

1. What **behaviour** and **attitudes** does the adolescent show regarding:

- School and achievements
- Other adolescents
- Adults (trainers, teachers, supervisors, etc.)
- Herself/himself
- Her/his family

Individual support planning (3)

II. Analysis and pedagogical conclusions

2. Which **strengths**/resources and **weaknesses**/deficits/excesses are observed?

Strengths / resources	Weaknesses/deficits/excesses

Individual support planning (4)

3. Summary of the **main problems** = **support priorities** (max. **3!**)
4. What pedagogical **goals** do we want to achieve in the near future? (Principle: *“Strengthen strengths and weaken weaknesses!”*)
5. What **methods/means** do we want to try?
6. When should achieved **progress** be reviewed and **goals** as well as **methods** be reconsidered?
On: _____

III. Resultcheck

Side note: The **ICF** basic model - Bio-psycho-social interactions

- **Interactions** in the **bio-psycho-social** ICF–Model



- **b** = body functions, **s** = body structure, **d** = (daily) Activities
 (**a** = activity [performance = **current** behaviour, capacity = behaviour **potential**]) and participation = (**p** = participation),
e = Environmental Factors, (**i** = Personal factors)

Practical **exercise**: **Andreas D.** (1)

- This **report** on **Andreas D.** comes from the joint support plan conference of the special needs home and the vocational school.
- The 16 year old adolescent is a student in the prevocational training measure (BvB).
- Read the report in **Neighbourhood groups** and edit the individual support plan in writing (keywords) as explained above.
- Then make your work result available to all participants in the workshop on the “*Market of Opportunities*” (PIN wall).
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Practical **exercise**: **Andreas D.** Individual support plan

Suggestion

Practical exercise: Andreas D. (2)

II. Analysis and pedagogical conclusions

2. Which **strengths**/resources and **weaknesses**/deficits/excesses are observed?

Strengths / resources	Weaknesses/deficits/excesses
Reading, practical exercises	Arithmetic, non-practiced dictations
Performance motivation, formal performance criteria	Low tolerance for frustration, nervousness/excitement, insecurity/anxiety
Perception of rules (games)	
Compatibility (shared accommodation), openness (for educators), contact with parents	Social independence, incompatibility (school), lack of conflict ability and assertiveness, adult orientation
Personal responsibility (clothing, school supplies)	Personal responsibility (cleanliness, personal hygiene)

Practical **exercise**: **Andreas D.** (3)

3. Summary of the **main problems** = **support priorities** (max. **3!**)
 - Low tolerance for frustration, nervousness/excitement, insecurity/anxiety
 - Social independence with adult orientation, lack of conflict ability and assertiveness among peers
 - Arithmetic, dictation
4. What pedagogical **goals** do we want to achieve in the near future?
(Principle: *“Strengthen strengths and weaken weaknesses!”*)
 - Stabilise emotionality
 - Develop social behaviour among peers
 - Arithmetic techniques, practice and consolidate dictation

Practical **exercise**: **Andreas D.** (4)

5. Which **methods/means** (besides the daily educational work on these goals!) do we want to try?
 - Child and adolescent therapy
 - Social-emotional group training
 - Support and development classes

6. When should achieved **progress** be reviewed and **goals** as well as **methods** be reconsidered? On: [Date] in 6 months

III. **Result** test (progress, same situation, setbacks)

Imprint

Intellectual output IO 4 Module 2 Create support plans in a participatory manner

Author and authors:

LERNEN FÖRDERN-Bundesverband
zur Förderung von Menschen mit
Lernbehinderungen e.V.
Professor Karl-Heinz Eser



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Contact: LERNEN FOERDERN-Bundesverband e.V. Maybachstr. 27, 71686 Remseck
www.lernen-foerdern.de post@lernen-foerdern.de 0049 7141 9747870