



Comenius 2.1  
E:BOP

# **Empowerment: Burn Out-Prevention**

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*Pädagogisches Institut des Bundes in Salzburg*

## **Report of Module IV (Seminar-design)**

*(Austria)*

*How to deal with behavioural problems*

**(11.-13.12.03)**

## **A Preface**

*The special situation for this seminar was very positive, because the group of participants more or less did no change, the climate in the seminar and between the participants and the referents was extremely good and full of confidence. The challenge of this seminar was to build a bridge between the more personal oriented prevention strategies and the professional oriented prevention strategies .We tried to create not any normal “behavioural problems seminar ”, but to connect the contents of the last three modules with the personal situation of the participants in their private and professional life.*

*Also we had to fulfil our ICT-homework and we already knew, that this will maybe not be the most beloved part – and because of the organisatoric frame we had to do this part more or less in the beginning.*

*A very strong relationship has grown between the groupmembers and the participants and it was necessary to find a good way to say good bye to each other.*

## **B Aims/Targets of Module :**

To enlarge the patterns how to deal with children with difficult behaviour and to strengthen the resources of the participants

Theoretical basic principles in the area of difficult learning behaviours

Coping with difficult behaviour

Acquisition of skills and competence in the following areas: recognition and analysis of problems, strategies for solving them

Explore new ways to work with the own voice

Willingness and competence in cooperating and communicating with others, both in and out of schools

## **C Persons involved**

### **1. Participants:**

19 (17 women, 2 men)

### **2. Trainers/Referents:**

Mag. Inge Absolon-Plank, Teacher, Psychologiste, Psychotherapist, Supervisor, Professor at Teachers College in Salzburg, long experience in in-service- training

Dr. Angela Faber, Teacher, Psychologiste, Clinical and Health Psychologiste, Counselor, Head of the in-service-teacher-training of compulsory school department, long experience in in-service-training

Organisational and ICT support:

Mag. Gabriele Breidfuss-Muhr, Master of Education, Teacher, Leader of the Project, long experience in in-service-training

Voice support:

Edith Schmidt-Tatzreiter, Voice trainer and Expert for Voice problems

## **D The seminar**

### **1. Date/ Place/Duration:**

11.12.03 15.00 – 13.12.03, 17.00, Strobl Wolfgangsee, Seminarhotel with over-night-saty

### **2. Contents:**

Summary of the personal and professional developments and changes

Reflection about ICT

Meaning of success/achievement motivation in the life of teachers and students

Overview of the different psychotherapeutical approaches

Overview of the basic needs of human beings and the targets of disturbing behaviour

Successful strategies to work with children with difficult behaviour

Selfexperience around the own voice – voice as a resource

Special themes: Hyperaktivity, fear, aggression

Concept of vulnerability and resilience

Partners for cooperation outside the school system (hospitals, psychotherapists, experts, special institutions..)

Like always: Body-awareness (Yoga, jogging and meditation indoor and outdoor)

### **3. Invitation:**

In PI Programm WS 04: [www.pi.salzburg.at](http://www.pi.salzburg.at)

### **4. Programme:**

Thursday, 11.12.03, 15.00 – 18.00

Warming up: Using symbol work to explain the changes in the own life

Short 1stclass input and

Reflecting ICT (ICT-Evaluation)

19.30-21.00

Phantasy-journey: The development of me as butterfly – painting. Exchange in pairwork

Friday, 12.12.03

7.00- 8.00

Jogging and Yoga, nature meditation

9.30-12.30

Input: achievement motivation - Kretschmann

Questionary achievement motivation and transfer to the classroom

Transfer of the theme in different levels: teacher-students

Selfexperience with clay: building up a realistic target in my life with clay

Using affirmations as a resource

14.30 – 18.00

Overview of the most important psychotherapeutical schools

Overview about behavioural disorders (F.Redl/R.Dreikurs)

Remembering successful strategies out of the own experience, increasing them with theoretical input

19.30 – 21.00

self experience: voice work in the group, in pairs, alone with our guest referent

Saturday, 13.12.03

7.00-8.00

Jogging and Yoga, nature meditation

9.30 – 12.30

Input: Reselience and vulnerability

Finding out the own resilience factors – exchange in small groups

14.00 – 17.00

case studies

Burnout-selfefficacy test

Mutual feedback about the personal and professional development during the project

Diary with focus on the future

Evaluation of the seminar quality

Ritual for saying goodbye – singing together

## **E Learningpackage: Methods, Materials**

As the contact between the participants has grown in a very confident way, it was easy to start right on and we could come to a personal exchange easily. We had to keep care to continue our way of very personalized work – therefore we adapted our theoretical program and gave inputs which were interesting from the teachers point of view as well as from pupils point of view. So this change of levels was very useful! What was really impressing, how the group dealt with the TIC-part – which they did not like to much, but we had a very interesting discussion and evaluation and we could learn from the mistakes that happened (further details see TIC- evaluation). It was helpful to have our project leader Mag.Gabi Breitfuss-Muhr there for detailed explanation and moderation. Also the other external expert, the voice expert gave a very interesting input and we could find some new treasures in the group. I still admire the capability to try new ways and to leave old patterns. The group kept stable and everybody enjoyed the progress of the other.

## **F Qualitative Evaluation**

### **1. Qualitative methods:**

### **Personal diary**

In the group we worked with mutual verbal feedback and for the seminar quality we planned an evaluation with symbols – but the group invented a chorus and sang it for us – it was incredible and nearly everybody cried because a flooding of emotions! Although we are really experienced, we never had such a strong and good feeling, that this seminar really was a big success.

### **2. Results:**

The participants moved further in a professional way and started to get interested again in their professional life. The themes, which we were talking about were meaningful as well for them as for their pupils and the personal steps they made, will help not only to survive in school, but to teach in a better way.

Of course they wanted to continue the work in the same group with the same referents- but we have to take care of the financial resources and new teachers in burnout danger are waiting!

## **G Evaluation of the Seminar**

see Evaluation-reports: SQ graphs module 4