



Comenius 2.1
E:BOP

Empowerment: Burn Out-Prevention

Centro de Apoyo al Profesorado de Retiro (Madrid)

Seminar design Module 4

Spain

Dealing with Difficult Behaviours in the Classroom

13-16 November 2003

A Preface

For developing Module 4 objectives, we have planned to do it about dealing with difficult behaviours among pupils. Teachers need to find out new techniques to handle the problematic situations in the class. Another problem is to identify the different problems and to get some solutions from the School Institution or from outside. Sometimes, teachers work alone without exchange their ideas, suggestions or problems. It is necessary to interact among them and to get some help from other professionals such as doctors, psychologists, psychiatrists, pedagogues, etc.

Our aim is to get more aids, communication and more cooperation with teachers to deal with the difficult behaviours. To get this aim it is necessary to teach the teachers some techniques to control the pupils' behaviours in their classes.

B Aims/Targets of Module :

General Aims

- Improve the teacher's knowledge about pupil's difficult behaviour.
- Analyze the necessity of communication and help among colleagues and from the Educational Institutions.
- Realize the importance of the discipline in the classroom.
- Know the most usual difficult behaviours in the school.

Specific Aims

- Learn how to avoid the big problem of the difficult behaviours in the school, at the individual, and class-group level. Analyzing the role of the teacher when he/she is dealing with the pupil's attitudes. At the same time, they are going to learn some new techniques to improve the control of the students in the classroom.
- Analyze some ways of treating the discipline problems, working with other institutions, using different centers and activities, identifying internal resources and objectivating them, recognizing the cooperative work among the different educational institutions and promoting it among the teachers and families.
- Recognize the situations that avoid to have a real behaviour problem, and how to facilitate this communication among teachers and with their students. Personal and social abilities to deal with the discipline subjects.

C Persons involved

1. Participants:

- 24 teachers:
- 10 from Secondary school

11 from Primary school
2 from Pre-primary school
1 from adult school
21 women and 3 men
They come from public, private and semi-private schools

2.Trainers/Referents:

José Carlos Herrero Yuste. Teacher. CAM.
Pilar Lago Castro. Pedagogue. Open University. Madrid.
Ana Pardo Serrano. Clinical Psychologist.
Pilar Relaño Fernández. Musical teacher training.
Margarita Revenga Sánchez. Psychologist. Complutense University. Madrid
Francisco Rodríguez Santos. Pedagogue. CAM.
Raquel Blaya Andreu, the on-line session.

D The seminar

1. Date/ Place/Duration:

13 (session 1), 14 (session 2), 15 (sessions 3 & 4), 16 (session 5) November 2003. Twenty five hours in five sessions.

2. Contents:

- **The discipline among the family and the school.** General theory and practise about the moral development. The most useful educative ways and autocontrol. Authority. Their influence among the different educational sectors.
- Analyze the **Music as a way of communication and expression.** The space, the time, body, techiques of body expresion, rithm, mouvement, memory techniques, language.
- Identify the internal features of the **educative intervention in the problematic behaviours in the classroom.** Find some techniques and resources to get cooperative work with the different institutions to improve the problems and objectivate them. Learn how to work with these problematic pupils.
- Recognize the main features of **the mediation.** Facilitate the communication among the teachers, the students and teachers-students to solve conflicts.
- Develop the **interpersonal communication using the dance and social habilities** to get a active relaxing time in our classrooms.

participantes en los cursos que se realizan paralelamente en los países europeos que participan en el Proyecto Europeo conjunto.

Contenido y distribución de las sesiones del Módulo 4 en España.

SESION 1.

Jueves, 13 de noviembre 2003: Sesión de Trabajo en el CAP de Retiro de 16.30 a 21.30 horas.

De 16.30 a 18 horas-***Participación en una sesión on-line con los participantes en los cursos que se están celebrando paralelamente en Luxemburgo, Austria y Hungría.***

Ponencia a cargo de **Raquel Blaya Andreu.**

18horas: Ponencia: ***La disciplina: entre la familia y la escuela.***

- **La familia: desarrollo moral, estilos educativos y autorregulación.**
- **Autoridad, límites y normas en el marco educativo.**
- **Cuestiones en torno al castigo.**

Ponencia a cargo de **Margarita Revenga Sánchez.**

SESION 2.

Viernes, 14 de noviembre de 2003: Sesión de Trabajo en el Hotel-Escuela de la CAM. 17 a 21,30 horas.

Ponencia: ***La música como lenguaje de comunicación y expresión.***

- El espacio y el tiempo.
- Cuerpo: peso, volumen, forma, etc.
- Técnicas de expresión corporal.
- Ritmo y movimiento
- Técnicas de memoria, sensibilización auditiva y atención.
- Lenguaje, palabra, forma y expresión.

Observaciones: LOS PARTICIPANTES DEBERÁN ACUDIR CON ROPA Y CALZADO CÓMODO. CADA UNO DE ELLOS LLEVARÁ UN PAÑUELO O FULARD Y UN PEQUEÑO ESPEJITO DE BOLSILLO.

Ponencia a cargo de **Pilar Lago Castro.**

SESIÓN 4: Sábado, 15 de noviembre de 2003, Sesión de Trabajo en el Hotel-Escuela de la CAM. 9 a 14 horas.

Ponencia : ***Intervención educativa en los trastornos de comportamiento I***

- Trastornos del comportamiento más frecuentes en la etapa educativa: TDAH y comportamiento perturbador, S de Tourette, trastornos del sueño y la alimentación, problemas de comportamiento en los trastornos generalizados del desarrollo y en las discapacidades intelectuales.

- Ponencia a cargo de **Ana Pardo Serrano y Francisco Rodríguez Santos.**

SESIÓN 4: Sábado, 15 de noviembre de 2003, 16 a 20 horas.

Ponencia: ***Intervención educativa en los trastornos de comportamiento II***

- Evaluación psicopedagógica: la observación en el ámbito escolar, la entrevista con la familia, pruebas y cuestionarios de evaluación (el CBCL y el TRF).
- Respuesta educativa: priorización de objetivos en el ámbito educativo, metodología en el aula de apoyo y en el aula de referencia, el trabajo con la familia.

- Ponencia a cargo de **Francisco Rodríguez Santos**.

SESIÓN 5: Domingo, 16 de junio de 2003: Sesión de Trabajo en el Hotel Escuela CAM. De 9 a 14 h.

9 a 12 horas **Ponencia: *La mediación: una alternativa dialogada para la resolución de conflictos***.

- La mediación en el marco de un planteamiento crítico y transformador de la educación que supera al meramente disciplinario.
- Experiencia del Equipo de Mediación en el IES Silverio Lanza.

- Ponencia a cargo de **José Carlos Herrero Yuste**.

12 a 14 horas. **Ponencia: *Comunicación interpersonal a través de la danza***.

- Afectividad, emoción y movimiento.
- Relajación activa.

Ponencia a cargo de **Pilar Relaño Fernández**.

LOS ASISTENTES DEBERÁN LLEVAR ROPA Y CALZADO COMODO PARA EL MOVIMIENTO.

- **Cumplimentación de los formularios de evaluación del CAP Retiro.**
- **Clausura.**

E Learningpackage: Methods

Folder given to each participant teacher, with the documentation created by the referents, debate about difficult behaviours, EBOP evaluation test , CAP evaluation test and burn out tests.

F Qualitative Evaluation

1. Qualitative methods:

Likes: -The techniques, strategies for the teachers.

- Everything and specially the referents.
- The dances and the knowledge of the body.
- The musical sessions.
- To try to solve the behaviour problems.
- The non verbal communication through dance and music.
- The mediation session.
- The theory and the practise and the relation among the participants.
- The Ana Pardo's session was the most interesting.

Dislikes:- Too many form and questionnaires to complete.

Comments:-To go deeper in the Musicotherapy.

- Teachers want and need more Seminars like this.
- More time to know deeper the different techniques.
- The module 4 was very interesting and useful.

- To promote the interaction among teachers from the different countries.

2. Results: The teachers are very satisfied to participate in the module 4 because they have learnt new things about dealing with difficult behaviours. At the same time, they learnt some new techniques to improve their personal and professional situation.