The project course on Emotional Interaction

Mancomunitat de la Ribera Alta

The program

The aim of the program:

- This lecture aims to give the capacity for special educator to create a trust space with the parents where they feel heard and understood and can freely share their emotions, as well as give them the appropriate tools to resolve disruption between members of a family.

Allocated hours, total – 10 hours (1.5 credit points):

- Independent work – 4 hours
- Face-to-Face training – 6 hours

- [Link to The PROGRAM and references](#)

Special educators will learn or improve their skills and competence:

- To create a safe space free of judgments for the parents to share their feelings and expectations
- To improve their listening capacity as to make the parents feel heard and understood
- To understand, cope and normalize heavy emotions that can go through parents during this situation
- To acquire tools to resolve conflicts and being able to teach them to parents

Outcomes of the classes 'Emotional Interaction'

- Special educators will learn about the active listening program

- Develop emotional intelligence as to be able to deal with the different experiences accordingly

- Learn to normalize situation and emotions by giving a new framework to the situations to the parents

- [Link to The PROGRAM and references](#)

Active listening program I

- This program is aimed to improve the feeling of the speaker of being heard and understood, the speaker is trying to share a point, an emotion felt that is likely hard to express

- The special educator can help him(her) get to that point by active listening

- So how can you enhance your listening ?

- [Link to Learning unit 1](#)

Active listening program II

How to make the speaker felt listened:

- Showing that you are listening
- Ensure that you understood through paraphrasing for example
- Encourage the speaker to share by using open questions

Active listening program III

Activity 1:

- Now that you have some tools on how to use active listening you should try to discuss and find paraphrasing and open questions relevant to the situation

- Try to understand through listening how the parents are handling the situation of having a child with a disability and what is the message that they try to get you through

Emotional Intelligence I

- Parents and family members in general facing the situation of having a child with a disability go through a turmoil of emotions that changes during the different stages of acceptance and overall their life of caregivers

- It is important for the special educator to be able to understand and recognize those feelings as well for the family members to recognize their own feelings as to deal with them and keep on going

Emotional Intelligence II

- The emotional intelligence is to be aware of an emotion, identify the feeling that is linked to it, accepting it and reflecting on its relevance and necessity

- Negating a feeling takes more energy than accepting it. Once the feeling is fully accepted the energy can be shifted toward productive thoughts and actions

- Link to learning unit 2

Emotional Intelligence III

Activity 2:

- Using the tables in "Emotional Literacy" from learning unit 2, try to identify your feeling and the feeling of someone else

- Using the table in "Level of emotional awareness" try to remember a situation where you felt angry and identify the different stages of this emotion

- Search on your own about Primary and Secondary Feelings

Normalizing a feeling I

- The question asked here is how to make the situation more acceptable for the members of the family

- As a special educator you have to normalize the situation and emotions, in a way that don't generalize the personal experience of someone but also make someone feel less alone in this situation, it is a hard balance to find.

- Link to learning unit 3

Normalizing a feeling II

- There are different ways to normalize a feeling just as seen in the learning unit 3, some take time, some necessitate emotion control or organization toward resolving the problem that grows this feeling.

- Giving another frame to the situation and acting accordingly to the frame given is also another way

- It is necessary to understand that reframing doesn't mean denying the perspective of the other

Normalizing a feeling III

- You can find above a link to a video to explain what is Empathy from Dr.Brené Brown from The RSA (Royal Society for the encouragement of Arts, Manufactures and Commerce) that can be shown and discussed about during the course.
- What does empathy means
- How to express empathy
- How to differentiate between Empathy and Pity

- Link to The video:

https://www.youtube.com/watch?v=1Evwgu369Jw&desktop_uri=%2Fwatch%3Fv%3D1Evwgu369Jw&app=desktop

Discussion

- Reflect and discuss on how those tools can enhance the comprehension of the situation faced by the parents, how they are handling it, and what are the subjects where they necessitate help

- Reflect on the ways that those tools can avoid to have expectation or preconception on how the parents are handling the situation and the degree of acceptance.

Further reading (Optional)

- Read the article linked here as to have a better understanding on how emotional interaction is measured and how it influence social interaction

- http://ei.yale.edu/wp-content/uploads/2013/12/pub58_LopesBrackettNezlekSchutzSellinSalovey2004_EISocialInteraction.pdf

Self-evaluation :

- Reflect on how the tools that were learned during the course could be useful for the parents

- Would you be able to teach those tools to parents facing discordance with other members of the family or to manage the feeling of anger because of undesired social outside interaction…

Thank you for your activities and best of luck