

GROW UP! IT

Competences and framework for social system youth workers.



Erasmus+

Method

Self Starting



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Introduction

SELF STARTING method helps to learn self-regulation (which is not identical with self-control). The method shows the teachers and therapists who use it, how to look at the behaviour of a young person or/and adult from the right perspective, respond to their needs and help them to deal with a difficult and stressful situation. This method aims to fundamentally change the mood, the level of concentration, the ability to make and maintain friendships and the feeling of empathy, which is often excluded in adolescents at risk of social exclusion and socially excluded. SELF - STARTING consists of 5 steps

1. Recognition of excessive stress in a person
2. Diagnosis of stressors using designed tools
3. Reduction of stressors using methods and tools
4. Supporting a person in building self-awareness and knowledge when the person needs to do something for itself.
5. Help in creating own self-regulatory strategies to cope with everyday life events

The method assumes the perception of “problematic” behaviours as signs of a person experiencing excessive stress. It focuses on working with a child, a young person, an adult who is impulsive, aggressive, withdrawn, explosive, has difficulty regulating emotions, often experiences emotional crises or has a changeable mood, can not bear frustration, surrenders to the smallest obstacles, has problems with concentration and attention or ignoring distracting stimuli and problems with dealing with relationships or feeling empathy.

SELF - STARTING method teaches how to determine, what are the stressors for a particular person and how carers, teachers or therapists can help the person reduce them. The next step is to teach the person how to cope with stress and its consequences. This is the science of breaking the vicious circle of stress that is getting out of control.

As part of work on the improvement and adaptation of the SELF - STARTING method, a model scenario for working with individuals and groups is developed along with a full material casing - individual work cards and therapy cards. A training program is developed to be used in the preparation of therapists, teachers, pedagogues, youth workers, parents and carers of people at risk of social exclusion and those who are already socially excluded.

The materials will indicate the necessary skills and knowledge, which should be mastered by the user, in order to be able to start work using the SELF - STARTING method. The objectives of education are also described in detail - learning outcomes, in line with the qualification description standard as well as with

the developed training program.

The training program have a flexible structure, and the modules and modular units located in it can be updated (modified, supplemented or exchanged), without destroying the program structure, to adapt the content to the introduction of possible corrections and further additions. This will enable:

The teaching and learning process will focus on achieving specific, measurable learning outcomes in the form of knowledge, skills and social competences enabling the performance of specific professional tasks, the principle of transfer of knowledge, skills and social competences previously acquired by the participant in the course of formal and non-formal education as well as informal learning in the work environment will be used in a wide range,

- Competency and Code of Ethics Training
- Fundamentals of training
- Learning the foundation process
- Exercise evaluation
- Key concepts in practical training
- Communication skills
- Presentation delivery
- Adult and youth learning theory
- Instructional design basics
- Altering facilitation skills
- Programme design preparation and planning
- Creating a relaxing and interactive training environment
- Understanding others
- Best way of providing knowledge
- Learning process
- Planning into action
- Center management tasks and implementation guidelines
- Career guidance overview: practitioner choices
- Strategic planning for career center programme
- Programme implementation and evaluation models
- External affairs and activities (site interviews, travels, etc)
- Purpose and assessment
- Development and construction
- Presentation and facilitation
- Performance
- Monitoring
- Arranging training assembly

- Elevation advice

Community dealings information

What is SELF STARTING METHOD?

SELF STARTING METHOD (SSM) simply outlines the process and components involved when we decide what to think, feel, say, and do. It is particularly salient in the context of making a “good” choice when we actually have a strong desire to do the opposite (e.g., refraining from eating an entire pizza just because it tastes good).

According to modern expert Roy Baumeister (2007), there are four components involved:

- Standards of desirable behavior
- Motivation to meet standards
- Monitoring of situations and thoughts that precede breaking standards
- Willpower internal strength to control urges

These four components interact to determine our self-regulatory activity at any given moment. According to SELF STARTING METHOD our behavior is determined by our personal standards of good behavior, our motivation to meet those standards, the degree to which we are consciously aware of our circumstances and our actions, and the extent of our willpower to resist temptations and choose the “right” path.

According to Albert Bandura (1991), the expert on self-efficacy and leading researcher of SSM, self-regulation is a continuously active process in which we:

- Monitor our own behavior, the influences on our behavior, and the consequences of our behavior
- Judge our behavior in relation to our own personal standards and broader, more contextual standards
- React to our own behavior (i.e., what we think and how we feel about our behavior)

Bandura also notes that self-efficacy plays a huge role in this process, as it exerts its influence on our thoughts, feelings, motivation, and action. A quick thought experiment shows how significant a factor self-efficacy is; imagine two people who are highly motivated to lose weight. They are both actively monitoring their food intake and their exercise, and they have specific, measurable goals that they have set for themselves. One of them has high self-efficacy and believes he can lose weight if he puts in the effort to do so. The other has low self-efficacy and feels that there’s no way he can hold to his prescribed weight loss plan. Who do you think will be better able to say no to second helpings and decadent desserts? Which of them do you think will be more successful in getting up early to exercise each morning?

We can say with reasonable certainty that the man with higher self-efficacy is likely to be more effective, even if they start with the exact same standards, motivation, monitoring, and willpower.

What is SELF STARTING Learning?

It refers to the process a student engages in when she takes responsibility for her own learning and applies herself to academic success (Zimmerman, 2002).

This process happens in three steps:

1. Planning: the student plans her task, sets goals, outlines strategies to tackle it, and/or creates a schedule for the task
2. Monitoring: in this stage, the student puts her plans into action and closely monitors her performance and her experience with the methods she chose
3. Reflection: finally, after the task is complete and the results are in, the student reflects on how well she did and why she performed the way she did (Zimmerman, 2002)

When students take the initiative and regulate their own learning, they gain deeper insights into how they learn, what works best for them, and—ultimately—they perform at a higher level. This improvement springs from the many opportunities to learn:

In the planning phase, students have an opportunity to work on their self-assessment and learn how to pick the best strategies for success.

In the monitoring phase, students get experience implementing the strategies they chose and making real-time adjustments to their plans as needed.

In the reflection phase, students put everything they have learned together and reflect on their experience, learning what works for them, and what should be altered or replaced with a new strategy.