

*WORKING ON SOCIAL SKILLS AS A
COMPETENCE TO BE INCLUDED IN A
PROPER SOCIAL CONTEXT*

THE CZECH REPUBLIC

IMPLEMENTATION METHOD'S LP MODEL IN THE VOCATIONAL SCHOOL KUNICE



INTRODUCTION



Work on implementation of the method LP model , we started in the second half of the school year 2009/2010.

We interested in this method during the presentation of the Danish school on the second international Comenius meeting in the danish Skjern

The reasons of which we have decided to implement this method in our school are:

- The basic idea of the method LP model is the development of learning environment that provides all students for social and vocational education.

Method LP model affects everyone involved. It does not focus only on students but also teachers. On the one side, helps to reduce problem's behavior of pupils and has a preventive effect. On the other side develops teachers' abilities, improve his pedagogical access to student. It leads teachers to a more intensive observation and assessment of the situation in the classroom.

- More information about the LP model, we tried to get on the internet, there are unfortunately only in Norwegian. The assistance we have asked the department of psychology at Charles University. Even here, however, we failed. The work we started with basic information.

Note of the implementation method LP model



- *After returning from the danish Skjern we plan to try this method in practice, we informed our colleagues and asked them to cooperate.*
- *To implement this method, we selected the first-year class of field cookery for two reasons:*
 - ✓ *The goals that we set ourselves and which we want to reach take a long time*
 - ✓ *It is a very problematic class, although class consists only of four boys and girl*
- *The workshop brought together all the teachers who taught in this class, including the headmaster and her deputy.*

We proceeded to the formulation of the problem:



- *Relationships in the classroom are unstable, the most acute among boys and a girl. The pupils reflected hyperactive behavior, unwillingness to comply with such rules – they have broken school rules and their own class rules (late coming in hours, forgetting the work aids and homeworks, forbidden leaving the building during breaks).*
- *Relationships in the classroom are very superficial, pupils join only school attendance.*
- *The boys are united only in conflict with classmate and against compliance with school rules.*
- *Based on our experience, we agreed that the bad relations and unrest in the classroom greatly associated with the girl's problem behavior (described in more detail in a case report) **on which we focus.***



➤ *The goal we set, strengthening the girl's self-confidence and improve relationships between the boys and girl*

- ✓ *The task of each teacher was observe and note what causes the problem behavior of the girl, both by pupils and teachers, and submit their observations to the next meeting.*
- ✓ *Further, get more detail and specific information about her behavior in the previous school, the family circumstances and health status of girls.*



FROM THE ANALYSIS OF CLASSROOM'S OBSERVATION, WE DREW THE FOLLOWING FINDINGS:

- ✓ *What provokes the girl, is any remark or criticism, that relates her to personal and draws attention to her inappropriate behavior in education, especially from classmates, but from the teachers too.*
- ✓ *To teacher's admonish she often responds by leaving the class without permission, she goes to the bathroom, where she sits or lies down on the ground, and teacher who has caused the current state refuses to communicate .*
- ✓ *Her most common manifestation in conflict situations is very loud, very vulgar verbal language, which is often accompanied by stomping , falling to the ground,cries and jerky body movements. As a side effect of emotional stress, later joined by regular fainting, abdominal pain and headaches.*



- ✓ *She is often angry, if she has to do what she does not like to do.*
- ✓ *When she stops rage, she inwards, stop talking and lying hurt on the bench (which sometimes takes more than 1 lesson). Then, she usually apply to self-copy text from the textbook (this activity her completely calm down), then she is able without major problems to involved in education again.*
- ✓ *The girl has no friend in the class, she feels alone. She does not take teachers as a allies.*



➤ *The discussion and proposals of different solutions, we agreed to choose an unified access to girl, aimed at strengthening girl's self-esteem and found allies between the teachers, who she can trust and come anytime to them.*

OUR STRATEGY MAINLY CONSISTED OF:

- ✓ very frequent communication with the girl, especially during breaks;
- ✓ in reinforcing the correct behavior by often praised - greetings, good mood, etc.;
- ✓ interference into minor conflicts between her and the boys, trying situation as soon calm down and solve.

EVALUATION



➤ *In evaluating of our work, we have reached the following results:*

✓ Given that, we have accessed to the girl with increasing interest, and praised her for the slightest progress in behavior or in learning, we caused in the rest of the class the impression that she is favored.

✓ Relations between girls and boys did not improve, there are problems in communication, the girl often can not cope communication, the boys used this situation to make worse atmosphere in the classroom.

By appointment or explain a situation by teacher, which relates to the girl's behavior, the boys react angrily or with lack of interest.

✓ Differences in the intellectual level of pupils, which is reflected in the way of their behavior, they are not able to understand and respect.

✓ The solution of this situation, in our opinion it could be the presence of an assistant teacher in the classroom.

THE CONCLUSION



Despite the declared failure of application method of LP model in the classroom, we are decided to continue in our efforts.

We will continue to seek further information from available resources or the experience of our colleagues from Denmark and Norway, who are working with this method. This method has opened for us the space for better communication and cooperation .

It is offered us the opportunity to look at the problem from different angles, lead to interesting conclusions, which do not concern only problematic pupils, but also teachers.

Very positively we evaluated the fact, that many of us realized on the basis of an analysis of certain situations in the class, that the teacher's behavior and pedagogical access sometimes have shortcomings, which may occur in the opposite reaction than were before required.

➤ The question remains „How do we go next“?

*THANK
YOU FOR
YOUR
ATTENTION*

