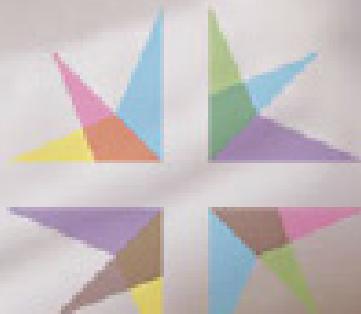


# Emotioner

- Hvordan de håndteres i læringsmiljøer



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## Introduktion

Det er universelt at mennesket har følelser, ønsker, lyster og behov og det at skulle tilpasse sig verden omkring os, er en livslang proces, som til tider kan være udfordrende, da vores individuelle behov, lyster og følelser, ikke altid er i overensstemmelse med vores omverdens behov, lyster og følelser. Eller mere formelle omstændigheder som bekendtgørelser og andre reglementer, som kan være modstridende med vores individuelle indre behov. Det er her i dette spændingsfelt Emotionerne kan blive vækket og opføre sig utilregneligt og det er præcis, hvad denne lille håndbog kommer til at handle om. Vi kan selv have en indflydelse på, hvordan vores kommunikation med andre udvikler sig, og hvordan vi kan arbejde med at have indflydelse på os selv og andre i forbindelse med undervisningssituationer.

Den psykosociale anskuelse, der defineredes i 1970erne, har ændret mange menneskers holdning til følelser. Der gives mere opmærksomhed til den enkelte persons følelser, og om vores interesse for om hvorvidt, der måtte være en årsag af stressfaktorer i spil såsom nedary, udviklingsprocesser, opvækst og uddannelsesmæssige forhold er vokset.

Hovedformålet med denne håndbog er at give undervisere redskaberne til at håndtere deres interaktion med kursister når det er allermest udfordrende. Med en bevidstgørelse omkring emotioner og hvad der kan trigge dem, ønsker vi at mindske misforståelser og problematisk kommunikation, hvilket forhåbentligt kan øge elevernes selvværd og selvtillid og måske endda mindske elevernes frafald.

Vi er samarbejdspartnere fra 5 lande, Litauen, Letland, Færøerne, Danmark og Island, der har besluttet sig for at arbejde på at ruste os selv og andre undervisere af voksne, til bedre at kunne håndtere svære situationer, hvor negative emotioner præger læringsmiljøer, og hvordan de håndteres.

Vi har ved hjælp af en spørgeskemaundersøgelse, indsamlet situationer fra det virkelige liv oplevet af undervisere af voksne på

daglig basis, og forsøgt at bruge vores viden og faglige kompetence, til at foreslå redskaber, metoder, teknikker og øvelser, der forhåbentligt vil kunne gavne i disse situationer.

Håndbogen er udarbejdet med støtte fra **NORDPLUS ADULT programme**.

Vi håber at have sammensat et værdifuldt hjælpemiddel til hverdagsbrug og/eller som opslagsværk for undervisere af voksne elever, og at det vil kunne være til hjælp som svar på spørgsmål såsom: hvad kunne jeg have gjort anderledes? Hvad gør jeg nu? Hvad skal jeg foretage mig når en elev bliver for emotionel?

I håndbogen har vi valgt at bruge udtrykkene 'undervisere af voksne' (adult educators) og 'elever' (learners), da vi refererer til forskellige læringsmiljøer - skoler for voksne, universiteter, uddannelsescentre mv.



## Emotioner

Emotioner, følelsesbetonede oplevelser og følelser -disse begreber passer vanskeligt ind i en formel beskrivelse. På trods af det, er der forsket en hel del omkring emotioner fra forfattere helt fra det antikke Grækenland og Kina, og op til den moderne skønlitteratur og nutidige videnskabelige artikler.

I dag taler vi om emotioner, almindeligvis beskrevet som følger af psykologiske, neurologiske, adfærds og verbale reaktioner på indre og ydre hændelser af særlig betydning i éns liv. Amerikanske Carroll Izard, der forsker i emotioner, pointerer at begrebet 'emotion' er svært at definere, mest fordi det er et multifacetteret begreb, og derfor ikke beskriver en enkelt proces eller et fænomen.

Klassificeringen af emotioner laves almindeligvis ud fra én af to tilgange. Den første tilgang, forklarer at emotioner er anset for at være adskilte og fundamentale forskellige konstruktioner, der kan klassificeres hierarkisk eller i positive og negative.

Den anden tilgang, er den populæreste, og fremsætter at: alle emotioner består af basale emotioner, alt efter hvilken teoretiker der tæller, er der mellem 4-14 forskellige.

Vi har her udvalgt 10 unikke basale emotioner: **vrede, foragt, afsky, sorg, frygt, skyld, interesse, glæde, skam og overraskelse.**

Alle voksne mennesker kender til emotioner, fordi de har oplevet dem utallige gange siden deres tidlige barndom. Alligevel har vi som regel vanskeligt ved at beskrive og forklare en hvilken som helst emotion med andre ord end selv begrebet.

Når vi taler om emotioner er ”**emotionel intelligens**” et begreb vi ofte støder på. Emotionel intelligens er den evne et individ kan have for at genkende emotioner hos sig selv, eller hos andre mennesker. At kunne skelne mellem forskellige emotioner og på behørig vis sætte betegnelse på, bruge viden om emotioner til at guide deres tankegang og adfærd, samt håndtere og/eller justere emotioner for at tilpasse sig sine omgivelser, eller for at nå sine mål. Nogle af de værktøjer og metoder vi bruger i denne bog, sigter mod at hjælpe elever til at forstå og samtidig blive i stand til at udtrykke med ord hvad de føler.



## Emotioner kontra Følelser

Vi blander ofte emotioner med følelser når vi taler om hvordan underviseren kan hjælpe eleven med at klare sig i læringsmiljøer. At være i stand til at navigere mellem de to og forstå forskellen, er meget vigtigt for undervisere af voksne.

**Emotioner** refererer til de fysiologiske forandringer der kan måles via f.eks. blodtryk og hjertefrekvens. Denne fysiske (ydre) forandring er iboende og universel, og kan måles på en række måder inklusive gennem universelle ansigtsudtryk. Emotioner kan frembringes enten indvendigt via tanker eller erindringer og/eller udvendigt ved ydre stimuli, og kan eventuelt ændre vores fysiske tilstand.

**Følelser** er mere komplekse og sværere at måle fordi de opleves subjektivt. De afspejler personlige associationer til emotioner. F.eks. kan nogle mennesker føle sig utilpas når de oplever glæde fordi de har personlige oplevelser der gør at de er vant til at noget negativt sættes i forbindelse med denne emotion (f.eks. at de tidligere er blevet straffet når de har udtrykt positive emotioner). Derfor kan de opleve frygt i pågældende situationer, hvor andre normalt ville opleve glæde. Emotioner er medfødte, hvorimod følelser formes af vores oplevelser og forskellige personligheder.

## Kognitiv psykologi

I denne håndbog har vi valgt at bringe et afsnit om kognitiv psykologi, da det er en metode der tydeligt illustrerer de typer yderst stressende situationer, som undervisere af unge mennesker og voksne kan komme ud for. Kognitiv Psykologi omhandler vores opfattelse af, og reaktion på den verden vi lever i.

Vores tidlige oplevelser i livet spiller en stor rolle i forhold til de forskellige måder vi opfatter den verden, der omgiver os på. Det betyder, at der hvor vi vælger at rette vores opmærksomhed, samt hvilke dele vi vælger at opfange og fokusere på, varierer fra person til person.

Dette er også sandt med henblik på undervisningssektoren, og nogle elever har særlige behov og er mentalt sårbare. De har en lang række forskellige antagelser om sig selv som elever, samt om deres undervisere.

Vores grundlæggende antagelser om hvordan verden fungerer kaldes ”**skemata**” og foregår i det ubevidste. For en elev kunne et kerneengagement i forbindelse med skole og indlæring være: ”jeg er virkelig dårlig i eksamenssituationer” eller ” jeg forstår ikke emnet” eller ” Jeg er dum og unintelligent”.

Fra skemata udarbejder vi vores **leveregler**, hvilket er en form for indre sprog vi medbringer i vores relation til verden og vores omgivelser. Leveregler er også ofte ubevidste, de er ikke noget vi bevidst har besluttet os for. De er blot nogle der er opstået ved at drage slutninger fra tidligere oplevelser. En leveregel for en elev kunne være” jeg fortæller min underviser at jeg er dårlig i eksamenssituationer” eller ”jeg forstår ikke den måde du underviser på” eller ” jeg lader som om jeg forstår det, så jeg ikke behøver at afsløre mig selv”.

Oven over skemata og leveregler findes vores **ubevidste tanker**, og når en episode opstår hvor en elev kommer under pres, f.eks. under en eksamenssituation hvor eleven dumper, kunne ubevidste tanker være: ”der kan i bare se, jeg er dum og er ikke noget værd i denne situation” eller måske en udgående reaktion rettet mod underviseren ”jeg er ikke blevet undervist af min lærer i dette emne, derfor er jeg dumpet”.

Alle har skemata, leveregler og ubevidste tanker om undervisning og øvelsessituationer. Elever kommer med forskellige skoleerfaringer, og særligt i forhold til voksen uddannelse, er der mange negative selvopfattelser i forbindelse med at lære og at undervise. En sådan negativ selvopfattelse kan nemt vækkes, og det kan sætte en uhensigtsmæssig adfærd i gang. En negativ sindsspiral kan sprede sig til underviserens opfattelse af sig selv, som en god underviser.

Mange af vores elever har ofte dårligt selvværd og eller mange diagnoser med i bagagen. De går næsten konstant går rund i mentalt alamberedskab. Følelsen af at gå rundt i en konstant trussel imod forstyrrelser af skemata og livsførelse, kan være meget opslidende og netop skabe uhensigtsmæssige situationer. Derfor skal der ikke så meget til at den urgammel kamp/flugt reaktion bliver sat i gang.

Når man føler sig truet og kroppen kan ikke mærke forskel på om det er en reel fare som er fysisk eller om det er psykologisk. Derfor kan det enten resultere i at eleverne kommer i angrebsmodus eller at de bliver meget passive. Derfor er det vigtig som underviser, at være bevidst om at det ikke nødvendigvis har noget med den reelle situation at gøre, men at en bestemt måde at sige noget på eller kigge på eller røre ved, kan tænde en stor flamme i en altid glødende person.

Kognitiv psykologi kan hjælpe undervisere til en større bevidsthed omkring deres egne skemata og leveregler i forhold til det at være en underviser og det kan hjælpe med til at skabe en større og bredere forståelse for elevernes skemata og leveregler.

Det vil kunne skabe en distance og give grobund for metarefleksion

omkring den fælles dynamik eller disharmoni som er blevet skabt og kan måske endda være med til at komme i dialog omkring situationen uden at gå alt for meget i detaljer, men mere forstå det bredt.

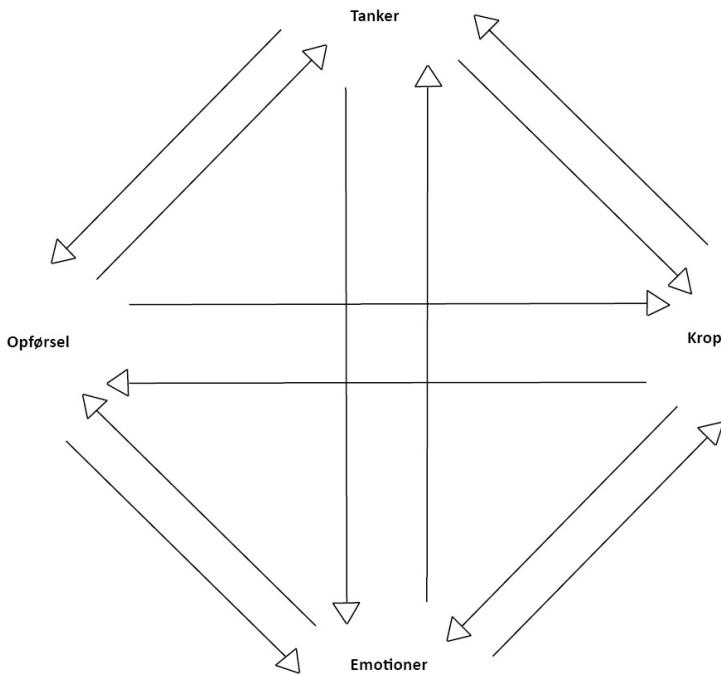
Vi kigger nu lidt mere på hvordan Negative automatiske omkring sig selv, sin egen formåen eller omkring andre, kan være med til at udløse indre og ydre konflikter

Vi kigger nu lidt nærmere på, hvordan Negative automatiske omkring sig selv, sin egen formåen eller omkring andre, kan være med til at udløse indre og ydre konflikter

Der er altid fire komponenter der interagerer når en konflikt indtræffer. Ofte er en konflikt udløst af en negativ tanke hos underviseren eller eleven, eller begge på samme tid. De fire komponenter er følgende:

1. Tanker
2. Fysiske sensationer (kropsreaktion)
3. Adfærd (opførsel)
4. Følelser

Tilsammen udgør de den **kognitiv diamant**, og ved at medtænke alle fire faktorer i en uforudset emotionsstyret situation, kan du komme tættere på en forståelse af dine egne og elevernes skemata og adfærdsregler. Se illustrationen på den følgende side.



Figur 1: illustration af forbindelsen mellem opførsel, tanker, krop og emotioner (den kognitive diamant).

Lad os illustrere denne proces med et eksempel:

Personalet har forberedt et spændende arrangement for alle eleverne, og dagsordenen for dagen er en overraskelse. Du er en elev der kæmper med social angst, og du deler derfor ikke den samme følelse af glæde som de andre udtrykker. Folk griner, ler, snakker og udtrykker glæde over det sociale arrangement. Hvorimod dine egne følelser er helt anderledes. Du oplever forøget hjertefrekvens, forøget blodtryk, tung vejtrækning og du sveder (en fysiologisk komponent). Ud fra tidligere erfaringer, i lignende situationer, bedømmes du situationen, og vurderer at den er ydmygende og faretruende (kognitiv komponent). Du vil gerne gå og begynder måske at græde (adfærds-komponent). Denne situation gør dig bange og emotionen det afføder er frygt/angst.

Forestil dig at du er en elev der er til stede ved samme arrangement, men modsat den førnævnte elev, kan du godt lide sociale arrangementer. Når du træder ind i rummet fyldt med mennesker, er du klar over at du nu har en mulighed for at møde en masse nye mennesker og at et program med spændende aktiviteter er i vente (kognitiv komponent). Lige som eleven fra det førnævnte eksempel, oplever du måske også en forøget hjertefrekvens, et forøget blodtryk, at din vejtrækning ændres og du oplever måske endda at du sveder af spænding (fysiologisk komponent). Men forskellen mellem dit eksempel og den anden elev, er at du fortolker situationen anderledes end den anden elev der kæmper med social angst, og derfor oplever du anderledes følelser. Du fniser, smiler og går over til nogle venner der sidder ved et af bordene (adfærds-komponent). Denne situation gør dig begejstret og spændt og emotionen det afføder er glæde.

Sammenlagt er det måden situationen vurderes på, der determinerer hvilken følelse der opleves.

Det følgende er et eksempel på en negativ ubevist genereret tanke, først ud fra underviserens perspektiv og dernæst elevens.

Der har i lang tid været uro i klassen, Erkan og Peter forstyrre resten af klassen og spiller smart.

Som underviser får du så snart du træder ind i rummet, automatisk negative tanker om den kommende undervisning.

Underviserens ubevidste negative tanke:

Tanke: *"jeg ved der ikke bliver fred og ro i dag"*

Handling: starter med at blive vred og skælder eleverne ud lige med det samme

Kropsligt: føler sig anspændt

Følelse: frustration, tvivl, usikkerhed

Elevens ubevidste tanke:

Tanke: *"jeg kan ikke lære noget fordi de andre er meget bedre end mig"*

Handling: skaber uro ved at tale med sidemakkeren.

Kropsligt: umotiveret

Følelse: flov og frustreret

Når man håndterer udfordrende emotioner og situationer, er der forskellige mulige redskaber vi kan bruge. Vi vil løbende henvise til disse i de næste afsnit.

Denne episode virker meget fastlåst og det kan hurtigt udvikle sig til en konflikt, hvor eleven får fæstnet sin selvopfattelse af at han ikke kan lære noget og underviseren kan føle sig fastlåst og afmægtigt.

Vi håber at denne lille introduktion til de basale koncepter af kognitiv terapi kan hjælpe dig til at lægge mærke til alle de faktorer, der kan være i spil når man interagerer med elever.

## 'Anger management'

Vi har valgt at kigge nærmere på **vrede** fordi det er en uundgåelig del af vores dagligdag der giver os energi og målbevisthed til at skabe positive forandringer, forbedringer og balance. Det kan også skabe ødelæggelse, smerte og tilbagegang hvis denne kraft ikke håndteres på en behændig måde. I forbindelse med vores research observerede vi en stor del problemer i læringsmiljøer der opstod på grund af vrede.

I en travl hverdag er det ikke svært at forstå, hvorfor folk fra tid til anden mislykkes i at have tid til at bearbejde deres indre emotioner. Uheldigvis er det ikke hensigtsmæssigt at gemme problemer af vejen og lade som om de ikke eksisterer. Derimod kan det på sigt lede til vrede og bitterhed. Når en person oplever vrede og ikke forstår hvor vreden kommer fra, betyder det også at han/hun ikke kan vide, hvordan de skal håndtere den. Uden den rette hjælp og de rette råd, kan folk med tendens til ukontrollerede vredesudbrud hurtigt være til fare for sig selv og andre. Anger management er en proces hvor man kontrollerer vrede ved hjælp af terapeutiske teknikker og øvelser.

Når du føler dig vred og hele verden indskrænkes, forøges din hjertefrekvens, dit åndedrag bliver hurtigt og overfladisk og kroppen bliver anspændt. Emotioner overtager og lukker din rationelle tankegang ned. Hvad end din vrede bygger på, vil den give dig kraft til at udføre gerninger du senere vil fortryde.

Det er ikke forkert at føle vrede. Vrede er en normal emotion, en naturlig respons i situationer, hvor man føler man er blevet behandlet uretfærdigt, blevet stødt, ignoreret, truet eller angrebet på den ene eller anden måde. Nogle gange skjuler vreden langt alvorligere problemer, og er drevet af mere komplekse underlæggende emotioner såsom: fortrydelse, angst, skyld, sorg mv. Problemet er, at vrede kan føre én til at agere irrationelt og ulogisk. Disse konsekvenser af vrede kan opstå i et hvilket som helst læringsmiljø- og kan opleves både af undervisere og elever.

Her er et simpelt eksempel: at skulle navigere ud af en lignende situation, er som at tage sin egen iltmaske på før man hjælper andre i forbindelse med et flystyrt. Når du er vred, mister du kontrollen og er ikke til nogen nytte for dig selv eller andre. På den anden side hvis du er rolig og fattet, vil du være i stand til at tænke klart og reagere hensigtsmæssigt i situationen.

Underviserens rolle kan være betydningsfuld i forbindelse med at guide en elev sikkert igennem en 'vredesstorm'.

Du vil måske stille spørgsmålet; hvordan undgår man, at indtræde i den samme tilstand af vrede som eleven befinner sig i? hvordan forbliver man rolig og uberørt, når man observerer et vredesudbrud hos en elev? Det er i vores magt at vi kan vælge ikke at lade os meddrive. "Bevidstheds forandring" finder sted i en persons indre og hjælper til at opretholde emotionel balance når emotionelle 'storme' skabes hos/af andre. At være tålmodig, reagere med venlighed, og uden forudanede meninger samtidigt med at du opretholder en bestemt indstilling og en stærk stemmeføring, vil det hjælpe dig til at forblive rolig, så du kan fortsætte undervisningen. Det man behøver når man står overfor vrede, er at reducere ens egne chancer for at miste kontrollen og derved øge evnen til at kunne tænke klart. Der findes teknikker man kan bruge i faktiske situationer hvor man står overfor vrede, der sløver emotionelle processer, og er konstruktive i håndtering af vrede.

Hjælp din vrede elev at regulere sin vrede ved brug af selvhjælp metoder fra denne håndbog i øvelse 6 "når du bliver vred..." .

## Læringsmiljø

Du som er underviser vil højest sandsynligt spille en stor rolle i en elevs nuværende livssituation. Derfor vil du måske have indflydelse på hvordan han/hun håndterer og går fremtiden i møde. Du kan se dig selv som en mentor for dine elever. Begrebet mentor stammer fra det antikke græske digt 'Odysseen', hvor Mentor var en ven og rådgiver for Odysse. Menter fungerede som underviser for Odysseus søn, og hans rolle var at hjælpe og styrke sønnen mens hans far kæmpede i den trojanske krig. Ordet mentor har udviklet sig sidenhen, og refererer nu til en rådgiver, en underviser, en klog person og en ven. Mentorarbejde betragtes som en fundamental form for menneskelig udvikling, hvor en person investerer viden, tid og energi for at hjælpe en anden persons udvikling på rette spor. Ud fra dette synspunkt kan underviseren være i stand til at skabe et behageligt læringsmiljø ved f.eks. at opmuntre og hjælpe elever til at opdage og applicere deres evner. Når elever befinner sig i et miljø hvor de føler sig respekteret og hvor de føler at nogen tror på dem, kan de få mest muligt ud af undervisningen, sammenlignet med et læringsmiljø hvor de ikke føler sig set eller respekteret. Det sidstnævnte, vil højest sandsynligt have en større tendens til at skabe et miljø hvor negative emotioner og frustrationer udtrykkes eksplícit gennem aggressiv tale og adfærd. Når eleverne er aktive aktører- og ikke bare passive deltagere, og når de føler sig respekterede og værdsat, vil de sandsynligvis være mere motiverede til at lære og derved ikke beskæftige sig med forstyrrende adfærd, hvilket ofte er en indikator for frustration.

Her er to eksempler af interaktion og samarbejde mellem undervisere og elever nedenfor:

### **Eksempel I**

Elev: "Undskyld mig. Kan jeg tale med dig om et problem?"

Underviser: "Hvad er der i vejen?"

Elev: "Jeg ved ikke om jeg kan færdiggøre min opgave til tiden, og ville høre om det er muligt at få forlænget min tidsfrist for aflevering?"

Underviser: "Hvorfor?"

Elev: "Jeg har meget angst for tiden. Jeg skal aflevere mange opgaver på én gang, og jeg kan ikke se hvordan jeg skal kunne overkomme det."

Underviser: "Hvad mener du helt præcist, kan du uddybe?"

Elev: "Det er meget ødelæggende for mig, og forøger mit stress og angst. Det er som om jeg altid er i tidsnød."

Underviser: "Nej, desværre, jeg kan ikke overveje at udsætte afleveringsfristen. Men jeg synes du skal opsøge hjælp og overveje om denne undervisning er den rette for dig."

Elev: så der er ingen mulighed for en udsættelse?"

Underviser: "Nej, regler er regler. De samme regler gælder for alle vores elever."

### **Kommentar**

I dette eksempel ser vi at eleven møder en negativ indstilling hos underviseren, der ikke udviser nogen medfølelse for eleven under omstændighederne. Underviseren er overhovedet ikke interesseret i at hjælpe. Underviseren påpeger ikke andre mulige løsninger, og inviterer ikke eleven til at tage videre kontakt. Tværtimod råder underviseren eleven til at overveje en helt anden undervisning.

Underviserens reaktion reflekterer i det store hele hvordan elever ofte mødes. Fokus lægger på at elever må hjælpe sig selv. Der er ingen rimelig interaktion eller samarbejde mellem underviser og elev. Således målretter underviserne deres undervisning til den 'normale elev'. De påtænker alle elever at være 'indenfor det normale' og forventer ikke diversitet i gruppen. Dette understøtter den bekymring og angst de elever har, der ikke falder udenfor 'normalen' hvilket reflekterer negativitet indenfor lærestabens undervisningsmetoder.

## **Eksempel II**

Elev: "Undskyld mig, kan jeg tale med dig om et problem jeg har?"

Underviser: "Hvad drejer det sig om?"

Elev: "Jeg ved ikke om jeg kan færdiggøre min opgave til tiden, og ville høre om det er muligt at få forlænget min tidsfrist for aflevering?"

Underviser: "Hvorfor?"

Elev: "Jeg har meget angst for tiden. Jeg skal aflevere mange opgaver på én gang, og jeg kan ikke se hvordan jeg skal kunne overkomme det.

Underviser: hvad mener du helt præcist, kan du uddybe?"

Elev: "Det er meget ødelæggende for mig og forøger mit stress og angst. Det er som om jeg altid er i tidsnød."

Underviser: "Hvad tror du udløser dette?"

Elev: "Jeg har så meget eksamensangst, og jeg ved ikke hvordan jeg skal håndtere det."

Underviser: "Det er jeg ked af at høre, har du søgt hjælp?"

Elev: "Nej, det har jeg ikke."

Underviser: "Tror du ikke det vil være en god ide at tage kontakt til skolepsykologen og snakke om din angst, og eventuelt tage en snak med en studievejleder der kan give dig råd i forhold til hvordan du bedst tackler dit studie?"

Elev: "Jo helt bestemt, jeg har tit tænkt på at gøre det, men har bare ikke fået det gjort."

Underviser: "Jeg kan give dig en uge i forlænget tid, og tilmed råde dig til at få hjælp til både din angst og måden hvorpå du kan organisere dit studie bedst fremadrettet."

Elev: "Det er jeg glad for, mange tak. Jeg vil opsøge studievejlederen og få råd til hvordan jeg bedst organiserer mit studie."

Underviser: "Får du problemer igen, så skal du endelig komme til mig en anden gang."

## Kommentar

I dette eksempel møder eleven en positiv indstilling fra underviseren fra start til slut. Underviseren er interesseret i at høre om elevens omstændigheder, og villig til at udsætte afleveringsfristen. Derudover motiverer underviseren eleven til at søge hjælp og rådgivning. Eleven bliver også opmuntret til at tage kontakt til underviseren en anden gang ved behov.

Dette eksempel viser vigtigheden i at eleven møder forståelse for sin situation, og at den drøftes så eleven kan fortsætte sin studieaktivitet. Det er også meget vigtigt for eleven at kunne få udsat opgaver for at undgå stress.

Stress er en del af at være studerende, og det påvirker ens trivsel. Der bør være fokus på konstruktiv interaktion og samarbejde mellem undervisere og elever. Dette afspejles i dette eksempel i lærestabens undervisningsmetoder.

## **Refleksioner**

Elever har behov for at blive mødt med forståelse og på en holistisk måde. Tilstrækkeligt støtte skal stilles til rådighed af skolen. Elever der kæmper med indlæringsproblemer, er en sårbar gruppe, og skal derfor mødes med venlighed.

Med det i mente, må det antages at pædagogisk viden kan være behjælpelig for undervisere til at kunne hjælpe elever der kæmper med indlæringsbesværigheder. Det antages at undervisere kan hjælpes til at tage bedre hensyn til diversitet i en gruppe af elever, og at det er muligt at imødekomme den enkelte elevs undervisningsbehov, og derved bidrage til at forbedre deres fysiologiske trivsel.

### **Råd:**

- Regler bør være indlysende, og til for at tjene mennesker
- Regler skal kunne ændres i takt med ændrede forhold hos eleverne
- Kommunikation bør være eksplisit og ligefrem
- Man bør lytte aktivt
- Ting skal kunne diskuteres
- Identifier problemer
- Undervisningsmiljøer kan give stress
- Udtryk tanker, mennesker kan ikke føle hvad andre tænker
- Vær til stede så snart et problem opstår
- Forøg fleksibiliteten med hensyn til afleveringer af opgaver
- Læg vægt på at undervisningen skal 'sælges' til eleverne. Det er ok at gentage dele af undervisningen. Både underviseren og eleven er ansvarlige for indlæringen.

## Håndtering af fysiske omgivelser

Når man arbejder med en blandet gruppe af elever med forskellige typer af udfordringer, er det nødvendigt at medregne fleksibilitet i forhold til de forskellige behov de måtte have. Overvejelser vedrørende planlægningen i forhold til f.eks. undervisningslokalet kan være nødvendigt. Nogle elever kan f.eks. have svært ved at være i for megen støj. Som resultat af støj og et kaotisk miljø, kan disse elever få problemer med deres adfærd som følge af den stres den givne situation affører. Disse elever kan derfor have behov for at træde tilbage en stund. At give lov og plads til en elev der har dette behov, kan eventuelt afhjælpe i situationen, så den bliver mere tålelig for eleven og derved resulterer i mindre frustration og vanskelig adfærd hos vedkommende.

## At fremme et behageligt miljø

I dagligdagens relationer og kommunikation med mennesker beskæftiger vi os i mange forskellige dialoger. Gennem disse dialoger, både påvirker vi, og bliver selv påvirket af, andre folks adfærd og sindstilstande. Når du møder en person med et negativt syn på ting, bliver du måske bekendt med situationer hvor dit eget humør er blevet påvirket i en negativ retning. Du kommer måske i tanker om situationer hvor du har oplevet negative emotioner dukke op hos dig efter du har haft en samtale med en person der var vred eller ked af det. Modsat har du måske oplevet at dit humør blev løftet efter at have snakket med en person der havde et positivt syn på tilværelsen og var glad. At være sig bevidst om denne tovejskommunikation er meget vigtig, da det vil kunne hjælpe en underviser til at skabe et godt læringsmiljø.

Går du og er anspændt i nærheden af dine elever vil det kunne skabe en anspændthed i dem, og derved kunne påvirke deres adfærd og evne til at lære. Dit stress eller /og mangel på kontrol over situationen, eller emotioner, vil højst sandsynligt have en negativ effekt og skabe et kaotisk læringsmiljø.



En god nyhed er at du som underviser kan give dit bidrag til at fremme et behageligt miljø for dine elever. Du vil måske kunne finde følgende strategier behjælpelige:

- *Forbered, og beslut dig for* at bibringe en rolig sindstilstand før du går ind i undervisningslokalet. Gør det til en vane at finde din egen måde du skaber ro i sindet på, f.eks. ved at sidde ved dit bord i stilhed og tage dybe indåndinger og lade din krop synke dybt og tungt ned i stolen.
- *Tag den med ro.* Vær bevidst om din krop og lav stille og rolige kropsbevægelser.
- *Tal roligt:* vær opmærksom på din tone når du taler. Giv dig selv tid til at tale, og tal afdæmpet. Hæver du stemmen betyder det ikke nødvendigvis at din besked bliver hørt, tværtimod, eleverne vil måske snarere reagere med modstand (f.eks. aggression, stress).
- *Vejrtrækning.* Vær opmærksom på din vejrtrækning. Når du er stresset eller anspændt, bliver din vejrtrækning mere overfladisk i forhold til når du er rolig. Når din vejrtrækning går helt ned i maven, får din krop den mængde ilt den skal bruge, og din krop bliver forsynet med den energi og hjernekapacitet den har behov for.
- *Forberedelse.* Vær velforberedt når du skal undervise. Det vil give dig en følelse af kontrol over situationen, og gøre dig mere rolig.

At være opmærksom på vores egne mentale og fysiske tilstande, og den indflydelse de måtte have på andre, kan hjælpe os til at håndtere anspændte og stressede situationer på en mere fordelagtig måde.

## Faktorer der kan udløse emotioner

I situationer, hvor de studerendes håndtering af deres emotioner er uhensigtsmæssige for deres undervisere og resten af klassen. Er det vigtigt at skærpe undervisningsmiljøets opmærksomhed på hvordan alle kan være med til at blive bedre til emtionshåndtering og regulering og hvordan vi har forskellige triggere og indvirkninger på hinanden.

Ofte har sådan en opførelse at gøre med de studerendes egen selvforståelse som studerende, mange har en lang historie med sig omkring ikke at kunne tilpasse sig og opfylde fællesskabets krav og det at skulle tilpasse sig sociale færdigheder og rammer kan derfor være en stor udforing. Det kan meget hurtigt resultere i at blive en selvopfyldt profeti, hvis underviseren ikke er opmærksom på de bagvedliggende faktorer som kan spille ind.

Derfor er det det yders vigtigt at underviseren udviser en forståelse for, at hvis en studerende overskridet klasserummets regler eller lærerens integritet ved et emotionsudbrud, er det vigtigt at læreren har psykisk overskud nok til ikke selv at blive følelsesmæssigt involveret i udbruddet.

Det der har trigget den studerenes opførelse er ofte noget han projicerer over på underviseren og kan meget sandsynligt handle om en følelse af fiasko over igen ikke at kunne passe ind i fællesskabet eller en ærgrelse over igen ikke at have kunnet leve op til sine egne planer om at kunne passe ind.

## Følelser der kan optræde som udløsere:

- Følelsen af ikke at være en del af fælleskabet.
- Det at føle sig forkert.
- Underviseren diskriminerer nogle elever mens han/hun forfordeler andre.
- Følelsen af at blive misforstået.
- Følelsen af at ens medstuderende ikke bekymrer sig om, at man føler sig ensom.

Hvis en hvilken som helst af disse følelser udløses, også selvom det ikke er underviserens intension, kan det resultere i at eleven føler sig magtesløs, hvilket videre kan resultere i vrede eller andre stærke emotionelle tilkendegivelser. Der er et eksempel på netop dette nedenfor, hvor en elev forlader undervisningslokalet i vrede og forskrækker sine medstuderende ved at råbe ad dem

Når en problematisk situation opstår, er det yderst svært for underviseren at være i situationen mens hele klassen ser på. Derfor er det meget vigtigt at hans/hendes første overvejelse bør være af nysgerrighed omkring hvad der udløste elevens adfærd frem for at skyde skylden på sig selv, for ikke at have gjort det godt nok. - Følelsen af at være utilstrækkelig vil ofte resultere i at man både forsvarer, og skyder skylden på sig selv. At skyde skylden på sig selv og spekulere over sine handlinger er en naturlig reaktion hos en underviser der har ansvaret for atmosfæren i et undervisningsrum. Alligevel er det ikke muligt for en underviser at vide hvornår en elevs emotioner udløses. Nogle elever søger bevidst at sætte gang i udløsningen af stærke emotionelle tilkendegivelser i ønsket om en reaktion eller opmærksomhed, der kan komme dem til gavn senere eller vil fastholde dem i deres negative selvopfattelse som elever.

Efter udbruddet kan underviseren tilbyde eleven at tale sammen, eventuelt med en studievejleder, eller anden kvalificeret person til stede. Hovedformålet med samtalen er at vise omsorg og interesse. Samtalen bør gå i retningen af hvordan eleven kunne tænke sig han/hun ville reagere i en lignende situation. Underviseren kan henvise til anger management øvelser og indgå en aftale med eleven hvordan han/hun kan reagere anderledes fremadrettet. Hertil skulle de forskellige øvelser bagerst i denne håndbog gerne være nyttige redskaber til at genopbygge en god forbindelse mellem elev og underviser.

Det vigtigste for underviseren er at validere de følelser der udløste situationen, vise forståelse for hvordan den adfærd var uhensigtsmæssig, og vise hvordan vi som undervisere og institution kan hjælpe eleven til at forstå vigtigheden i at udvise ansvar for håndteringen af deres egne følelser, så personen kan vende tilbage og blive en del af fællesskabet. Det er meget essentielt og vigtigt for den unge at være en del af fællesskabet så han/hun kan ændre sig, og opbygge en ny selvforståelse.

Det kan føles meget kontraintuitivt at udvise omsorg og interesse for en elev der har opført sig dårligt og bryder med normerne ved ikke at tage hensyn til andre og fællesskabet. Men denne type emotionelle udbrud, er netop et tegn på magtesløshed eller angst for ikke at høre til. Det kan være et resultat af en barndom med manglende empati og misforstået kommunikation med verden omkring dem. Vi har alle behov for at lære at regulere emotioner både med henblik på at udtrykke dem men også at håndtere dem.

Der er mange måder hvorpå man kan arbejde med at regulere emotioner. Nogle er velegnede til individuelt brug og andre kan bruges i klasesammenhænge. Den følgende opgave kunne være en god opstartsøvelse på klassen, med det formål at eleverne hurtigt vil komme til at lære hinanden at kende. Se øvelse nr. 8.

## Questionnaire and Self-help Methods

In our work on developing the materials for this handbook, we have been committed to incorporate the educators' own experiences, with different kinds of emotions in different learning situations. Therefore, we have developed a questionnaire and sent it to all employees at the different places of education. Our aim was to find out what challenges and thoughts the educators experience in their daily practice with outwardly directed behavior and vulnerable learners.

Below we have chosen a representative extract from some of the many answers we have received. We have anonymised the identity of the participants.

A heartfelt thank you to all of you who have contributed with your experiences; they have given us a deeper insight into the need for tools, and into the difficulties educators experience in coping with learners in various learning environments.

The idea and our wish is that you will be able to mirror situations in your own way, with your learners, also making it more legitimate to bring the feeling of powerlessness into conversation with your colleagues, in your teams or to a manager.

We hope to create a constructive validation for the frustrations anyone who teaches will come across in a classroom, merely because it is often so unimaginable what might cause and trigger emotions.

At the same time, we wish that this might help to increase your individual range of actions in the classroom. Therefore, we have chosen to refer to different exercises based on the chosen examples. The idea is that you can discuss the cases with a colleague and hopefully become wiser about yourself and your colleagues.

The questionnaire consisted of several questions. Below are a few extracts from some of the responses. We have decided to look at these responses in order to both validate and

to discuss what could be done to help educators in these situations. Under the section “Self-help methods” we have gathered some tools that could be useful when managing challenging emotions and situations. The tools are numbered and we refer to these throughout this section.



## **Question 1**

Imagine being in the middle of an educational situation where a course participant starts crying because of something you said that moved something in them. Have you ever experienced that?

### **Answers from different adult educators**

*1. We were in the middle of reading a text about violence at runaway children, when a student (a boy) ran out crying. Later, I heard that he ran away from home because of violence.*

*2. We had a joint conversation in class and I asked a course participant a question. The course participant got quiet and sad. I turned to the student by going to her. She cried a little bit and told about a traumatic educational situation from her home country, where violence is used. Her experience is that you can never make mistakes otherwise you will be punished. We agreed that she can answer questions when she is ready, otherwise she is allowed to listen and work independently but with the same material as the others.*

*3. In group work. Working together with others has created a lot of frustration in class. This is an example from the start of the school year when I did not know the students' sensitive characters. As a part of the intro process I asked the students to gather in groups of four. One student first showed anger, then started to cry and then proclaimed "No one ever wants to work with me. They will never listen to, what I have to say".*

*After that we had a conversation in class about the difficulties that arise, when many people, who do not know each other, must get along and about how we might cope with it.*

In the three above excerpts above from the questionnaire, we can see some examples of how easily emotional reactions can be induced in teaching situations, where the teacher is unable to predict what reactions certain topics may trigger. The educators in examples 2 and 3 try in their own ways to respond to the emotions of the students

by inquiring into their reactions. This can be seen as a way to validate the learner and his/her emotions in an emotionally sensitive state.

This can be very significant for the learners as it is incredibly important to validate their behaviour, which, by the way, is not the same as to give them the right to behave the way they did. That kind of recognition can help raise the students' awareness about their own emotions and the effect that it may have on the classroom when something arises their emotions. Also, this is a way to help other learners to learn how to react in similar situations, through the educator's way of dealing with the emotions.

## **Self-help suggestions**

In the beginning of this handbook we wrote about the different types of basic emotions and that the ways they are expressed not necessarily depend on the feelings that they manifest in the person, as it is very subjective what feelings the person is experiencing. Emotions are formable and are a result of our experiences with the world surrounding us, where emotions are universal and innate.

It gives us an indication of how common it is for educators to experience that they touch on subjects that may be very sensitive to some of their learners. As this is impossible to avoid, teachers might benefit from being prepared that these situation may well arise. As seen in one of the examples above, the educator meets the individual student who has been reminded of a previous traumatic educational situation and helps her to manage strong negative emotions that arise in current educational setting. This might give the student a positive experience of an educational situation and might also change the schema (a pattern of thought or behaviour), that she has of educational situations in the future.

In the second example, one could extend the recognition with a small challenge to the student so that he or she would want to develop skills to solve situations. One might make exposure exercises with the learners by giving them the right to respond to something that you have agreed on, so they already know in advance, what will happen. By doing this, the worry of not being heard can be reduced so that it's not all about being able to answer correctly and be the attention of the whole class.

In this way, the teacher can help the learner to take responsibility by, hopefully, giving them a hopefully good experience by saying something in plenary. See exercise no. 8, where there . Here is a task about how you can become wiser on what emotions are and what expressions they might have.

**What would you do in a similar situation?**

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## Question 2

Imagine a course participant shouting something ugly/inappropriate to you through the classroom. Have you experienced that?

### Answers from different adult educators

*1) The other day, a course participant left the room when I asked her for the fifth time not to speak to the other course participants. She screamed "I'm leaving now". I did nothing. Another course participant got up a while after and went out. When he came back, I said that it was nice of him to talk to her. He said he went out because he had to cough and that you cannot talk to her when she is this angry. He advised me not to talk to her. When she came back from the break, I asked if she wanted to talk to me. She refused. Next time I had the class, everything was forgotten. She is young and suffers from anxiety attacks, but I do not think it was alright to behave in that way. The other course participants got scared.*

This is a common situation and it gives a good example of how emotions are handled by an educator. We should validate that the educator tries to balance all emotions in the classroom. Obviously it is very frustrating for a teacher to repeatedly ask the student not to talk during class. It shows how difficult it is to take care of both parties – an individual and other students in the class. Also the teacher validates the other student for going out and trying to solve the problem. The educator gives the learner a possibility to experience that it is ok to feel that way. Educators cannot be responsible for these triggers, but they can be aware, that it can happen at any time.

### Self-help suggestions

It may be useful for educators to use self-help methods 1 & 7

### What would you do in a similar situation?

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### **Question 3**

Imagine a course participant throwing something through the class room in affect. Have you ever experienced that?

#### **Answers from different adult educators**

- 1) *A full water bottle was thrown in frustration over a math assignment. It was not aimed at anyone and hit the floor.*
- 2) *The course participant was very high on cannabis and wanted to demonstrate, as a joke, that his old cell phone could not play the game Kahoot, so he threw it up against the blackboard and was very close to hit me. The situation was comic in one way and another way scary and dangerous.*
- 3) *As I, after teaching, asked some of the remaining students to help me put the chairs back in their place, one of the students threw her chair on the floor and says, "I'm not required to do that!" Then she walked out.*
- 4) *A chair was thrown at me. Paper balls were thrown, probably for the purpose to get a reaction. I tried to calm the student down, it did not work. The student left the room in anger. I decided to follow him and by speaking to the student I managed to calm him down. Leaders were also called to help out.*

The four examples we have included here most likely contain many built-in conflicts where the normative perception of normal appropriate behavior in an educational situation is challenged. There are drugs involved in teaching, which is not legal, and chairs, water bottles and paper balls are thrown about in the room, which is not a prerogative behaviour. It is possible to understand how difficult it is for different educators to understand what triggered the violent actions. It is very important to stay calm in these situations and to reflect on the episode.

## **Self-help suggestions**

Here, many of the exercises we have included might be beneficial to use. It would be a good idea to talk to the learner and to base the conversation on the cognitive diamond as we wrote about earlier in the episode about cognitive psychology. Exercise number 6 should also be helpful here.

It might be useful to give it to the student after the incident, to talk about how you can prevent such a behaviour in the future. Another beneficial method after such an episode, where you have experienced a learner who has reacted in an aggressive way, is to talk to someone so that you can ventilate your thoughts and distressed emotions (See exercise 4).

Other tools that might be helpful in similar situations:

Exercise 1

**What would you do in a similar situation?**

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## **Question 4**

Imagine a course participant refuses to do what you ask him/her to. Either putting the cellphone away or leaving the classroom or something else. Have you ever experienced that?

### **Answers from different adult educators**

*1) I asked a girl to leave (I think it was because of cell phone use, which I hoped would not be the reason to ask a person to leave) but she refused. She already had a bad attitude, but I was determined. I said I wanted to get a leader, but she stayed. No leader was in their office. On my way back to class I had decided that she would be called for a conversation about the school's rules. (Whether she had left the room or not). She was still there. I said I could not get a leader now, but that she will be called in for a conversation.*

*2) Ignore them.*

*3) I said that I would call the leader / head of school when a student would not leave the classroom. Then the course participant left.*

This is an extremely difficult situation to be in as a teacher. It can easily feel and seem like losing authority, but most of the time, it is about something completely else. The educator is most likely unaware of what triggered the protest.

In the examples above we can see two different ways of reacting. Whereas some call on other colleagues or authority for help, some choose to ignore these outbursts. One can't say which way is the right way to handle these situations.

In some situations it may be good to avoid too much focus on the issue, and if possible try to stay calm and concentrate on the other learners. It may be challenging to remain calm, but it may be helpful for the educator to have a plan before entering class, as seen in one of the examples above. It may be helpful for the educator to implement some of the strategies mentioned on page 13. In some cases, the problem might be so big and consistent that you would

have to handle it differently. You may for example need to get the management of the organization to help with these persistent issues.

### **Self-help suggestions**

Breathing exercise (1)

Bucket under the arm (3)

**What would you do in a similar situation?**

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## **Question 5**

A course participant tells you something secret that you feel gives you responsibility that goes beyond teaching. Have you ever experienced that?

### **Answers from different adult educators**

- 1) I often experience that (way too often) and the question is whether the school operates beyond what is in addition to teaching. For example, tutor conversations, etc. I have heard stories about rape, abuse, abortion, violence in the family, robbery, etc.*
- 2) It happens very often that I get involved in the course participants' personal affairs. I often refer to the organization Headspace, or to a fellow course participant who is also struggling. Often, I have a conversation about being personal and private - taking care of themselves and not telling many people about their life, because it can give great vulnerability. Sometimes it is important that we have the student counsellor, because of their competences and they can also refer them to others in the system if that is the case.*
- 3) Often. For example, when course participants tell me they have depression. I am a pedagogue, not a psychologist. I advise my course participants to talk to their doctor / psychologist to whom they go. For example, when they tell me they have one or many diagnoses. I do not know what these diagnoses imply and tell them again. I'm ONLY a pedagogue, not a psychologist.*

In these three examples teachers describe how they are given sensitive information from the learners whom they cannot take responsibility for. In these responses we see educators who care and show empathy towards their learner. All of them are aware of their competencies and thereby also their limitations. In their responses, they all point to this and some choose to refer their learner to other professionals. They choose, for example, to refer them to the student counselor or to other employees in the organizations, who are competent

to talk with vulnerable and diagnosed people.

It is incredibly important to have made up your mind as a teacher, how intimate you wish to be with your learners.

### **Self-help suggestions**

It is recommended that an organization has a visible and clear policy regarding what options the educators have if they come into contact with confidential information from the students who affect them, as well as if they are subjected to physical or psychological violence or other cross-border actions. It is important that educators are prepared and know what to do, so that they can feel confident instead of helpless when situations like these arise. Furthermore it would also be a good help for the educator to be able to get supervision and support. Exercise 4 (Power of human relationship) provides good examples of how to use other people as a helpful support, where you might have the possibility to vent out stressful feelings.

What help is there for the educator?

Where and how can different teachers refer their learners?

Visibility and openness about this on the part of the school will create respectful behaviour all around. Then all parties involved will feel treated respectfully .

**What would you do in a similar situation and where are your limits?**

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## **Question 6**

Do you have other examples of how it could be useful with some tools to handle the course participants' different ways to express their feelings?

### **Answers from different adult educators**

*1) Sometimes the course participants ambition does not correspond with their ability, and it may be difficult to express "you are not good enough yet". Those days when you are just a tired teacher.*

*2) I have often had violent experiences with course participants, and the leaders and student counselors did not support me or thought that it was not fierce enough. It could be nice with a visible leadership that backs up the teachers. Basically, I do not think we should be educated in helping the students with mental problems but send them to the school psychologist or student counselor. It is not our (the educators) job to be a psychologist.*

*In the examples we have included, the lack of power the teacher feels resembles the ignorance as to what might trigger students.*

### **Self-help methods**

As we can see from the answers from teachers and as we have read and heard in a few examples, an increased focus on emotions in the institution might hopefully reduce the sense of powerlessness and the sense of loneliness which is visible here for the educator, might also hopefully reduce the inner conflict and the shame about how difficult it can be to react in a calm and appropriate way when there are emotions heightened in the learning environment.

We hope that the aims in this handbook: explanation about emotions and the difference between emotions and feelings and a little insight in the cognitive psychology and anger management will help you to get a common language with your colleagues. In that case it would be a tool to help you and your colleagues to deal with emotions in the teaching situations and afterwards.

The next and last part in this handbook is a collection of tools that we have all collected wishing to inspire you in common situations where emotions need to be taken care of.

We have chosen 10 exercises where some are useful to calm down after a conflict, some are useful to reflect upon a situation and some are more bodyminded to relax and be more aware on the different emotions in the body. We hope they will be useful for you.

**What would you do in similar situations?**

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## Exercises and Activities

### 1. Breathing Exercise

**Materials needed:** A piece of paper (e.g. a Post-It note)

**Aim:** The purpose of this exercise is to help to release body tension, to lower the pulse and to increase the ability to concentrate. With practice, the exercise also helps educators and learners to strengthen their awareness of their emotional state and to regulate the nervous system.

Ask the participants to write the following on the piece of paper:

- Breath in
- Pause (hold)
- Breath out
- Pause
- Observe body changes

**Instructions:**

1. The instructor explains, that the exercise is about something we are all very good at: To breathe!
2. Discuss how we breathe in different situations (e.g. when we run, are nervous, sleep, etc.).
3. The instructor explains the purpose of this exercise, i.e. to create an awareness of body states and changes. An increased awareness of body states can help us, with practice, to change the state, to become more relaxed, focused, and to perform better in different situations.
4. The instructor writes the words on five A4 sized paper and hangs it on the wall and asks the participants to focus on their breathing for 2 minutes, using the five points. The participants can also keep their written piece of paper in front of them, if they like.
5. After two minutes, the instructor guides the exercise as follows: "Breath in (counting: 1, 2, 3), hold (1,2), Breath out (1, 2, 3), Pause, Observe". Repeat this a couple of times (e.g. for 2 minutes).
6. This exercise can be used on a regular basis. All you need is a few minutes (e.g. when sitting at your desk).

Dressler & Obel, 2017

Levine, & Kline, 2006

## 2. Relaxing safe place imagery

The purpose of this exercise is to help you (or your learners) to relax your mind, when you feel stressed. Some of the goals include:

- Create a sense of security and control, when needed
- To shift fixation on negative things and emotions in life to a more positive perspective.
- Strengthening neural networks. The brain can change through repetition. Just as you can learn new things and become better with practice, you can also practice to feel good and more calm in your mind. The more you practice this guided visit to a special place, the easier it will be to reach a state of calmness. With time, the mere thought of this special place might elicit feelings of relaxation, security and control - without the guided imagery script.

### **Safe Place imagery instructions:**

- Start by getting comfortable in a quiet place where you won't be disturbed, and take a couple of minutes to focus on your breathing, close your eyes, become aware of any tension in your body, and let that tension go with each out-breath.
- Imagine a place where you can feel calm, peaceful and safe. It may be a place you've been to before, somewhere you've dreamed about going to, somewhere you've seen a picture of, or just a peaceful place you can create in your mind's eye.
- Look around you in that place, notice the colours and shapes. What else do you notice?
- Now notice the sounds that are around you, or perhaps the silence. Sounds far away and those nearer to you. Those that are more noticeable, and those that are more subtle.
- Think about any smells you notice there.
- Then focus on any skin sensations - the earth beneath you or whatever is supporting you in that place, the temperature, any movement of air, anything else you can touch.
- Notice the pleasant physical sensations in your body whilst you enjoy this safe place.
- Now, whilst you're in your peaceful and safe place, you might choose to give it a name, whether one word or a phrase that you can use to bring that image back, anytime you need to.
- You can choose to linger there a while, just enjoying the peacefulness and serenity. You can leave whenever you want to, just by opening your eyes and being aware of where you are now, and bringing yourself back to alertness in the 'here and now'.

Carol, 2009

### 3. Bucket under the arm

Sometimes in our meeting with others, it can be difficult to handle them and their emotional reactions - both positive and negative emotions. Say, for example, that you are dealing with a person, who is very angry and who shouts at you. Your first reaction may be to react in the same way, i.e. you want to shout back. In this scenario, you experience the same emotions and react in line with these. You are thereby unable to meet and to contain this person's needs.

Now imagine, that you have a bucket under your arm, and you use this bucket to put the words and emotions, that are thrown at you, into it. Now you might find that you are more able to meet this person. This visualization may help you to stay calm and realize that the person's emotions and reactions are not yours, and you do not need to take them personal. Allow the other person to react, but put it into your bucket.

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#### 4. Power of human relationship

Venting out distressful feelings can take place in human relationships. It means contacts with close people whom you can trust and who can accept you without criticism, listen to you, can make time for you and give you back positive emotions.

A close person to talk to can be found in several social levels:

- Family members, relatives
- Friends, acquaintances, neighbors
- Support groups, self-support groups, like-minded groups
- Professionals (counsellors, psychologists, social workers, psychotherapists etc.)

You can help yourself talking with such a person about your problems, not looking for specific solution – a possibility to talk out is already the solution. Venting your frustrations alleviates tension and stress. You almost always feel better—and “lighter”—after sharing some perceived uncomfortable emotions and worrying thoughts.

We formulated 5 steps in bringing power of human relationship into life.

1. Acknowledge your overwhelming emotion. Think if it is constructive or destructive.
2. Think of somebody whom you could contact. A friendly person who can impartially listen to your story.
3. Arrange a meeting or a phone call with your friend.
4. Speak out.
5. As you are done, it is important to spend some time alone reflecting your current feelings before you return to your activities.

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## 5. Body Therapy

If you observe yourself, you can notice that any physical tension starts with emotional resistance – not being able to let out emotion you are feeling or denying current emotional state. Rigid/ blocked energy of emotional tension creates muscular tension in body; if not addressed, it may come out as a pure physical problem or symptom in long-term. That is why it is important to feel what you feel. If you find it hard to release your difficult emotions, focus on your body tension and help your body get rid of it.

We would love to offer you (or your learners) 3 body orientated exercises for relaxation. If you focus on some parts or your whole body, it might help you to move your attention from thinking and emotional distraction to your inner body energy. By practicing these exercises, you can relax, release tension and even get in touch with your inner body's resources – emotions and feelings of love, harmony and joy. With practice and time the sense of inner body will deepen and you will be able to help yourself easily.

## **Intensive yawning**

The purpose of this exercise is to help you (or your learners) to create relaxation and calmness and overcome stress or anxiety. The benefits of yawn breathing include released muscle tension, increased oxygen, and supplying the body with more energy.

The instructions:

1. Begin by taking some slow, deep breaths.
2. Relax the jaw by stretching your mouth open.
3. Do this a few times, and then make a long, sighing “ahh” sound during exhalation.
4. Make the action of yawning. After about four or five fake yawns, some real yawns will come.
5. Pay attention what happens in your mouth, throat, chest, and belly. Don’t be surprised if your eyes start watering.
6. Release the tension in the jaw. Relax and loosen all the facial muscles.
7. Repeat for ten yawns. Pause in between for a few seconds.
8. Allow yourself to stretch your arms and shoulders as you continue yawning.
9. Now just relax into your natural breath. If you feel dizzy, lightheaded, or disoriented, stop, sit down, and rest. If you’ve been particularly stressed or anxious, you might find yourself yawning a great deal over the next half hour. It means that your brain needs more blood circulation to improve neural performance. Enjoy the yawns, knowing that it is a special treat for your busy brain.

## **Spaghetti exercise**

Sometimes it is easy to get tense and not even realize that we hold worries and stress in our muscles. This exercise will help you (or your learners) learn the difference between being tense and being relaxed using the concept of uncooked and cooked spaghetti. It will help you get rid of tension in the body, cool down intense emotions and put compulsive thoughts on distance.

The instructions:

1. To do this exercise, sit in a comfortable chair.
2. Now imagine that you are **a piece of uncooked spaghetti**. Tighten both your fists and arms, squeeze your legs and stomach and make your whole body as stiff as possible, so that you can't bend. Keep your whole body tense until you count to five.
3. Now relax. Pretend that you are now **a piece of cooked spaghetti**. Let your whole body become loose and floppy. Let go of all of the tension in your body. Relax your shoulders and stomach, take a deep breath, relax and let the air out. Imagine you are cooked spaghetti for a minute. Can you feel any uncooked parts?
4. Now become **a piece of uncooked spaghetti** again. Squeeze all the muscles in your body until you are as stiff as raw spaghetti. Even make your face tense – squeeze all the muscles in your mouth and forehead. Squeeze your shoulders up to your ears. Make fists with your hands. Squeeze your eyes shut and push your feet into the floor. Hold your body stiff like raw spaghetti until the count of five.
5. Now relax your whole body. Go floppy like **a piece of cooked spaghetti**. Relax your face, your shoulders, your stomach, your arms and your legs.
6. With repetition your relaxation will be deepening, so become **a piece of uncooked spaghetti** one last time and tense your whole body from head to toe. Make every part of your body as tense and stiff as you can until the count of five.
7. Now relax your body like **a piece of cooked spaghetti**. Become yourself.

It is hard work to be tense all day long. If you are tired at the end of the day, most likely you are holding too much tension. When you notice that your body is feeling stiff or tense, don't forget that you can make yourself feel like a piece of cooked spaghetti by relaxing the muscles in your body. Which feels better, being cooked or uncooked spaghetti?

## Cook's Hook-Ups

This exercise connects all the energy circuits in the body at one time and gets energy in the body moving when it is blocked. It is a fast integrative intervention during times of stress or when needed to optimize ability to concentrate or express something with ease. The complex intertwining of the hands / arms / legs / tongue on roof of mouth (and if doing in a standing position – balance) stimulate large areas of the neocortex in both hemispheres of the brain.

The instructions:

1. Sit comfortably in your chair.
2. Put your left ankle over your right knee.
3. Next, hook your right hand around your left ankle.
4. Then put your left hand over the heel of the left foot. (Some people will feel better sitting with the right ankle over the left.)
5. Sit this way for one minute, breathing deeply, with your eyes closed and your tongue on the roof of your mouth.
6. Uncross your legs and put your hands fingertips together, continuing to breathe deeply for another minute.
7. Slowly open your eyes and keep some attention on your feeling.  
Now just relax into your natural breath.

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## 6. When you are angry...

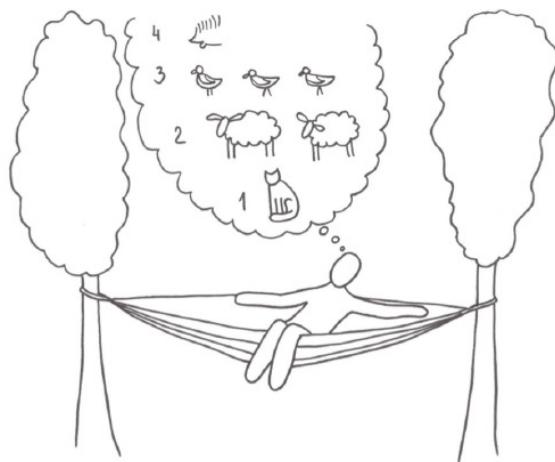
Refocus your angry learner in choosing few tips to try or suggest what you consider the best.

There are certain steps to take when you feel angry:

1. Focus your attention on yourself – try to recognize and accept the emotion you feel.
2. Know that your emotion will not do any harm to you if you pay your attention on it.
3. Decide what strategy you can use – internal transformation or external manifestation or go through the whole cycle.

**Internal transformation** – you change your emotional state or thoughts by yourself in your inner world

The first step is to slow down, to decrease intensity of anger you feel, not harming anyone, including yourself. Take control of yourself.



### **Calming down - I can...**

- observe signs of anger in my body – what is going on with my breathing, jaw, heart, muscles, voice etc.
- take 3 deep breaths or simply breathe
- drink a glass of water
- draw my anger
- count backwards in odd numbers from 49: 49, 47, 45, 43 and so on.
- count animals: one cat, two sheep, three hens, four hedgehogs, five giraffes, six crocodiles...
- recite alphabet backward in my head
- recite a poem or the words of a song in my head
- visualize what I did yesterday from when I woke up until I went to bed
- repeat a calming word or phrase, for example “Take it easy...”
- remember something nice to calm down
- sing or hum
- listen soothing music or loud & fast music
- stay alone for a moment

Once anger is reduced, a look inside or positive affirmations about yourself may help to face the real situation and redirect your energy towards solution.



### **Thinking – I can...**

- try to understand what has happened, how I feel and what exactly made me angry
- reflect my anger in writing
- think about consequences of my action “What would happen if I...”
- think positively “What good can this situation bring me?”
- think “Everyone can have such a situation.”
- think “I am in the process of positive change.”
- think about several variants how to solve this situation
- think “I can manage it.”
- think who/ what can help me
- think “It is something small comparing to the big things in the world to be worried about.”
- think “If I keep calm, it will be easier to solve the problem.”
- think “It's only a thought and a thought can be changed.”
- think “I turn every experience in opportunity.”
- think “Every thought I think is creating my future.”

**External manifestation** – you change your emotional state or thinking processes with the help of other people or your surroundings.

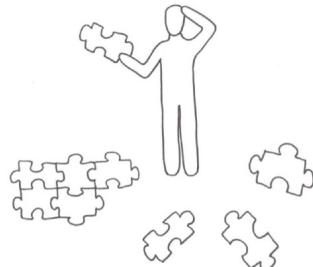
As clear thinking has started to operate, communicate and work towards solutions, if possibly discussing some details in creating a plan or resolving a conflict. Clear thinking happens when your emotions are clear.



### Communicating – I can...

- tell what has happened
- tell how I feel
- try to understand how other people feel
- ask a request
- ask questions to understand what other people think
- talk out
- listen to others
- forgive
- ask how others solve such problems
- start conversation saying something good
- call a friend
- say “I am sorry”
- use “I-sentences” (describe the problem speaking about myself, explaining my feelings and expectations not blaming the other in respectful way)
- inquire how other people solve such problems

Success of your transformation will be seen in your action. Action will help you with whatever is left from your emotion, let it out with any suitable choice.



### **Acting - I can...**

- give myself time for thinking
- collect more information
- correct the mistake done
- learn from the mistake done
- ask for help
- not pay attention to it
- accept what has happened
- solve the problem
- talk to the involved person/ people
- tell my opinion
- step back as good relationship is more important
- let out my anger by hitting a cushion and/or crying, shouting, screaming or swearing where it will not alarm anyone.
- go out for a walk, run or cycle or do any other form of exercise you enjoy
- phone a friend, tell what happened and how angry you are

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## 7. Writing

Writing can be beneficial not only for writers and readers but for all of us, because it can be therapeutic. Writing helps to cultivate the ability to observe our thoughts and feelings, even more it helps us track our spinning thoughts and feelings which are not so obvious for the stressed mind. Writing is “speaking to another consciousness” — ‘the reader’ or another part of the self. Writing can lead to key insights. We come to know who we really are in the present moment.

Writing also creates a mind-body-spirit connection. When you use your hands to pen or type something directly from your brain, you are creating a powerful connection between your inner experience and your body’s movement out in the world. We hold worries, fears and memories in our bodies but when we use the body - we stay in the present moment, we inhabit our bodies, and we can heal ourselves. Writing releases stressful thoughts from our mind and linked emotions from our body. There are many ways how writing can help you:

**1. Free writing** All you have to do is write down whatever comes to mind without censoring yourself. It could be images in your mind, thoughts, events, sights, smells, or sounds. You can write what is going on now, what bothers or hurts you. There is no need to formulate your thoughts in structured sentences – just write it out off yourself. You can write on separate sheets of papers, read them again and release – burn or tear off. It is possible to keep it for later read over -you’ll likely be able to draw some knowledge or perspective.

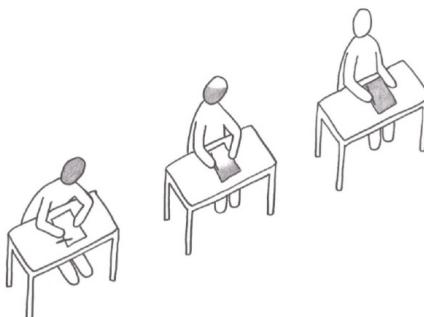
**2. Reflective journaling** Every day you write down emotions what you experience - positive or negative experiences, any associated thoughts, and what you learned from them. Putting emotions in words often helps to find solutions for different problems and tasks. Include your thoughts and ideas about what you learned and how it helped you grow as a person. It’s best to reflect as soon as possible after the event; don’t wait too long, or you won’t remember all the details! This is why you should always

have your journal nearby and make it a habit to make regular entries.

**3. Gratitude journaling** Slow down, take a deep breath, and ask yourself what you're grateful for. It's even better to write these things down once or twice a week. It helps purposefully to focus on the positive and gives a positive effect on the subjective well-being of a person. Start with the simple – your body, friends, family, work etc. Not to repeat oneself, it is worth every day to look for something new to be grateful for.

**4. Letter writing** It can be helpful when you have 'unfinished business' with someone. Perhaps you wish to fully express yourself to someone but haven't been able to or never will. You can write everything that you want to say in a letter, and you don't even have to send it. The goal is for you to gain a clearer understanding of your own thoughts and feelings about the person. It will help you release the burden you may be carrying and can be an intensely cathartic experience. Another exercise is writing a short letter to a close friend or a loved one. Imagine this person has written to you and asked you: "How are you doing, really?". It will help you reflect on your current life situation, your emotions and thoughts.

**5. Five minutes text** It is a good way to help yourself when you are in hurry or cannot define what is going on, what is wrong? Give yourself 5 minutes and purposefully write down everything what is associated with problematic situation – write short, specific, not thinking too much. When reading over, it is possible to pick out valuable key words.



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## 8. Creating alternative thoughts

- How to create alternative thoughts after a confrontation with a learner?

Write down your thoughts about the following questions. This little exercise is useful to give the learner and the teacher to think about their automatic thoughts and renew them.

It is a good way to talk about the conflict situation afterwards.

1. What was the critical situation all about?
2. Automatic reaction and thoughts
3. What did you feel in the situation?
4. What proves that you felt that way?
5. What proves that the thoughts were wrong?
6. What could be a new and maybe more realistic thought?  
How could these new thoughts affect your feeling?
8. Here you can make a wish for yourself about how to handle a situation where the emotions take over.

Kramvig, Camilla 2018: Developed to this handbook, with inspiration from cognitive psychology

## 9. Sculpt a feeling

The exercise is called “Sculpt a feeling” and are created and edited in inspiration from the book “vredeshåndtering for unge” (the handling of anger for young people).

The purpose of the exercise is getting awareness of how everyone expresses feelings in different ways with body language and facial expressions.

The assignment lasts for about 20 minutes.

- In pairs the students agree on who should be the sculptor and who should be the model to be created.
- The sculptor sculpts/creates the body while explaining verbally to the model how the feeling should be created in the face.
- Afterwards the sculptor should make a mirror image of the model, so the person can see what he/she looks like.
- Afterwards they change the roles around.
- Here are some questions the students should talk about after the assignment in pairs about their experience with the exercise:
- Which feelings were hard to express? Which were easy? Had the physical change in the body any impact on the feeling as the model felt and the mirror reflection. Did you get affected by the feelings?

Afterwards you can talk about it in class. Ideas of feelings to create:

- Happiness
- Anger
- Fear
- Joy
- In love
- Anxious
- Sad
- Terrified
- Jealous
- Insecure
- Proud
- Regret
- Victory
- Shame
- Loneliness

The students can also come up with other feelings or don't use the examples, but mention the different kind of feelings themselves.

Kramvig, Camilla 2018: Developed to this handbook, with inspiration from cognitive psychology: Dressler and Oblel 2017 "vredeshåndtering for unge" Forlaget Frydenlund.

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