|  |  |
| --- | --- |
| Session 3, 12.02.2021 |  |
| As I told you the other day, my friend decided to attend a training seminar and consult the school psychologist.  A few days later I met him and he told me his impressions.  Regarding the training seminar, he lost interest from the very first moment because he realized that there was no interaction among the trainer and the trainees and that there was a luck of dissemination of good practices. In other words, it was a seminar focused entirely on theory and not on action.  Then I asked him what he did in order to compensate this deficiency of the seminar.  He told me that there was no ground for much action and the only thing he could do is to write down his impressions in the evaluation form at the end of the training seminar.  Then I asked him “What about the school psychologist?” He told me that the school psychologist was new at school and he was not that experienced with students with learning difficulties.  Having got this reply, I asked what he is thinking to do since he didn’t get much help.  He answered that he went online, he found a forum and he decided to rely on a few good practices suggested in this forum.  I told him that it was very clever of him to go online and ask for help in a forum.  He told me that he met many school teacher experiencing similar issues and it was revealing how many good ideas he got after discussing with them.  Then I asked him if he applied some of these ideas.  He answered that he applied some of them (such as additional time for the dyslexic student, more explanations for hard exercises) and he realized that the student was responding sufficiently. Moreover, he told me that surprisingly he started establishing good rapport with him (i.e. the student) contrary to the little rapport he had with him before the application of some of the good ideas he found online.  I told him that if he continues to apply more of these good ideas he will have more positive results. He replied that he believes the same and he will continue to experiment in order to create a more positive environment for the student and for the whole class.  END OF STORY | We see that the colleague is not very cooperative, so it does not help the conduct of the 2nd story  But the questions are appropriate  The question is adapted to the second story because it asks what he did.  The question would have been more accurate if it had been "what did you do  since he didn’t get much help.  This assessment is a bit dangerous because it can be poorly received, and it does not help to continue the story. The remark is then unnecessary, especially since the colleague continues to describe his actions.    A question of trade accuracy would have been adjusted here  Lack of precision and therefore the answer is imprecise  He does not say what he applied and how it worked how he did with the student and how he took into account the other students to make the atmosphere better.  Do not let go of the request for clarification, even if the interlocutor is not very cooperative it is important to ask at least one question and it is up to him to refuse the answer but then the interviewer does not insist  There is not known if he was not satisfied to answer ... |