



TIC TAC

Description of the method

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The TIC TAC method indicates the stages of youth development (how the body responds to changes occurring during it). It focuses on the biological aspects of development and allows a better understanding of young people (why in certain situations they react in a certain way). An important assumption of the method is the proper identification of behaviours that are perceived as part of the development process and may cause or contribute to conflict situations.

The method focuses on working with young people who have problems with making friends and integrating with the group. The method assumes working with a group in which difficulties in integration have been noticed, manifested by a lack of welcoming manners, cooperation, insults, peer isolation, unhealthy competition, lack of acceptance, and aggression.

The main purpose of working with the use of the TIC-TAC method is to strengthen competences regarding concepts in the field of group integration, communication, assertive attitudes, conflict resolution and behaviours that have a negative impact on the group.

The method equips its users with knowledge about peer mediation, youth attitudes, acceptance of otherness, self-acceptance, conflict resolution. Its users will be able to take over the functions of a mediator.

The result of learning the method for carers, teachers, educators and therapists are:

- increasing knowledge of areas related to the concept of choices and consequences,
- acquiring competences in recognising emotions and their impact on relationships,
- acquiring competences in the field of conflict resolution and group work,
- acquiring knowledge about development stages and the impact of brain development on behaviour,
- acquiring the ability to conduct difficult conversations on topics related to expectations, trust and understanding between teenagers and their carers/therapists.

As part of the work on improving and adapting the TIC-TAC method in therapeutic work, model scenarios for working with young people were developed along with full material - individual work cards and therapeutic cards. A training program has also been developed for use in the preparation of therapists, teachers, educators and carers of youth at risk of social exclusion and those who are socially excluded.

The materials contain the necessary tips that will help to acquire skills and knowledge that should be mastered by the user in order to be able to work using the TIC-TAC method.

The learning objectives will also be described in detail - learning outcomes in line with the qualification description standard and the training program developed. The training program has a flexible structure, and its modules and modular units can be updated (modified, supplemented or replaced) without destroying the program's structure to adapt the content to make possible corrections and further additions.

Thanks to this:

- the teaching and learning process will be aimed at 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, non-formal education and informal learning in the work environment will be widely used.

The following products have been developed:

- a detailed description of the method after making adjustments to increase its universality in Polish and English,
- sample scenarios for applying the method in various problem situations in work with youth at risk of social exclusion and those who are socially excluded,
- multimedia educational materials (exercises, tasks, multimedia presentations, etc.),
- 30 individual work cards,
- 20 therapy cards

One of the more drastic manifestations of problems at school is school violence, and thus disturbed peer relationships. This method aims to work with people experiencing violence and bullying at school, at home, who have problems with integration, adaptation, mediation in the environment in which they function on a daily basis.

The method was mainly devoted to those phenomena of pathology that causes people not to feel good and safe in the place where they must function, are bullied, harassed, insulted, ridiculed. Such situations mean that you lose all motivation to act. Diligence leads to unexpected side effects, and the manifestations of pathology can destroy mentally and lead to a nervous breakdown.

Sometimes we get the impression that our society does not see the hidden form of violence that occurs in the school environment. Under the pretext of high tolerance, low self-esteem, the culture in which we grow up in, we become too lenient to the perpetrators; we do not report what affects us, offends us, depreciates in the hope that maybe the perpetrator will give up and find another victim.

There are people among us who do not allow doubts, are confident and humiliating others gives them incredible pleasure. This behavior is often caused by the fact that they think that they can hide their deficiencies under this pose, or as it often happens, they replicate the family model, the environment in which they operate.

It is often the perpetrators of psychological violence who think that humiliating others is the only way to gain the respect and recognition that they are so hungry for when in fact, they have emotional problems caused by the lack of admiration and approval by others.

The belief that education is one of the most important values in most people's lives is quite common. This is an indisputable and true statement. Education provides opportunities to use resources, stimulates activity, encourages to undertake various activities and efforts, as well as defines the economic and social position in the future. For many young people, learning is the highest category in their daily lives and the highest value. They can often feel safer at school than at home. For other young people, school is a source of regret, negative associations, pain, suffering, humiliation, lack of development and even loss of physical and mental health. Awareness of such a discrepancy in school perceptions allows us to focus more closely on the issue from which we should begin reflections on pathology at school. We are talking about the 'student-school' arrangement and about recognising their functions in the life of a young person.

There are many positions indicating the psychological value of education and the dynamics of its environment development. In the era of globalisation, where the surrounding world is changing very quickly, young people are forced to constantly 'follow' new products and the need to 'keep up' with all changes and new things. Quite often, this causes adaptation difficulties for a young person, especially when he or she does not come from, for example, a wealthy family who is unable to respond to the constant new change of young people's fashion.

The problem of coping with adaptation to change raises the need to recognise the factors determining the response to coping with a change in the work process and its conditions. This situation can lead to behaviour in the school environment that leads to conflict.

1.1. School and class climate - definitions

The school atmosphere is most often defined as the perception of objective reality, social environment, school conditions, school culture, shared by various people, and not as the objective reality in which students and teachers' function. It is also a "reflection of the characteristics of the school environment experienced by students" (Kulesza 2007c), "how teachers and students perceive their work or study environment and the impact of this perception on their behaviour" (Ostaszewski 2012), and "joint opinions about the school" (Gaziel 1997), or "a collection of characteristic features, situations, events perceived by juveniles and educators, which are relatively permanent effects of its functioning" (Pytka, 1995 ;Adrjan 2011).

The concept of climate is close to other concepts used. "School climate is a concept more often used by school class researchers, school organisational culture by researchers of qualitative school development and education sociologists, while ethos, atmosphere and identity are most often adopted by psychologists who use selected terms to describe the ethereal attributes of the school" (Szczecińska 2010). In Poland, research on this trend has referred, inter alia to the terms 'educational climate' (Andrzej Janowski) 'educational atmosphere' (Heliodor Muszyński) (Adrjan, 2011).

The school's atmosphere (whose essence is subjectivity and volatility) can also be treated as an element of school culture (which is a more objective and long-lasting construct) (Szczecińska, 2010; Adrjan, 2011). In other approaches, however, school culture is treated as an objective reality (conditions, norms, values), while the climate - as a way of perceiving it. Climate is also defined similarly to culture, or is treated as the sum of two types of factors: hard factors (easy to measure and describe): size of the school, number of students, teacher's experience and soft factors: patterns, expectations, interactions, relationships' whose learning is possible indirectly, by establishing subjective perceptions, opinions and assessments "(Surzykiewicz, 2000).

1. The class climate, also referred to as the learning environment or the classroom atmosphere, is also defined in various ways:

- “The intellectual, social, emotional and physical environment in which students study” (Amborse et al., 2010);
- “All the rules of work and life, which the teacher actually imposes and strengthens when solving current didactic and educational situations” (Konarzewski 2000), shaped by the interaction between pupils and between the teacher and pupils (Adrjan 2011).

Na klimat szkoły składa się m.in. klimatu szkoły

- **Jakość relacji społecznych**, m.in. relacje pomiędzy uczniami, uczniami a nauczycielami, uczniami a rodzicami, rodzicami a dyrektorem. To także zasady panujące w klasie, w szkole takie jak szacunek, zaufanie, poczucie bezpieczeństwa i przynależności, bycie częścią całości.
- **Bezpieczeństwo emocjonalne** – zaufanie do ludzi, którzy otaczają ucznia, wsparcie osoby dorosłej w rozwiązywanie konfliktów i mediacje, ochrona i profilaktyka przed agresją rówieśniczą, wykluczeniem społecznym, zagrożeniem wykluczeniem społecznym, faworyzowaniem, etykietowaniem, wyzwiskami, poniżaniem
- **Bezpieczeństwo fizyczne** – zapobieganie zagrożeniom, zapobieganie patologiom i formom przemocy fizycznej takiej jak popychanie, bicie, szarpanie itd.
- **Cechy kształcenia** – interesujące prowadzenie zajęć przystosowane do różnych stylów uczenia się młodych ludzi (tzw. Inclusive teaching), motywowanie do działania, motywowanie do wykonywania dodatkowych zadań, czy inspiracja do dołączenia do kółek zainteresowań czy włączenie się w życie wolontaryjne szkoły itp.
- **Cechy wychowania** – zasady dyscypliny, zasady funkcjonowania w środowisku szkolnym, prawa i obowiązki, poziom wspierania uczniów przez nauczycieli, współpraca z rodzicami itp.
- **Postawy uczniów wobec nauki** - sukcesy i niepowodzenia –człowiek, zobowiązując się do wykonania jakiegoś zadania, liczy na uzyskanie wyników optymalnych, jest motywowany potrzebą osiągnięć i pochwałą.
- **The school's climate consists of : School atmosphere**
- **The quality of social relations**, including relationships between pupils, pupils and teachers, pupils and parents, parents and the headteacher. It is also the rules prevailing in the classroom, at school, such as respect, trust, a sense of security and belonging, being part of a group.
- **Emotional security** - trust in people who surround the student, adult support in conflict resolution and mediation, protection and prevention against peer aggression, social exclusion, threat of social exclusion, favoritism, labeling, insults, humiliation
- **Physical security** - prevention of threats, prevention of pathologies and forms of physical

violence such as pushing, beating, etc.

- **Features of education** - interesting conducting of classes adapted to various learning styles of young people (so-called Inclusive teaching), motivating to act, motivating to perform additional tasks, or inspiration to join interest groups or joining in the voluntary life of school, etc.
- **Features of upbringing** - rules of discipline, rules of functioning in a school environment, rights and obligations, level of support for students by teachers, cooperation with parents, etc.
- **Attitudes of students towards learning** - successes and failures - when committing to perform a task, the student counts on obtaining optimal results and is motivated by the need for achievement and praise.

Some people think that education and time spent at school among peers is one of the most important elements of life, if not the most important. For some, going to school is a feeling of happiness, fulfilment, satisfaction, for others it is a nightmare, torment, something that does not allow them to sleep peacefully, and the stress associated with it hinders normal functioning in everyday life. Each person is born with certain qualities, temperament or abilities. Over time, human personality develops. This process is constantly changing through learning, adapting to the norms prevailing in a given society, through gaining new experiences and actively adapting to the requirements of each person. The process of socialization allows the release of instincts in a person, thanks to which mechanisms and skills of behaviour are shaped.

Among the mechanisms are:

- standards
- attitude
- needs

Norms – are certain rules that direct the behaviour of a person functioning in society. They tell people how to proceed, what is accepted in society, what behaviours do not fit in with social norms, what behaviours are not tolerated, what are the consequences for living against social norms. The division of norms is simple - there are formal norms, which are defined by law and legal regulations, which indicate the consequences for not complying with the norms. There are also non-formal norms - moral or cultural.

Of course, each country has its own specific norms and the fact that in Poland certain behaviours

are within norms does not mean that in England or the Netherlands such behaviour will be tolerated and will be lawful. Often, non-compliant action causes anxiety, can cause depression, thinking only about what has been done or what has to be done. The situation becomes difficult when a young person feels the pressure of the environment and the pressure of time.

Norms, attitudes and needs are very important factors that help shape a human personality. They show goals, motivate to action, show the way to go, how to achieve it. Thanks to internal imperative, behavioural patterns are shaped and " an emotional attitude to reality, creates a specific vision of the world and interpersonal relations ". The school " serves as the production of goods (objects or services), gives a person an opportunity to shape themselves ,society, its history and culture. "

Attitudes – are instructions that allow you to assess people’s behaviour towards certain objects or situations. The subject of attitudes are people who, through contact with the subject of attitudes in a certain way are oriented towards it. Attitudes can be objective and subjective. The object of attitude can be people, institutions, concepts, principles, ideas, norms. Attitudes can be determined on the basis of:

- range
- direction
- force
- subject content
- complexity

Scope of attitudes can relate to smaller or larger number of things. An example would be a political attitude - in this case, the attitude has a broader scope than the attitude towards political parties.

Direction of attitudes - a certain direction that triggers a feeling or evaluation from very positive, through to favourable, warm, affectionate and to negative (aggression, hostility).

Strength - there are attitudes whose emotional strength is very high, and there are attitudes that do not arouse emotions. The occurrence of emotions can play a significant role, because the change of attitude may depend on emotions.

Subject content - in this case an indication of the content of the attitude is necessary, and the subject of this attitude is also the content.

Complexity - depending on how complex attitudes are, you can build their typology.

For example. N. House distinguished four types of attitudes:

- personal
- material
- cultural
- societal

Attitudes as a phenomenon from consciousness spheres are shaped by two types of stimuli. By the external world around a person, perceived sensually and intellectually, subjected to appropriate transformations in consciousness and by the “psychological and biological parameters of a human.”

Among the values that are appreciated by students are:

- having enough time to spend their free time outside school
- living in an environment and conditions suitable for the student;
- learning in good physical, mental and emotional conditions;
- low tension and stress at school;
- possibility of praise;
- learning in a specific situation with clear understandable requirements and principles;
- fairly graded;
- considerable freedom in applying your own approach to learning;
- some degree of variety to the lesson;
- performing challenging tasks that give a sense of accomplishment;
- performing tasks tailored to the student’s individual capabilities;
- cooperation with people who cooperate well with each other;
- good cooperation with the teacher;
- the opportunity to help other students or the opportunity to seek help;
- having a real share (contribution) in the class / school successes;

Unmet needs as outbreaks leading to conflict

Needs - are the focus of tensions that arise in the human body as a feeling of a lack of a certain good or feeling. This can cause difficulties in everyday functioning, but also increases motivation. A need arises when an equal level between the environment and the human body is disturbed, “

which causes action to restore balance and thus to meet a given need.”

A. Maslow, an American scholar pointed out seven basic groups that motivate people's actions:

1. Physiological needs (food, protection of the body against cold, sexual), safety (protection of the body against destruction, maintaining social position)
2. Affiliation and love (participation in social groups, positive emotional response from others)
3. Respect (reputation, prestige)
4. Self-realization (fulfilling your dreams and using your passions and talents)
5. Knowledge and understanding (learning the secrets of the world and understanding the mechanisms of its functioning)
6. Aesthetic (pursuit of beauty).

A. Maslow believes that the activation of higher order needs is caused by satisfying the needs of the lower order (basic needs). The emergence of most needs is social. In what kind of society a person is brought up, what norms he adheres to, what beliefs he has, determine in what form he meets his needs and to what extent.

From the point of view of prevention of violence and conflict management, the support of teachers is very important while clearly setting requirements, defining the rules and implementing programs that are designed to respond quickly to conflict situations. The importance of the balance of these two dimensions (referred to as “structure and support” or “requirements and responding to needs”) is confirmed by, among others by the research conducted in the USA (Cornell & Fan, 2011 after: Thapa et al. 2012). Not only was the general impact of these dimensions on the scale of violence shown, but also mechanisms of action were identified, including; increased number of students seeking help in a bullying situation. Other studies have shown that rules are more readily accepted when students feel the interest and support of adults (Daniels et al., 2010 after: Debarbieux 2010). Relationships in the student circle are important. In schools where students negatively assess relationships with peers, there are more frequent acts of aggression and crime (Brand, 2011). A lower level of aggression and violence is associated with a sense of community in the group (class rehearsal, sticking together, understanding, ability to resolve conflicts) and the quality of social ties (friendships; acceptance, recognition from colleagues) (Kulesza, 2010)

Examples of school conflicts are:

1. challenging and insulting peer family members; (Your mother is ...)
2. forms of sexual harassment, e.g. commenting on the appearance of girls and how they develop,
3. labeling, verbal violence against persons representing a different social status; due to their appearance, clothing, origin, family situation, sexual orientation or behaviour;
4. interfering in personal belongings, i.e. taking and storing them;
5. obscene inscriptions on the board, walls, sending offensive notes, photos, messages;
6. making fun of, for example, for answer in a lesson when a mistake occurs
7. making fun of the social status of, for example, young people living in care and education centers
8. exclusion from the group
9. creating clicks and subgroups

Example

Conflict – escalation – levels of action

- Provoking
- Loss of status
- Searching for allies who will jointly torment the 'victim'
- Use of psychological and / or physical violence
- Destruction of self-esteem

Mediation can help in solving various types of conflicts. However, it should be remembered that the mediation has to serve to fight the problem and not in the fight between people. If conflicts are resolved to the satisfaction of all people, then they can strengthen inner peace, strengthen confidence in dealing with other people. Mediation can greatly contribute to this. However, the mediator should be an impartial, fair and equipped with knowledge and competence to resolve the conflict. The task of mediators is to help troubled people express their feelings in words. It calms down, leads to understanding and paves the way for substantive negotiations and ways to resolve the conflict.

COURSE OF MEDIATION

Start mediation

Stage 1- Getting to know the case

Stage 2 - Mediation meeting - invitation to mediation

The order of invited parties to the introductory meeting: we invite the first initiator (reason)

Tasks of the introductory meeting, points 1-4 of the mediator's monologue (monologue scheme):

- establishing contact with each of the parties - building an atmosphere of trust and security
- presenting the principles, rules of mediation and the role of mediator
- presenting the benefits of mediation for a party
- presenting legal conditions for mediation
- withdrawal of consent to mediation and the mediator
- signing the contract / application for mediation
- hearing the party's point of view on the conflict from today's perspective
- presentation of needs and expectations by the party
- redirection to the future - searching for the best way to resolve the conflict which will satisfy both of the parties.
- an attempt to look at the conflict from the other side's perspective.
- diagnosis of the phase (see the victim phase, divorce phase) in which the party currently is in,
- initial hypothesis of the course and results of mediation.

In situations of school conflict, a young person lives under stress. Its distinction meets an important ordering value - it allows for a multifaceted division and description of numerous stress conditions. The source of stressors can also be self-compliance with the norms prevailing in a given lesson, any rules, orders or bans; forced action, leaving the rest of the group.

The rights and obligations as well as the duties or privileges of the student make up the social role. Performing a role is just a way of realising what a person fulfils, gives from himself, what is expected of him.



The social role depends among others on:

- psychological / autonomous properties of the individual
- a personality pattern that is accepted by certain specific social personalities or groups
- how the role and individual define the role
- organisation and structure of the groups
- sanctions available to the community
- positive or negative distinction.

Depending on whether the role assumed by the individual is compulsory or voluntary, it is important for society and for the individual on how the person is perceived by other students. Very important for a young person is their role in the group, which is a set of features, activities, abilities, dispositions and ambitions of actions.

In order for the student's social role to be played effectively, behaviour and requirements must be adapted to it. However, the satisfaction of an individual with the role that they perform stems from the compatibility of desires and behaviour in class, school, group, school environment that the satisfaction stems from.

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