

Training course to improve the self-management competences of People with Intellectual Disabilities



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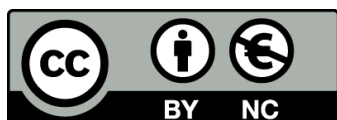
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Content

INTRODUCTION	4
TRAINING ITINERARY (MAP).....	8
SECTION A. PEDAGOGICAL GUIDE.....	9
1. Introduction.....	10
2. Justification of the need for training prior to participation in self-management programmes.....	11
3. Theoretical framework	14
3.1. Quality of Life Model	14
3.2. LifeComp: the European Reference Framework for personal, social and learning to learn competences.....	15
3.3. Metacognition and learning to think strategies.....	17
3.4. Universal Design for Learning (UDL).....	18
4. Training course methodology for Persons with Intellectual Disabilities.....	19
4.1. Objective.....	19
4.2. Didactic units and pedagogical exercises features.....	20
4.3. Training methodology	25
4.4. Training duration.....	27
4.5. Training target group	28
5. The Erasmus+ SELF-IN project in the framework of the EQF and ECVET.....	32
6. Bibliography	33
SECTION B. 19 PEDAGOGICAL EXERCISES.....	36
1. Introduction.....	36
2. Didactic units	38
2.1. Didactic unit 1: Erasmus, Self-management groups and quality of life.....	39
2.2. Didactic unit 2: my learning process	95
2.3. Didactic unit 3: communication and social competences in the context of a self-management group	122
2.4. Didactic unit 4: self-regulation	154
2.5. Didactic unit 5: problem solving and decision making	212
2.6. Didactic unit 6: participation and social inclusion.....	257
Appendix 1. Self-Inca tool: competences assessment tool.....	283

INTRODUCTION

Self-In (A Self-management learning model to foster the Independence of people with intellectual disabilities) is a "Cooperation for innovation and exchange of good practices" project developed within the "Adult Education" key action of the Erasmus+ programme. The strategic partnership consists of three partners: GROEP UBUNTU (Belgium); University of Padua (Italy); and the Valencian Institute of Social Services - IVASS (Spain) as project coordinator.

The Self-In project promotes the improvement of independence, self-determination and social inclusion of People with Intellectual Disabilities (PwID) through the design and implementation of **innovative learning activities and self-management programmes** (from a metacognitive approach) and the production of the necessary educational resources so that educators can implement them, as is the case of this training course or the first educational resource of the Self-In project (PR1: Manual for the implementation of self-management programmes, quality of life, metacognitive processes and motivational guidance for PwID).

Self-management programmes are spaces where people with disabilities meet, discuss and learn how to participate in our society. Furthermore, the concept of self-management (Sandjojo, 2019) refers to all the cognitions and actions of a person that deliberately influence their behaviour to achieve pre-selected outcomes.

Against this background, the following educational resource consists of a comprehensive training course for PwID structured in 3 sections and an appendix:

- **Training itinerary (map):** representation in a table of the programmed and ordered set of learning outcomes, duration, exercises, training activities that allow the achievement of the chosen competences. The map allows you to click on the didactic units and exercises to transport the reader to the page where the contents are explained.
- **Section A: didactic guide** to implement a course estimated at 43 hours.
- **Section B. 19 practical pedagogical exercises** distributed in 6 didactic units based on the following theoretical frameworks:
 - a) Metacognition: metacognitive competences, reflection, problem solving, decision making, orientational motivation....

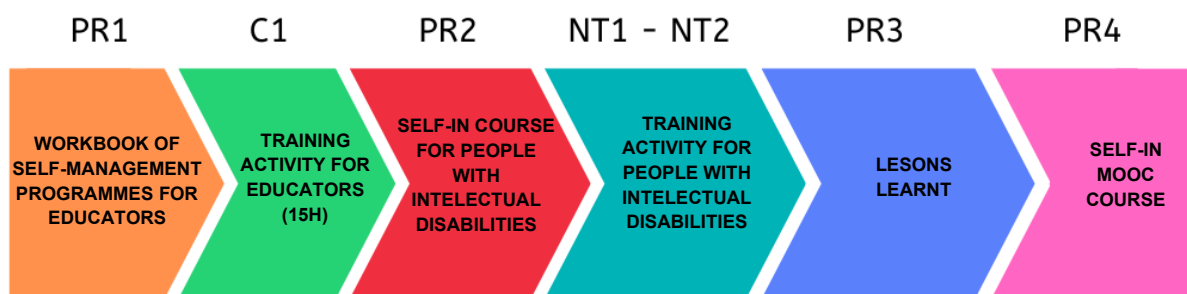
- b) Quality of Life Model (Schalock and Verdugo): aspects of self-determination and social inclusion.
 - c) LifeComp (European Reference Framework for personal, social and learning to learn key competences): especially learning to learn (growth mindset, critical thinking and managing learning).
 - d) Universal Design for Learning (UDL).
- **Appendix 1:** Self-Inca tool for assessing the competences of the training contents taught. This tool has been specifically designed by the Self-In project to assess the competences acquired during the delivery of this training course and in the self-management programmes in which the PwID will participate immediately after the end of the planned 20-hour learning activity.

Therefore, this educational resource (training course) is proposed to be implemented in the framework of the Self-In project prior to the start of the self-management programmes (see table 1). Its objective is to provide educators with a methodology and training materials (19 pedagogical exercises) that will enable them to improve those competences in PwID (flexibility, growth mindset, critical thinking, communication...) that are considered most relevant for them to maximise the benefits of their participation in self-management programmes and, in this way, improve their self-determination and social inclusion.

In addition, an exercise (1.1.) is included with the aim of familiarising PwID and their educators with the Erasmus+¹ programme and its priorities.

¹ Erasmus+ programme Guide, English version, p. 7 (https://erasmus-plus.ec.europa.eu/sites/default/files/2023-04/ErasmusplusProgramme-Guide2023-v3_en.pdf)

Table 1. Project results and training actions of the Erasmus+ project SELF-IN



It should be noted that, according to the profile of learners who have participated in the self-management programmes implemented by the Self-In project (see PR1 Self-In, section 2.5.3. Profile and selection process of the PwID participating in the programme), it is estimated that a training activity of 43 hours is necessary for the achievement of the learning outcomes set for this training course (see Section A: 4.2. Features of didactic units and pedagogical exercises). In addition, it should be noted that this is only an estimate as the achievement of the learning outcomes may vary from other factors external to the course itself, e.g. the characteristics of the self-management programme to be implemented after the training course; the socio-cultural context surrounding PwID; the resources/capacities available to the educational institution; the personal relationships to be built between the educator, PwID and their families; or the specific educational support needs of each of the participants.

Finally, it should be remembered that this educational resource is complementary to the other Self-In products, whose main features are summarised in the following table and can be downloaded free of charge from the project website:

https://www.ivass.gva.es/es/Erasmus_SELF-IN/Educative_resources.html.

Table 2. Map of all educational resources from the Self-In project.

Name	Features	Target audiences	Languages
<p>PR1</p> <p>Programmes on self-management, quality of life, meta-cognitive processes and motivational orientation for people with intellectual disabilities.</p>	<p>Two sections:</p> <ul style="list-style-type: none"> • Theoretical and practical contents on the concept of self-management and meta-cognition. • Group dynamics. 	<ul style="list-style-type: none"> • Educators and other direct care professionals in the field of intellectual disabilities. • Designers and coordinators of training actions and programmes. 	<ul style="list-style-type: none"> • English. • Spanish.
<p>PR2</p> <p>Self-In training course for people with intellectual disabilities.</p>	<ul style="list-style-type: none"> • 19 pedagogical exercises to improve the competences needed to participate in self-management programmes. Several exercises are included and developed within the framework of meta-cognition. • Pedagogical guide to develop a 43-hour course using the 19 exercises. 	<ul style="list-style-type: none"> • People with Intellectual Disabilities. 	<ul style="list-style-type: none"> • English. • Spanish. • Dutch.
<p>PR3</p> <p>Self-In lessons learned.</p>	<p>Impact results generated by the project on the participating people with intellectual disabilities.</p>	<ul style="list-style-type: none"> • Designers and coordinators of training actions and programmes. 	<ul style="list-style-type: none"> • English.
<p>PR4</p> <p>MOOC Course (Massive open online course)</p>	<p>Recorded lessons and other educational resources produced by the Self-In project on self-management and meta-cognition.</p>	<ul style="list-style-type: none"> • Educators and carers • Social workers • Occupational therapists • Psychologists. 	<ul style="list-style-type: none"> • English.

TRAINING ITINERARY (MAP)



SECTION A. PEDAGOGICAL GUIDE

1. Introduction

Section A of this resource aims to help professionals gain the greatest pedagogical benefit from the 19 exercises contained in Section B.

The section begins with an explanation of the situation of PwID in relation to self-management and independence; and provides a rationale for why the proposed training is necessary, which is set just prior to the start of self-management programmes.

The theoretical framework on which the 19 pedagogical exercises have been designed and produced (Schalock and Verdugo's Quality of Life Model, Universal Learning Design and the metacognitive approach²) and on which the learning outcomes and competences to be achieved by the planned training activity have been defined (European Reference Framework for Personal, Social and Learning to Learn Competences - LifeComp) is detailed below.

The most important content is found in point 4 (Methodology of the training course), which explains all the methodological components necessary to know and successfully implement the training activity, such as the main characteristics of the 6 didactic units and exercises, the working methodology proposed, the target group, the estimated duration of the training, the learning outcomes, etc.

Finally, the guide briefly mentions the equivalence of this training according to the levels of the European Qualifications Framework (EQF³) for lifelong learning and the corresponding bibliography used for the creation of this section.

² More information on the metacognitive approach can be found in the Self-In project's first deliverable: "Programmes for self-management, quality of life, meta-cognitive processes and motivational guidance for people with intellectual disabilities".

³ <https://europa.eu/europass/en/europass-tools/european-qualifications-framework>

2. Justification of the need for training prior to participation in self-management programmes.

2.1 Introduction

Quality of life is a crucial concept when caring for people with disabilities, being a guiding principle for intervention as well as for the evaluation of well-being. People with disabilities are more vulnerable to social exclusion. Despite advances made in defending their rights and applying the current legislation, there is still a long way to go before people with disabilities are considered full citizens and have full control over their own lives.

PwID are particularly vulnerable within the group of people with disabilities because of their dependence on other people, both in terms of activities of daily living and in terms of understanding the situation and making decisions about any aspect of their lives. PwID need both physical and cognitive support; this makes them dependent, to a greater or lesser extent, on others.

The fact that a person is dependent in cognitive functioning often results in decision making by a third person, but not by the PwID. A professional person is often responsible for choosing the objectives of intervention from a professional viewpoint of "what is most appropriate". Similarly, parents or guardians treat PwID as if they were eternal minors, choosing what they consider to be "the best" for them and being very reluctant to consider that they can have their own life, independence, partner, sexuality, etc. As a result, the PwID often perceive themselves as incapable of making decisions and, when they do make decisions, they adopt a posture of dependence on the "approval" of the professional and/or family member.

Other relevant features observed when caring for PwID include:

- The level of support they require limits their enjoyment of new service models, due in part to the ratio of professionals required to adequately address their needs (Beadle-Brown et al., 2015), and they do not receive appropriate support to engage in meaningful activities and decisions.

- PwID find it difficult to have their wishes met because of their almost absolute dependence on others (Hogg, Reeves, Roberts and Mudford, 2001); when the need for support is greater, their chances of participating in inclusive education within the mainstream system decrease (Emerson, Baines, Allerton and Welch, 2012; Navas, Gómez and Verdugo, 2017).
- Their social circles are more limited, with less opportunity and frequency for mutually satisfying interpersonal relationships (Campo, Sharpton, Thompson and Sexton, 1997; and Hostyn and Maes, 2009);
- PwID encounter greater difficulties in exercising their right to self-determination (Murphy, Clegg and Almack, 2011); and, in general, face greater exclusion than non-disabled people (WHO, 2011).

Therefore, services must draw up an Individualised Care Plan with and for the person, based on their needs, interests and decisions, together with a support assessment, to achieve the individual goals and project for each PwID.

In connection with the difficulty that PwID have in decision-making, social inclusion and perceived control of their lives, the Erasmus+ Self-In project focuses on developing self-determination and social participation through self-management groups, teaching people to follow a mental strategy when facing a situation that helps them to make decisions and solve problems effectively.

This project is based on models mainly focused on promoting the quality of life of people in general, and people with disabilities in particular. Self-In deals with most Quality of Life aspects with more emphasis on the following ones: self-determination, emotional well-being, interpersonal relationships, rights and social inclusion.

The Self-In project's innovative approach focuses on competences development in the Lifecomp model and the Quality of Life model using a metacognitive approach whereby the PwID improve their strategies for learning to think and decide for themselves, achieving a transformation towards a participative, active and responsible attitude in their life project. All this takes place in a group learning context as a result of the creation of self-management programmes. SELF-IN project's other objective is to form PwID self-management groups to actively defend their rights and participate in community centres and society. After the training

is completed, the idea is that these groups will continue to function in the different centres and that self-management programmes will be consolidated within the Centre Plan of each participating organisation.

This educational resource (training course) is primarily aimed at the educators of the organisations who will implement a 43-hour training activity for PwID. As part of the project, the training target group will be several groups of PwID who regularly attend the services where there are professionals who can support them in achieving the project's objectives: self-determination, independence and social inclusion.

2.2. Why is this training necessary for People with Intellectual Disabilities (PwID)?

It is a challenge for PwID to be able to make their own decisions and manage their own life projects, as well as for disability professionals and society as a whole. Generally, PwID tend to follow other people's indications and decisions even when they have a high level of autonomy. There is a great need for the development of self-determination and for people to acquire "learning to think" strategies so that, gradually, and with the necessary support, they feel responsible for their lives and in fact are responsible for their lives, making decisions and thus improving their quality of life and social inclusion. Supporting the person in discovering their needs, dreams and life plans and offering them the necessary support and resources to achieve them is essential. At the same time, developing self-determination and self-management is linked to the ability to enjoy an independent life, as the person has to learn to manage day-to-day difficulties as autonomously as possible. Independent living also entails possessing social competences that allow people to live with their housemates, to hold meetings, to manage the problems that concern all the people in a group. Another objective of this educational resource and the planned training activities is to improve the tools that PwID need to make decisions in groups, reach agreements and defend their rights.

3. Theoretical framework

3.1. Quality of Life Model

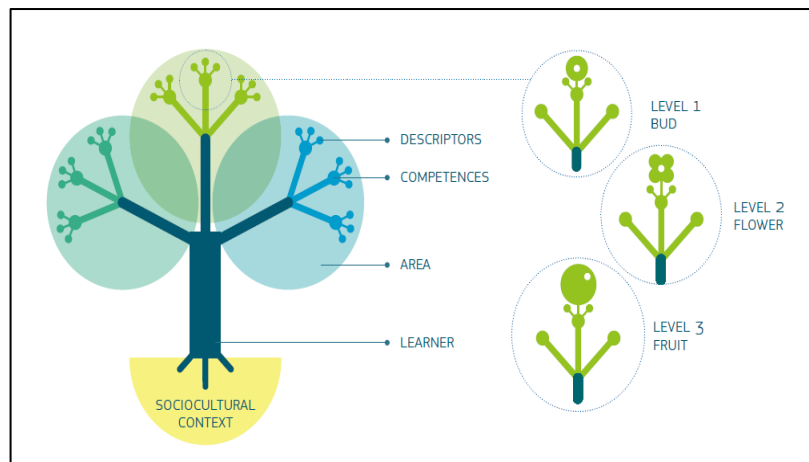
Quality of life is defined as the desired state of personal well-being, which may take on a different meaning depending on the customs, reference group or socio-political era in which we use it (Schalock, 1992). For most people, quality of life is defined as general feelings of well-being, possibilities to develop their potential and feelings of positive social engagement. As quality of life is a generic concept, its underlying principles are the same for all people, whether they have a disability or not, and it is influenced by the following elements: 1) personal and environmental factors; 2) improvement with the development of self-determination; 3) resources, life purpose and a sense of belonging; and 4) its application must be evidence-based (Brown et al., 2004; and Schalock et al., 2007).

Research along these lines highlights the relevance of the eight-dimensional model, as proposed by Schalock and Verdugo (2002) for assessing the quality of life of all people, including those with the greatest support needs: physical well-being, material well-being, emotional well-being, self-determination, interpersonal relationships, personal development, social inclusion and rights (Gómez, Arias, Verdugo, Tassé and Brown, 2015; Verdugo, Gómez, Arias, Navas and Schalock, 2014).

3.2. LifeComp: the European Reference Framework for personal, social and learning to learn competences.

The Lifecomp model is a model based on the idea that all people should have the essential competences for good personal development, adequate social inclusion and active citizenship, as well as work with a lifelong learning perspective. A significant point to note is that, at the time of LifeComp's

publication, citizens around the world were experiencing great stress due to a pandemic that was creating an unprecedented state of uncertainty. European societies and economies were being affected to such



an extent that people were being forced to adopt radical precautionary attitudes, changing their lifestyles and limiting their social interactions. As such, European citizens need to acquire competences to cope with complex life situations to enable them to face the challenges posed by multiple transitions in their working and personal lives as well as in society. People need to deal with uncertainty, strengthen their resilience and build successful interpersonal relationships. In the 2018 European Union resolution, several key competences were set out, one of them being the "Personal, social and learning to learn" competences, defined as the ability of individuals to reflect on themselves, manage time and information effectively, work constructively with others, remain resilient and manage learning processes.

LifeComp uses the metaphor of a tree, which emphasises the dynamic interdependence of all competences in an individual and a pattern of growth over time. The roots represent the individual's connection to the socio-cultural context and to others, suggesting that all parts of the tree grow simultaneously and are equally necessary for their development as a living being. The structure of LifeComp corresponds to the three key competence areas (Social, Personal and Learning to learn). The three descriptors for each of the new competences that make up the framework follow a logic: Awareness, Understanding and Action.

The 3 areas and their competences are mentioned below:

1. The "Personal Development" competence:

- Self-regulation
- Flexibility
- Well-being

2. The "Social Development" competence:

- Empathy
- Communication
- Collaboration

3. The "Learning to learn" competence:

- Growth mindset
- Critical thinking
- Managing learning

3.3. Metacognition and learning to think strategies.

Simple definitions of metacognition refer to ‘regulating and thinking about one’s thinking’. More precisely, it refers to the process and skills of planning, monitoring and assessing one’s understanding and performance. Metacognition includes a critical awareness of a) one’s thinking and learning and b) oneself as a thinker and learner.

In the Self-In – project, we mainly focus on the mentioned metacognitive skills as they appear in a problem solving - cycle: planning (to be understood as a mental orientation and being prepared to solve the problem), performing (including the monitoring of the steps set to solve the problem) and evaluation (including the evaluation of the outcome and the reflection on the process). This simple cognitive structure is transversal, as it can be applied in many contexts and many contents and life domains: it is helpful in solving problems, dealing with new situations, making choices, apply what has been learned previously in new situations, creativity, flexibility, ... At the same time, all these applications – besides other – refer to adaptive skills, that are key challenges for PwID.

These metacognitive skills are supported by an overarching activity, that continuously gives directions, inhibits, or speeds up, monitors and checks -) always in a very conscious way. Besides mere metacognitive skills, this function of self-regulation is critical for autonomy.

PwID, too often, are not expected to be able to acquire these skills and so learning opportunities are not provided. And yet it is possible to teach PwID these skills so they can apply these skills to make well considered choices and to be independent. “The sky is the limit” is not our motto, but driven by presuming competence, it is possible to find progress in people with disabilities – anyhow, contributing to their Quality of Life.

3.4. Universal Design for Learning (UDL)

The Universal Design (UDL) concept was coined by the architect Ron Mace (The Center for Universal Design, 1997) and suggests designing products and environments so that they can be used, to the greatest extent possible, by all people, without the need for adaptations. This perspective advocates that any design should be based on the diversity of potential users from the outset.

What are the principles that make a programme universally designed?

- Principle I. Provide multiple ways to represent (the "what" of learning).
- Principle II. Provide multiple ways to act and express (the "how" of learning).
- Principle III. Provide multiple ways to participate (the "why" of learning) (Pastor, 2019).

Several studies have contributed evidence about the importance of universal design in the field of disability. One of them revealed that the demands expressed by these students with disabilities are directly related to the premises on which the implementation of UDL is based. Therefore, these demands could be reduced or even eliminated if universal design for learning were applied from the initial stages of academic curriculum design (Díez Villoria and Sánchez Fuentes, 2015). Using this model, the aim is to create an accessible and adapted programme that responds to user diversity.

4. Training course methodology for Persons with Intellectual Disabilities.

4.1. Objective

SELF-IN Erasmus+ project aims to improve the quality of life of PwID through the implementation of self-management programmes. In connection with this objective, this educational resource has been designed to help PwID to achieve the following objectives linked to self-management:

1. Acquire knowledge about self-management programmes, crosscutting aspects of Erasmus+, as well as about the concepts of self-determination and independence.
2. Acquire the necessary competences to be part of a self-management group.

The Self-In training course aims to provide the educational community with pedagogical materials (19 exercises), a methodology (didactic guide) to implement them and a competences assessment tool (Self-Inca tool) to improve PwID's competences associated with self-management programmes, social inclusion and independence.

Additionally, this didactic guide (Section A) aims to provide recommendations for trainers to get the maximum benefit from the 19 pedagogical exercises presented in Section B.

4.2. Didactic units and pedagogical exercises features.

The teaching material presented in this educational resource (section B) is structured in 6 didactic units, as can be seen in the training itinerary (map) at the beginning of this document and in the tables 3 y 4. Each didactic unit was thought as a whole learning-teaching process. Therefore, the units have been designed including several exercises ranked and independent, being very convenient the competition of each of them by the order set up in each unit to guarantee an effective achievement of the learning outcomes.

The didactic units are composed of two clearly differentiated sections. First, a sheet is presented with the main pedagogical characteristics of the unit (learning outcomes, description, duration, theoretical contents...). Secondly, it will be found the pedagogical exercises that belong to each unit and that the students must carry out together with their educator.

Additionally, the units contain a different number of pedagogical exercises (2 to 5) up to a total of 19. In turn, each exercise includes a series of activities to be carried out by the students and a didactic material (Annexes) to be used by PwID or/and the educator.

As mentioned earlier in this document, the exercises have been created from the theoretical frameworks of the Quality of Life Model, the universal design of learning and the Metacognitive Model. The ultimate goal would be that PwID, through participation in the activities proposed in the exercises, acquire personal and social competences, thereby improving their quality of life. Meanwhile, the frameworks chosen to define the desired competences are: a) the "Lifecomp"; and b) the Quality of Life Model (Schalock and Verdugo).

The exercises differ in length, are designed in different formats (videos, role-playing, group discussions...) and are illustrated with freely licensed photos⁴, pictograms (ARASAAC). Additionally, some exercises can be implemented using digital resources (digital whiteboards, PC monitors or tablets).

Furthermore, the contents of the 6 didactic units that make up the total of the training course are as follows:

⁴ Pixabay, Freepick, Sclera.be Canva and Wikimedia Commons.

- **The first unit** focuses on getting to know the Erasmus principles and the SELF-IN project, linking it with the PwID rights, which is self-determination, self-advocacy groups and quality of life.

- **In the second unit**, we will address tools that are useful to increase intrinsic motivation and to get the learners to work actively in their teaching-learning process in order for them to start using metacognitive strategies from the beginning of the course. These tools are related to learning planning: scheduling of meetings, use of an agenda, monitoring of the agenda, recording and evaluation systems; as well as emphasizing the importance of having a positive attitude towards learning, motivation, and the need to set goals and achievements from the beginning of the training.

- We will move on in the **third unit** to an overview of the social and communication competences needed to be part of a self-management programme. This unit does not focus on basic social and communication competences, as this alone would cover a specific programme. Therefore, the group of participants must have a repertoire of basic social and communicative competences that allow them to express their opinions, preferences and wishes, as well as being capable of interacting in a group without disruptive behaviour. The unit will work on the specific social competences for participating in these groups: active listening, respecting speaking time, being an assertive person, expressing an opinion, receiving criticism, etc.

- **Unit 4** is a section related to self-knowledge and self-regulation. This will always be in relation to developing self-determination and within the context of participation in self-advocacy groups. We will address awareness of support needs and how to ask for them, perception of self-efficacy, achievement expectations; as well as the importance of emotional well-being and how these impacts on all other areas, encouraging self-care attitudes and a healthy lifestyle at all times. We will also emphasize self-reinforcement as a guide in the development of intrinsic motivation and results.

- **In unit 5** we will discuss metacognitive strategies involved in the processes of making choices, decision making and problem solving in detail. The idea is that

PwID acquire and use self-instructions or a mental plan to guide these processes, thereby improving reflective thinking and successful decisions. The activities set out in the exercises will be based on real situations that may occur in the centres, as well as on situations that may arise in the group. These exercises will progressively increase in difficulty. The exercises will also include exercises that involve individual decision-making and exercises that require group decision-making.

- Finally, **unit 6** focuses on the areas of participation, on the figure of the group representative, as well as on the creation and maintenance of groups of self-advocates and how they can actively participate in the organisation of the centre and in the community.

Table 3 outlines the didactic units, contents and learning outcomes of the course, while table 4 includes the LifeComp model competences and Quality of Life aspects that are worked on in each unit.

Table 3. SELF-IN 43 hours. Training contents and learning outcomes

Units/ competences	Contents	Learning outcomes
Unit 1 Erasmus+, self-management groups and Quality of Life.	<ul style="list-style-type: none"> - Self-In Project and Erasmus+ Quality of Life and self-determination. - Self-management groups: purpose, composition, and roles. - Rights of people with disabilities. - Right to participation and representation. - Independent living: supported housing. 	<ol style="list-style-type: none"> 1.1 PwID is able to tell the most important features of European Union and The Erasmus programme. 1.2 PwID describes what a self-management group made up of PwID is and its main functions, as well as the supports it needs. 1.3 PwID knows that they have rights. 1.4 PwID is aware that rights are for everyone and that they have the same rights.
Unit 2 My learning process.	<ul style="list-style-type: none"> - Value of lifelong learning and self-improvement. - Mental Orientation Strategies. - Monitoring the learning process. 	<ol style="list-style-type: none"> 2.1. PwID is keen to learn. 2.2. PwID is able to monitor their learning process. 2.3. PwID is responsible for their learning process.
Unit 3 Communication and social competences in the context of a self-management group.	<ul style="list-style-type: none"> - Communication components. - Importance of communication: verbal/non-verbal. - Communication styles: assertive manner. - Social competences: listening, expressing oneself, being assertive. - How to improve social competences. 	<ol style="list-style-type: none"> 3.1. PwID identifies the components of verbal and non-verbal communication. 3.2. PwID can say no in an assertive manner. 3.3. PwID can apply active listening. 3.4. PwID plans in their learning process to improve communication and social competences.
Unit 4 Self-regulation.	<p>Self-knowledge:</p> <ul style="list-style-type: none"> - Self-concept: strengths and limitations. - Needs and supports. - Perceived self-efficacy and achievement expectations. <p>Self-regulation:</p> <ul style="list-style-type: none"> - Thoughts, emotions, and behaviours: need for stability. - Emotional management and self-control competences. - The importance of emotional well-being, self-care: a healthy and sustainable lifestyle. - Training in self-instructions as a behavioural guide - Improving emotional management and control strategies. 	<ol style="list-style-type: none"> 4.1. PwID describes their strengths, abilities, and limitations in a self-awareness exercise. 4.2. PwID identifies support needs to achieve their goals and know how to ask for support. 4.3. PwID knows how to ask for support to achieve their goals. 4.4. PwID identifies the three components of response to situations that produce discomfort and well-being. 4.5. PwID verbalises and use basic self-instructional guidance when faced with an unfamiliar task. 4.6. PwID improves emotional management and control strategies.
Unit 5 Problem solving and decision making.	<ul style="list-style-type: none"> - Cognitive strategies for problem solving. - Decision-making process: variables to consider, pros and cons. - Applying the problem-solving cycle when making a decision. - The mental process of making choices: from the simple to the complex, from the individual to the collective. 	<ol style="list-style-type: none"> 5.1. PwID has a general idea of the problem-solving cycle. 5.2. PwID applies the problem-solving cycle when making a decision. 5.3. PwID can make decisions at individual and group level. 5.4. PwID knows how to make decisions following a mental strategy.
Unit 6 Participation and social inclusion.	<ul style="list-style-type: none"> - Participation: where, how. - Knowing the different spheres of participation: personal, organisational and community. - Making decisions about participation in an organisation. - What it is to be a representative and how to elect representatives. - How to make elections by voting. - Creating groups of self-advocates. - How we communicate with other organisations. - How we participate in the community. - Self-advocacy groups in the community. 	<ol style="list-style-type: none"> 6.1 PwID knows and describe the different areas of participation: personal, organisational and community. 6.2 PwID knows and decide if they want to participate in personal, organisational and community areas. 6.3 PwID knows and describe the role and functions of representatives. 6.4 PwID can participate in real or simulated situations (e.g. voting in simulated elections in a self-defence group). 6.5 PwID Searches for information on social media. 6.6 PwID knows the most important platforms related to PwID and the defence of their rights. 6.7 PwID identifies at least two self-advocacy groups in the community.

Table 4. SELF-IN 43 hours. Learning outcomes, sessions, LifeComp competences and Quality of Life dimensions.

Units/ competences	Learning outcomes	Sub-competences LifeComp Model	QoL aspects
Unit 1 Erasmus+, self-management groups and Quality of Life.	1.1 PwID is able to tell the most important characteristics of the European Union and Erasmus program. 1.2 PwID knows the concepts of quality of life and self-determination. 1.3 PwID describes what a self-management of PwID is and its main functions, as well as the supports it needs. 1.4 PwID knows that they have rights. 1.5 PwID is aware that rights are for everyone and that they have the same rights.	Learning to learn: Critical thinking	Rights Self-determination
Unit 2 My learning process.	2.1. PwID is keen to learn. 2.2. PwID is able to monitor their learning process. 2.3. PwID is responsible for their learning process.	Learning to learn: Growth mindset Learning management	Personal development
Unit 3 Communication and social competences in the context of a self-management group.	3.1 PwID identifies the components of verbal and non-verbal communication. 3.2 PwID can say no in an assertive manner. 3.3 PwID can apply active listening. 3.4 PwID plans in their learning process to improve communication and social competences.	Social area: Empathy Communication Collaboration Learning to learn: Learning management	Interpersonal relationships
Unit 4 Self-regulation	4.1 PwID describes their strengths, abilities and limitations in a self-awareness exercise. 4.2 PwID identifies support needs to achieve their goals and know how to ask for support. 4.3 PwID knows how to ask for support to achieve their goals. 4.4 PwID identifies the three components of response to situations that produce discomfort and well-being. 4.5 PwID verbalises and uses basic self-instructional guidance when facing an unfamiliar task. 4.6 PwID improves emotional management and control strategies.	Personal area: Self-regulation	Personal development
Unit 5 Problem solving and decision making.	5.1 PwID has a general idea of the problem-solving cycle/programme. 5.2 PwID applies the problem-solving cycle when making a decision. 5.3 PwID can make decisions at individual and group level. 5.4 PwID knows how to make decisions following a mental strategy.	Learning to learn: Growth mindset Critical thinking Flexibility	Self-determination
Unit 6 Participation and social inclusion.	6.1 PwID knows and describes the different areas of participation: personal, organisational and community. 6.2 PwID knows and decides if they want to participate in personal, organisational and community areas. 6.3 PwID knows and describes the role and functions of representatives. 6.4 PwID can participate in real or simulated situations (e.g. voting in simulated elections in a self-defence group). 6.5 Searches for information on social media. 6.6 PwID knows the most important platforms related to PwID and the defence of their rights. 6.7 PwID identifies at least two self-advocacy groups in the community.	Social area: Collaboration	Rights Interpersonal Relationships Social Inclusion

4.3. Training methodology

The training methodology used to implement the pedagogical exercises will be participatory, avoiding the educator adopting a directive role, creating a climate of trust and encouraging the person to state their position without being judged and to be able to make decisions with the right to make mistakes and rectify them. The educator will act as a facilitator who encourages thinking and searching for solutions.

The exercises are designed to be carried out with the help of an educator who must be present during the whole educational activity, guiding the process and the activities. It is also true that more autonomous IDPs could use the exercises without the help of the educator.

The units maintain a progressive order, starting with general knowledge about rights and self-advocacy groups, moving on to how to organise themselves throughout the course, and moving on to more specific topics related to assertiveness in groups, decision making, conflict resolution, and ending with functioning as a self-advocacy group as such, with the idea that the group will be maintained over time.

The implementation of the exercises in each unit should follow the established order, as the degree of difficulty is progressive. The idea is that the person has a good perception of self-efficacy and does not become demotivated in the face of difficulty, while at the same time acquiring the necessary competences and knowledge.

The 19 pedagogical exercises are linked to one or more learning outcomes and developed in such a way that the educator has a tool to adapt the content by making it accessible, either through reading and accessible language or through the use of images and pictograms.

Thus, the focus is on competences and learning outcomes, i.e. what PwID have to learn throughout the sessions and how to achieve the competence. The learning outcomes that are developed during the training are concrete objectives that are representative of the Lifecomp theoretical framework competences and the Quality of Life model aspects.

Moreover, competences are referred to both theoretical contents and competences and attitudes.

The necessary teaching materials:

The materials needed to run the course: sheets of paper, photocopies, pencils, cardboard, scissors, computer with internet access to be able to print out information and carry out searches, screen to be able to make presentations and view videos.

Assessment tools:

On the one hand, the SELF-INCA assessment tool (Appendix 1) has been created in the framework of the SELF-IN project, which will be used to assess the competences acquired by the IDPs during the training course and subsequently when implementing the self-management programmes. On the other hand, an additional evaluation is recommended, which will consist of observing and assessing the evolution of each person and group. This evaluation will allow the necessary changes to be made in terms of time, frequency, level of support and type of example exercises to be used.

4.4. Training duration

An estimated 43 hours are needed to achieve the learning outcomes established for the course (see table 5), with a training frequency of 1 or 2 sessions per week. The duration of exercises ranges between 1 and 5 hours, depending on the learners' profiles. Following this approach, it will be needed about 19 sessions to carry out all exercises.

In addition, consideration should be given to the fact that this is only an indicative estimate. The achievement of the learning outcomes may be influenced by other factors outside the course itself, e.g. the nature of the self-management programme that is to be implemented after the training course; the socio-cultural context that surrounds PwID; the resources/capacities available to the educational centre; the personal relationships that are to be built between the educator, PwID and their families; or the specific educational support needs of each of the participants.

Table 5. Information SELF-IN training course

SELF-IN training course for PwID			
Number of sessions	Frequency	Exercises duration	Total duration (Estimated)
19	1-2 sessions/week	Between 1 and 5 hours	43h

4.5. Training target group

The course has been designed for a PwID profile that can/are able to understand what a self-management programme is and have sufficient interest and motivation to follow the contents, carry out the activities included in the exercises and subsequently want to take part in a self-management programme. This would generally correspond to PwID with a mild level of intellectual disability (ID) and with autonomy to carry out basic activities of daily living. According to the Quality of Life model, they would have a need for limited or intermittent support in the competences necessary to live in the community. In terms of language and reading competences, they would be those corresponding to the second level of primary school (although reading and writing would not be an essential requirement), with a good level of comprehension and expressive language. Their limitations are more evident in cognitive competences requiring abstract thinking.

As we have described above, the project is carried out within the framework of the universal design model, therefore, the educational material generated is, to the extent considered pedagogically necessary, accessible and adapted to the needs of the participants, taking into account: the contents of the text, the use of pictograms for better understanding, the size of the lettering, highlighting key words using different colours or styles, etc.

Therefore, while a participant profile has been established, the pedagogical exercises can be adapted and beneficial for other profiles of IDPs than the one described at the beginning of this section or for the improvement of IDPs' competences outside the framework of the project and self-management programmes.

Therefore, literacy competences would not be completely necessary, but it is desirable that the person has the competences to follow a conversation, participate in a group, as well as to present his or her position. On a cognitive level, it is desirable that the person is able to learn a metacognitive strategy, and that this is a useful tool when solving problems, making decisions and controlling impulsivity.

The person should not have behavioural or mental health problems that could interfere with the functioning of the group and/or the acquisition of competences.

As for the professionals, it is important that they have the appropriate competences to handle and use different teaching/active learning methods that allow them to adapt to the needs of each person, involving PwID in an active way in their learning process. The professional is a facilitator who has to promote that solutions and decisions come from the group, encouraging the participation of all the people and avoiding giving solutions and supporting more than necessary.

Table 6 presents the different professional profiles that could deliver the training course and the definition of each occupation according to ESCO and the tasks they perform (Triade 2.0 Project, 2018).

Table 6. Profiles of professionals who can deliver the training activity.

Occupation	Description of occupations according to the ESCO (European Commission, n. k.)	Description of occupations adapted to the field of functional diversity; various sources
Social worker	Social workers are professionals engaged in practical activities that promote social change and development, social cohesion and the autonomy and empowerment of people. They interact with individuals, families, groups, organisations and communities in order to provide various forms of therapy and counselling, group work and community work. Social workers guide people in using services to claim benefits, access community resources, find work and training, obtain legal advice or deal with other local authority departments.	Informing and guiding ageing people with IFD [Intellectual Functional Diversity] and their families. Drawing up social reports and managing social and family support and resources. Participating in the organisational programmes of social and family support together with the multi-professional team, developing specific treatments. Collaborating in matters within his/her competence in information programmes.

Occupational therapist	Occupational therapists help individuals or groups who have occupational limitations due to illness, physical disorders and temporary or permanent mental disabilities, to regain their ability to perform daily activities. They provide treatment and rehabilitation so that they can actively participate in society, live their lives as they wish, and engage in activities that are meaningful to them.	<p>Designing and developing individual and group programmes. Implementing specific treatments for functional recovery to improve quality of life in daily living activities.</p> <p>Performing, supervising and evaluating programme implementations under technical supervision and together with the multi-professional team.</p> <p>Collaborating in matters within his/her competence in information programmes.</p>
Psychologists	Psychologists study human behaviour and mental processes. They provide services to clients with mental health and life problems such as bereavement, relationship difficulties, domestic violence and sexual abuse. They also provide counselling for mental health problems such as eating disorders, post-traumatic stress disorders and psychosis in order to help clients rehabilitate and achieve healthy behaviour.	<p>Organising and planning the psychological area, leading the coordination with the rest of the service areas. Carrying out tests, diagnosing, assessing and carrying out individual and group programmes. Drawing up psycho-pedagogical reports.</p> <p>Developing programmes together with the multiprofessional team, developing specific guidance and carrying out technical supervision. Monitoring and evaluating the programmes being carried out. Collaborating in matters within his/her competence in information programmes.</p>

Vocational education teachers	<p>Vocational education teachers instruct students in their field of specialisation, which is predominantly practical in nature. They provide theoretical instruction in favour of the practical competences and techniques that students will later master in the vocational training of their choice and assist in the development of attitudes and values on this basis. Vocational teachers monitor students' progress, assist individually when necessary and assess their knowledge and performance in the subject through assignments, tests and examinations.</p>	<p>Developing the overall workshop programme and associated report.</p> <p>Carrying out the theoretical and practical programme.</p> <p>Evaluating each programme and reporting on the results.</p> <p>Coordinating the educational and work actions together with the multi-professional team.</p> <p>Maintaining the workshop machinery and tools properly.</p> <p>Taking an inventory and reporting on needs.</p>
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***Source. Erasmus+ TRIADE 2.0 Project**

5. The Erasmus+ SELF-IN project in the framework of the EQF and ECVET.

The Self-In training course for PwID is designed taking into account the European Qualifications Framework (EQF) and the European Credit System for Vocational Education and Training (ECVET). The EQF organises training in 8 levels, covering the full range of qualifications, from those obtained at the end of compulsory education to those resulting from the highest academic and professional levels or from vocational education and training. Each of the 8 levels is defined by a set of descriptors indicating the learning outcomes relevant to qualifications at that level in any qualification system.

By defining the learning outcomes of each Self-In course unit and by levelling the competences, knowledge and competences of each learning outcome, we enable the efficient assessment of the training programme and its conversion between the different national qualification frameworks.

In this context, it is assessed that the learning outcomes set in the training action of this training course would contribute to the achievement of a qualification corresponding to a reference learning **level 3** according to the EQF (see table 7).

Table 7: Learning reference level 3 according to the EQF

	Knowledge	Abilities	Competences
Level 3	Knowledge of facts, principles, processes and general concepts in a particular field of work or study.	Range of cognitive and practical competences necessary to perform tasks and solve problems by selecting and applying methods, tools, materials and basic information.	Assumption of responsibility for the performance of tasks in work or study activities. Adapting one's own behaviour to circumstances in order to solve problems.

***Source:** The European Qualifications Framework for lifelong learning

(<https://www.educacionyfp.gob.es/dctm/mecu/files/eqfniveleses.pdf?documentId=0901e72b80d5c46e>)

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SECTION B. 19 PEDAGOGICAL EXERCISES.

1. Introduction

This section provides teaching material (19 exercises) to enable PwID educators to facilitate and lead the teaching process and thus achieve the learning outcomes set for the training course (see Section A: 4.2. Features of didactic units and pedagogical exercises).

As can be seen in the table at the beginning of this document (training pathway), the didactic material is structured in 6 didactic units. Each unit contains a different number of pedagogical exercises (2 to 5) up to a total of 19. In turn, each exercise includes a series of activities to be carried out by the students and a didactic material to be used by PwID.

The didactic units are composed of two clearly differentiated sections. First, a sheet is presented with the main pedagogical characteristics of the unit (learning outcomes, description, duration, theoretical contents...). Secondly, it will be found the pedagogical exercises that belong to each unit and that the students must carry out together with their educator.

It should be noted that, according to the profile of learners who have participated in the self-management programmes implemented by the Self-In project (see PR1 Self-In, section 2.5.3. Profile and selection process of the IDPs participating in the programme), an estimated 43 hours are necessary to achieve the learning outcomes established for this training course, although this duration may vary depending on different external factors which have been explained in several parts of this document.

As a general rule, the pedagogical exercises are presented in the following structure:

- **"CONTENTS"**: Table of contents of the exercise and activities.
- **"INSTRUCTIONS FOR THE EDUCATOR"**. Table with the following information:
 - Quality of Life aspect that is improved.

- Competences associated with the exercise.
- Duration.
- Learning outcomes.
- Instructions on how to carry out the exercise.
- Level of difficulty.
- Recommendations for transfer to daily life.
- **"INTRODUCTION TO THE ACTIVITY"**.
- **"ACTIVITY"** A number of activities per exercise to be carried out by people with intellectual disabilities.
- **"ANNEXES"**. Additional pedagogical material to be used by educators and/or PwID: visual supports, templates to be filled out and/or be printed, solutions, examples of exercises answers...

2. Didactic units

2.1. Didactic unit 1: Erasmus, Self-management groups and quality of life

DIDACTIC UNIT 1

ERASMUS+, SELF-MANAGEMENT AND QUALITY OF LIFE GROUPS

1. Pedagogical sheet

2. Exercises

Exercise 1.1. The Erasmus Programme and its priorities.

ACTIVITY 2. Annex 1. Templates to be filled in by students.

Exercise 1.2. Self-management groups.

ACTIVITY 1. Annex 2. Material for the group. Table for projecting

ACTIVITY 1. Annex 3. Material for the educator. Table with correct answers.

ACTIVITY 2. Annex 4. Material for the group. Table for projecting and/or overwriting.

ACTIVITY 2. Annex 5. Material for the educator Table with examples of correct answers.

ACTIVITY 2. Annex 6. Material for the educator. Bank of pictograms to select and use in the table in Annex 4.

Exercise 1.3. Rights.

UNIT 1. Erasmus+, Self-management and quality of life groups

Contents	<ul style="list-style-type: none"> • SELF-IN project and Erasmus+ Programme, Quality of Life and self-determination. • Self-management groups: purpose, composition and roles. • Rights of persons with disabilities. • Right to participate and represent. • Independent lifestyle: supportive housing.
Duration	3 sessions.
Learning outcomes	<p>1.1 PwID is able to distinguish the main characteristics of the European Union and the Erasmus Programme.</p> <p>1.2 He/she describes what a self-management group formed by PwID is and its main functions, as well as the supports it needs.</p> <p>1.3 He/she knows his/her rights.</p> <p>1.4 He/she is aware that rights are for all people, and everyone has the same rights.</p>
Unit description	The first unit focuses on knowing the Erasmus principles and the SELF-IN project, linking them to the rights of PwID. It also deals with aspects such as what we mean when we talk about self-determination, what is a group of self-advocates, and what is quality of life.
Unit exercises	<p>1.1. Erasmus and its priorities</p> <p>1.2. Self-management groups</p> <p>1.3. Rights</p>

UNIT CONTENTS

1. THE ERASMUS PROGRAMME AND ITS PRINCIPLES/PRIORITIES

Text obtained partially from:

Spanish: <https://erasmus-plus.ec.europa.eu/es/programme-guide/part-a/priorities-of-the-erasmus-programme>

English: <https://erasmus-plus.ec.europa.eu/programme-guide/part-a/priorities-of-the-erasmus-programme>

Erasmus+ Programme priorities

Inclusion and diversity

The program aims to promote equal opportunities and access, inclusion, diversity and equity in all its actions. Organizations and participants with fewer opportunities represent these goals and, with them in mind, the program provides mechanisms and resources at their disposal. When designing their projects and activities, organizations should adopt an inclusive approach, making them accessible to a diverse range of participants.

In order to put these principles into practice, a **framework of inclusion measures** 1 and an **inclusion and diversity strategy** 2 covering all areas of the program have been developed so as to facilitate access to funding for a wider range of organizations and to reach a greater number of participants with fewer opportunities. It also establishes the space and mechanisms for projects which, with the help of the program, aim to work on aspects related to inclusion and diversity. The aim of this strategy is to help overcome the obstacles faced by different target groups in accessing such opportunities in Europe and beyond.

The following list of possible obstacles is not exhaustive and is intended to serve as a reference when taking measures designed to increase accessibility and to better help people with fewer opportunities to reach those with fewer opportunities. The following barriers, one by one or in combination, may prevent their participation: **disabilities, health problems, barriers linked to education and training systems, cultural differences, social barriers, economic barriers, barriers linked to discrimination and geographical barriers.**

Specifically, and linked to the concept of disability, Erasmus includes physical, mental, intellectual or sensory impairments which, in interaction with various barriers, may hinder a person's full and effective participation in society on an equal basis with the others 3.

Digital transformation

The COVID-19 pandemic further highlighted the importance of digital education for the digital transformation that Europe needs. In particular, he stressed the growing need to harness the potential offered by digital technologies for teaching and learning, as well as to develop digital skills for all. According to the strategic priorities of the **Digital Education Action Plan** (2021-2027) 5, the program aims to support this effort to engage learners, educators, youth workers, young people and organizations in the digital transformation process.

The Program will support the first strategic priority of the action plan, the development of a high-performing digital education ecosystem, by building capacity and fostering critical understanding in all types of educational and training institutions on how to take advantage of the opportunities offered by digital technologies for teaching and learning at all levels and sectors, and how to develop and implement plans for the digital transformation of educational institutions.

It will also support the second strategic priority of the action plan by supporting actions aimed at improving the development of digital skills and competencies at all levels of society and for all people (especially young people with fewer opportunities, students, job seekers and workers). It will focus on boosting basic and advanced digital skills and digital literacy, which has become essential for everyday life and for enabling people to navigate in a world full of algorithms and to participate fully in civil society and democracy.

The program must reach a wider target group, both inside and outside the Union, by encouraging greater use of information and communication technology tools, the combined use of physical mobility and e-learning, and virtual cooperation.

Environment and the fight against climate change

The environment and climate action are key priorities for the European Union, now and in the future. The **Communication on the European Green Deal** 6 is the new European growth strategy; it recognizes the crucial role of schools, training institutions and universities in engaging students, their parents and the community as a whole in the changes needed for a successful transition to climate neutrality by 2050. Additionally, the **Council Recommendation on Learning for the Green Transition** 7 emphasizes the need to provide learners of all ages with opportunities to learn about the climate crisis and sustainability in both formal and non-formal education, and to make learning for the ecological transition a priority in education and training policies and programs. Sustainability must be part of the entire spectrum of education and training, including curricula, professional development of educators, as well as buildings, infrastructure and operations. The Erasmus+ Programme will be a key instrument for developing knowledge, skills and attitudes on climate change and supporting sustainable development both within and outside the European Union. It will increase the number of mobility opportunities in future-oriented ecological fields promoting skills development, enhancing career prospects and involving participants in strategic areas for sustainable growth, with a special focus on rural development (sustainable agriculture, natural resource management, soil protection, organic farming, etc.). Moreover, this program, in which mobility occupies a central place, must seek to achieve carbon neutrality through the promotion of sustainable means of transport and more environmentally friendly behavior.

The environment and the fight against global warming will become a horizontal priority for project selection. Priority will be given to projects aimed at developing competencies in various green sectors, especially those implemented within the framework of the contribution of education and culture to the achievement of the Sustainable Development Goals, as well as those aimed at developing green sector capacity building strategies and methodologies, forward-looking curricula, and initiatives supporting participating organizations' planned approaches to environmental sustainability.

The program supports the use of innovative practices preparing learners, staff and youth workers to be true agents of change (e.g., saving resources, reducing energy use, waste and carbon footprint, sustainable food and mobility choices, etc.). Furthermore, it will be important to focus on projects which, through educational, training, youth and sports activities, enable behavioral changes with respect to individual preferences, cultural values and awareness, and, more generally, support active participation in favor of sustainable development.

Therefore, organizations and stakeholders involved should strive to incorporate environmentally sound practices into all projects while designing the activity. This will encourage them to discuss and learn about environmental issues, to reflect on local actions and to introduce alternative, more environmentally friendly methods of implementing their activities.

Platforms such as the European School Education Platform (which includes eTwinning) and EPAL will continue to produce support materials and facilitate the exchange of effective educational practices and policies for environmental sustainability. Erasmus+ is also a powerful tool for reaching and involving a wide range of social actors (schools, universities, vocational education and training providers, youth and sports organizations, non-governmental organizations, local and regional authorities, civil society organizations, etc.) which may play an active role in the transition to climate neutrality by 2050.

Participation in democratic life, common values and civic engagement

The Erasmus+ Programme addresses the limited participation of citizens in democratic processes and their lack of knowledge about the European Union. Moreover, it seeks to help them overcome the difficulties they have in participating and becoming actively involved in their communities or in the political and social life of the Union. Strengthening citizens' understanding of the European Union from an early age is crucial for its future. In addition to formal education, non-formal learning can improve citizens' understanding of the European Union and foster a sense of belonging to it.

The program supports active citizenship and ethics in lifelong learning; it promotes the development of social and intercultural competencies, critical thinking and media literacy. Priority is given to projects providing opportunities for people's participation in democratic life, social and civic engagement through formal and non-formal learning activities. Attention is given to raising awareness and understanding of the context of the European Union, especially with regard to its common values, the principles of unity and diversity, as well as its social, cultural and historical heritage.

- 1 Commission Implementing Decision on the framework of measures for the inclusion of the Erasmus+ Programme and the European Solidarity Corps 2021-2027 one: <https://erasmus-plus.ec.europa.eu/document/commission-decision-framework-inclusion-2021-27>.
- 2 Application guidelines. Erasmus+ and European Solidarity Corps Inclusion and Diversity Strategy: https://ec.europa.eu/programmes/erasmus-plus/resources/implementation-guidelines-erasmus-and-european-solidarity-corps-inclusion-and-diversity_en.
- 3 United Nations Convention on the Rights of Persons with Disabilities: <https://www.un.org/development/desa/disabilities/convention-on-the-rights-of-persons-with-disabilities.html>
- 4 The European Union has nine outermost regions. These are Guadeloupe, French Guiana, Martinique, Mayotte, Reunion and St. Martin (France), Azores and Madeira (Portugal) and Canary Islands (Spain).
- 5 https://ec.europa.eu/education/education-in-the-eu/digital-education-action-plan_en.
- 6 https://ec.europa.eu/info/strategy/priorities-2019-2024/european-green-deal_en
- 7 <https://data.consilium.europa.eu/doc/document/ST-9242-2022-INIT/es/pdf>
- 8 <https://www.salto-youth.net/rc/participation/ypstrategy/>.
- 9 <https://participationpool.eu/toolkit/>.

2. SELF-MANAGEMENT PROGRAMS

The concept of self-management refers "to a variety of activities related to deliberately changing or maintaining behaviors in order to achieve self-selected outcomes" (Sandjojo *et al.*, 2018, p. 841). It can be conceptualized as a global term related to self-determination, autonomy, independence and self-sufficiency.

Self-determination and autonomy focus on having personal control over personal choices and decisions to lead one's own life according to one's own interests, free from external influences (e.g., Tonkens and Weijers, 1999; Wehmeyer, Kelchner and Richards, 1996). Independence and self-reliance include the abilities to take actions to manage one's affairs and support oneself, thus relying on one's own efforts, resources, judgment, and skills without requiring help and support from others (Sandjojo *et al.*, 2018).

Self-management includes both making decisions for oneself and the ability to shape one's own behavior to achieve desired results. What is valuable for PwID, in terms of self-management, is that they have to learn to do more things for themselves, thus becoming more independent. This should be the main goal, as it could improve their overall quality of life as well as their participation and inclusion in social contexts (Dollar *et al.*, 2012; Sandjojo *et al.*, 2018).

In this sense, self-management programs encourage a change of philosophy; they represent one of the actions promoting the self-determination of people with intellectual disabilities (PwID). These individuals should have the opportunity, through their life experience, to develop the skills and components making up self-determination.

Self-advocacy groups are indeed an important way to develop self-determination and an opportunity to promote the paradigm of support and quality of life in associations linked to intellectual disabilities.

Self-management groups are those places where they "train", learn to participate, choose and produce actions to play a key role in their own lives.

Self-defense, self-management..., related to "self-defense", which means that PwID speak for themselves, represent themselves, are their own spokespersons, become the protagonists of their lives.

3. RIGHTS

Full texts about the rights of persons with disabilities:

- **Convention on the Rights of Persons with Disabilities**
<https://www.un.org/esa/socdev/enable/documents/tccconvs.pdf>
- **In accessible language:**
https://www.plenainclusion.org/sites/default/files/convencion_onu_if.pdf

Articles of the Convention on the Rights of Persons with Disabilities:

Article 5. Right to equality and non-discrimination

1. States Parties recognize that all persons are equal before and under the law and are entitled without any discrimination to the equal protection and equal benefit of the law.
2. They shall prohibit any discrimination on the basis of disability and guarantee to all persons with disabilities equal and effective legal protection against discrimination on any ground.
3. In order to promote equality and eliminate discrimination, states parties shall take all appropriate measures in order to provide reasonable accommodation.
4. Specific measures necessary to accelerate or achieve de facto equality of persons with disabilities shall not be considered discriminatory under this convention.

Article 15. Freedom from torture or cruel, inhuman or degrading treatment or punishment

1. No one shall be subjected to torture or to cruel, inhuman or degrading treatment or punishment. In particular, no one shall be subjected without his or her free consent to medical or scientific experimentation.
2. States Parties shall take all effective legislative, administrative, judicial or other measures to prevent persons with disabilities, on an equal basis with others, from being subjected to torture or cruel, inhuman or degrading treatment or punishment.

Article 19. Living independently and being included in the community

States Parties to the present Convention recognize the equal right of all persons with disabilities to live in the community, with choices equal to others, and shall take effective and appropriate measures to facilitate full enjoyment by persons with disabilities of this right and their full inclusion and participation in the community, notably by ensuring that:

- a) Persons with disabilities have the opportunity to choose their place of residence and where and with whom they live on an equal basis with others and are not obliged to live in a particular living arrangement;
- b) Persons with disabilities have access to a range of in-home, residential and other community support services, including personal assistance necessary to support living and inclusion in the community, and to prevent isolation or segregation from the community;
- c) Community services and facilities for the general population are available on an equal basis to persons with disabilities and are responsive to their needs.

Article 22. Respect for privacy

- 1. No person with disabilities, regardless of place of residence or living arrangements, shall be subjected to arbitrary or unlawful interference with his or her privacy, family, home or correspondence or other types of communication or to unlawful attacks on his or her honour and reputation. Persons with disabilities have the right to the protection of the law against such interference or attacks.
- 2. States Parties shall protect the privacy of personal, health and rehabilitation information of persons with disabilities on an equal basis with others.

Exercise 1.1. ERASMUS AND ITS PRIORITIES



Content

Instructions for the educator.

Introduction to activities 1 and 2.

- Activity 1: Thanks to Erasmus, I will study in a European Union country.
- Activity 2: We are going to improve our educational center.

Instructions for the educator

Quality of life dimension	Social inclusion and personal development
Subcompetencies of the LifeComp model	Social area: - Collaboration - Communication
Duration	2 hours
Expected learning outcomes	1.1. PwID is able to distinguish the main characteristics of the European Union and the Erasmus program.
Instructions for the educator	<p>The first exercise presented in this course on self-management for PcDI has been designed using most of the principles commonly used in the framework of accessible language: font size, Arial typeface, adaptation of vocabulary, use of pictograms, and the use of pictograms (Arasaac) and images.</p> <p>In relation to the contents, in general, this exercise deals with the basic characteristics of the European Union and the Erasmus Programme.</p> <p>Linked to the European Union, it includes concepts such as its main objective, which are the member countries and their flags or the advantages related to being a member country of the European Union.</p> <p>Regarding the Erasmus Programme, the main characteristics are discussed, with emphasis on its priorities: inclusion, digital education, environment and citizen participation; and which activities linked to each priority could be implemented in an educational resource with the characteristics of an occupational center.</p> <p>The exercise is designed to be implemented through group learning, i.e., the same number of participants who will later carry out the self-management program (8 people). However, it could also be implemented with a smaller number of students and even with a single person and his or her educator.</p> <p>Specifically, the exercise is divided into two sections: a) theoretical explanation by means of a screen, digital device and even by printing the material for each trainee; and b) 2 practical group discussion activities. For the completion of the second activity, a template has been designed so that students can work on writing down which activities linked to the Erasmus priorities could be linked in their center.</p> <p>It is estimated to last 2 hours divided as follows:</p> <ul style="list-style-type: none"> • Theoretical explanation with examples: 45 minutes • Practical Activity 1 "Thanks to Erasmus, I will study in a European Union country": 30 minutes. • Practical Activity 2 "We are going to improve our educational center": 45 minutes.

Difficulty level	<p>This exercise includes 1 theoretical activity in which we have tried to eliminate any abstract concept presenting difficulties for the type of students we are working with. In relation to the two practical activities, they are based on discussions/debates which demand some ability from the students to understand the basic concepts of the European Union and Erasmus and skills to communicate, debate, take turns and make basic decisions.</p> <p>Its difficulty is assessed as medium-low.</p>
Transfer	<p>The transferability of this exercise to the daily life of the participants is minimal, but it has the potential for further actions derived from this exercise to have a strong impact on the quality of life of PwID.</p>

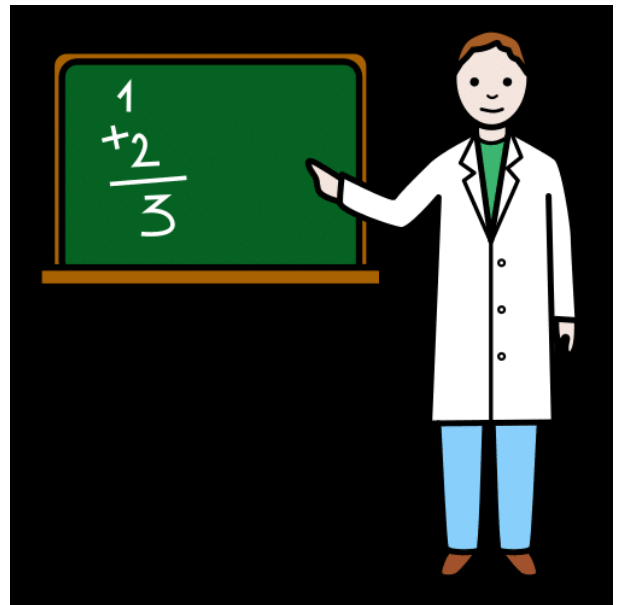
Introduction to activities 1 and 2

1.WHAT IS ERASMUS?

WHO WAS MR. ERASMUS?



**ERASMUS WAS
BORN AND LIVED IN
EUROPE 500 YEARS
AGO**



**ERASMUS WAS A
TEACHER**

**HE IS FAMOUS
BECAUSE HE
TAUGHT VERY WELL**

AND NOW WHAT IS ERASMUS?



**ERASMUS IS AN
EDUCATIONAL
ACTIVITY OF
THE EUROPEAN
UNION**

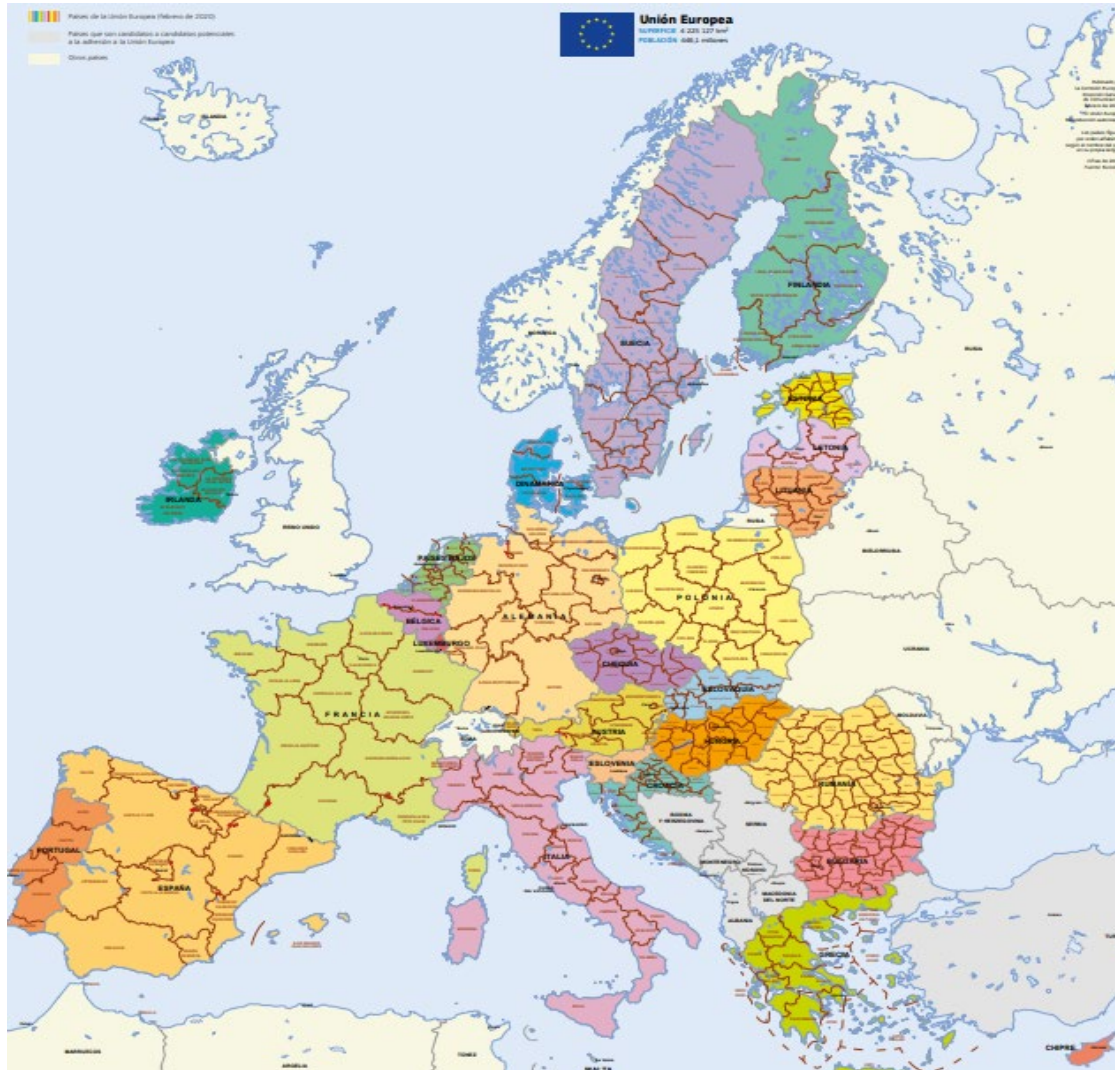
**IT HELPS YOU IN
YOUR STUDIES
AND ALLOWS YOU
TO STUDY
IN ANOTHER
COUNTRY OF
THE EUROPEAN
UNION**

2.WHAT IS THE EUROPEAN UNION?



**THE EUROPEAN UNION
CONSISTS OF 27 COUNTRIES
WORKING TOGETHER FOR A
BETTER LIFE.**

THIS IS THE MAP OF THE EUROPEAN UNION



27 COUNTRIES

THERE ARE 27 COUNTRIES IN THE EUROPEAN UNION



GERMANY



AUSTRIA



BELGIUM



BULGARY



CZECH REP.



CYPRUS



CROATIA



DENMARK



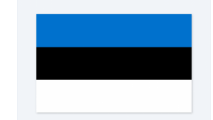
SLOVAKIA



SLOVENIA



SPAIN



ESTONIA



FINLAND



FRANCE



GREECE



HUNGARY



IRELAND



ITALY



LATVIA



LITHUANIA



LUXEMBOURG



MALTA



NETHERLANDS



POLAND



PORTUGAL

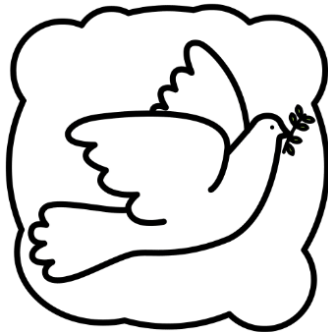


ROMANIA



SWEDEN

THE EUROPEAN UNION AND ERASMUS HELP YOU TO:



**LIVING IN PEACE WITH
OUR NEIGHBORING
COUNTRIES**



**BE ABLE TO WORK AND
STUDY IN ANOTHER
EUROPEAN UNION
COUNTRY**



**IT IS EASIER TO
TRAVEL IN THE
EUROPEAN UNION**



**TO BE ABLE TO BUY
MANY THINGS FROM
EUROPEAN UNION
COUNTRIES.**

**DID YOU KNOW THAT YOU CAN ALSO
VOTE TO ELECT THE PEOPLE YOU WANT
TO REPRESENT YOU IN THE EUROPEAN
UNION?**

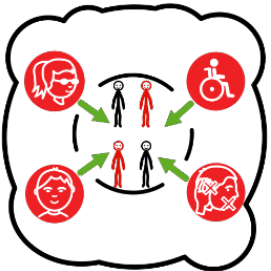
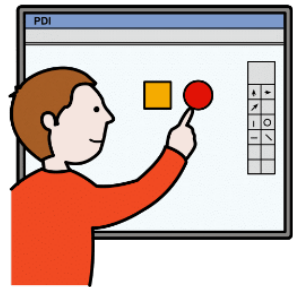
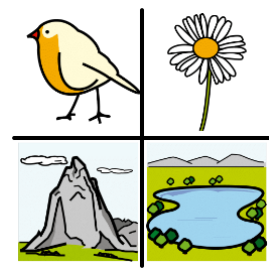
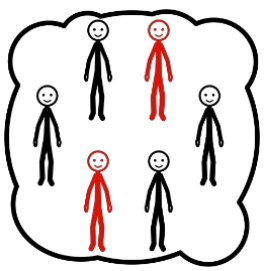


3.ACTIVITIES IMPORTANT FOR THE EUROPEAN UNION: INCLUSION, DIGITAL EDUCATION, ENVIRONMENT AND CITIZEN PARTICIPATION.

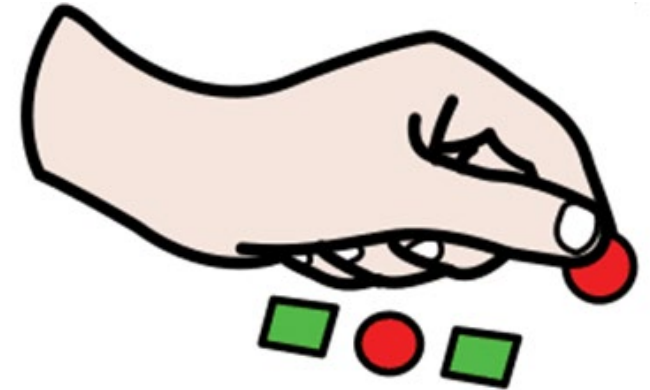
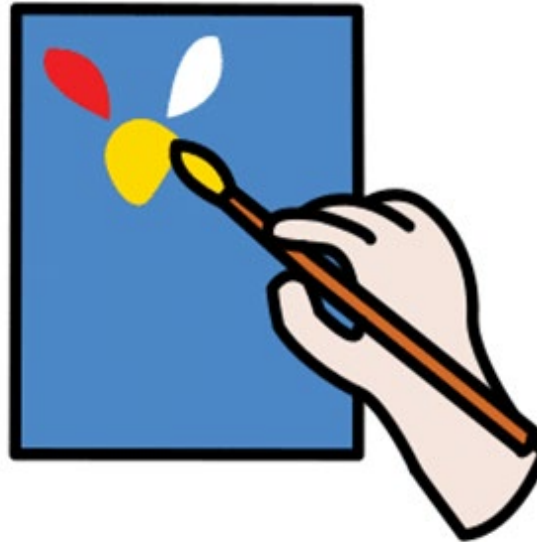
DID YOU KNOW THAT THERE ARE FOUR ACTIVITIES YOU AND YOUR TEACHER CAN DO WHICH ARE VERY IMPORTANT FOR ERASMUS AND FOR THE EUROPEAN UNION?



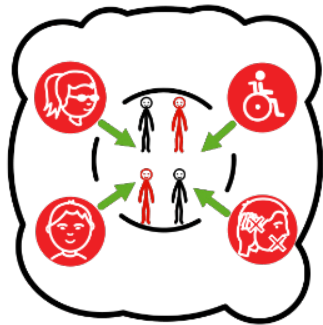
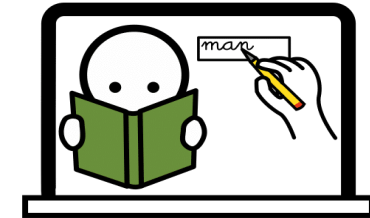
**ERASMUS
PRIORITIES**

			
INCLUSION	DIGITAL EDUCATION	ENVIRONMENT	CITIZEN PARTICIPATION

**NOW LET'S HAVE A LOOK AT EXAMPLES OF ACTIVITIES WHICH YOU,
YOUR TEACHERS AND YOUR SCHOOL CAN DO TO IMPROVE THE
EUROPEAN UNION.**



INCLUSION ACTIVITIES



INCLUSION

Volunteering to help other people in need



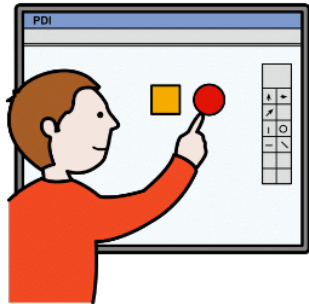
Receive fair treatment

That my center writes all documents in a language which everyone can understand.



That my center changes some rules so we can all be happier.

DIGITAL EDUCATION ACTIVITIES



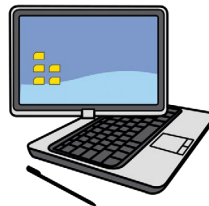
DIGITAL EDUCATION



**Taking a course to learn
how to use the computer**



**Learning how to use your
cell phone safely**

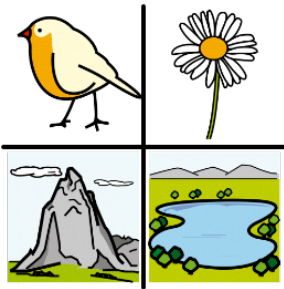


**Studying at the center
with more computers and
tablets**



**Learning how to use the
computer to find a job**

ENVIRONMENTAL ACTIVITIES



ENVIRONMENT



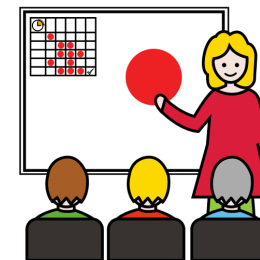
**Celebration at the Center
Planet Earth Day**



**Excursions to clean up litter
in gardens and parks**

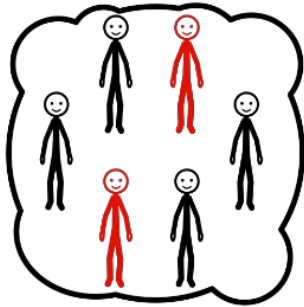


**Recycling more at
school**



**Taking an environmental
course**

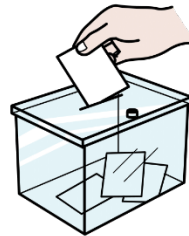
CITIZEN PARTICIPATION ACTIVITIES



**CITIZEN
PARTICIPATION**



**Learning how the
European Union works**



Learning to vote



**Participating more in the
decisions made by my
center.**



**Working together to make
a better world**

Activity 1. Thanks to Erasmus, I will study in a European Union country.

The Erasmus program has given 3.000€ to our school for 4 colleagues to do a course for a week in a country of the European Union.

Discuss the following questions with your group or with your teachers:

1. In which EU country would you like to study?

2. What would you like to learn?

3. What problems can you encounter? Do you know what language is spoken in that country?

4. How would you like to travel? He thinks that some forms of travel are very polluting.

5. Would you like the course to be longer?

6. Would you like to stay and work in that country after the course?



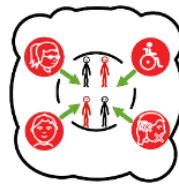
Activity 2. We are going to improve our educational center.

We can improve our school by doing some of the activities which are important for Erasmus and which are called Erasmus priorities.

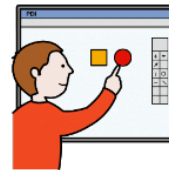
ERASMUS PRIORITIES



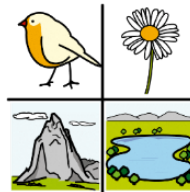
1 ★ _____
2 ★ _____
3 ★ _____
4 ★ _____
5 ★ _____



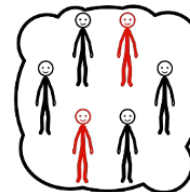
INCLUSION



DIGITAL EDUCATION



ENVIRONMENT




CITIZEN PARTICIPATION

Discuss with your group and teachers what activities you would like to do in your center to improve it. Use Annex 1 on the following pages.


ACTIVITY 2. Annex 1. Templates to be filled in by students.

We would like the following activities to be carried out in our center:

ERASMUS PRIORITY	ACTIVITIES WHICH CAN BE DONE IN YOUR CENTER	✗	✓
 INCLUSION	Volunteering to help other people in need		
	That my center writes all documents in a language which everyone can read.		
	Receive fair treatment		
	That my center changes some rules so we can all be happier.		


Would you like to do other activities similar to these to improve the center?

We would like the following activities to be carried out in our center:

ERASMUS PRIORITY	ACTIVITIES WHICH CAN BE DONE IN YOUR CENTER	✗	✓
 DIGITAL EDUCATION	Taking a course to learn how to use the computer		
	Learning how to use your cell phone safely		
	Studying at the center with more computers and tablets		
	Learning how to use the computer to find a job		
	Hold online meetings with people from other centers		


Would you like to do other activities similar to these to improve the center?

We would like the following activities to be carried out in our center:

ERASMUS PRIORITY	ACTIVITIES WHICH CAN BE DONE IN YOUR CENTER	✗	✓
 ENVIRONMENT	Celebration at the Center		
	Excursions to clean up litter in gardens and parks		
	Recycling more at school		
	Taking an environmental course		
	Eating healthier and less polluting food		
	Polluting less: use less electricity, ride a bike or walk more		

Would you like to do other activities similar to these to improve the center?

We would like the following activities to be carried out in our center:

ERASMUS PRIORITY	ACTIVITIES WHICH CAN BE DONE	✗	✓
 CITIZEN PARTICIPATION	Learning how the European Union works		
	Participating more in the decisions made by my center.		
	Learning to vote		
	Working together to make a better world		

Would you like to do other activities similar to these to improve the center?

Exercise 1.2.

Self-management groups



Content

Instructions for the educator.

Introduction to activities 1 and 2.

- Activity 1: Working in a self-management group
- Activity 2: What support do we need?

Instructions for the educator

Quality of life dimension	Rights Self-determination
Subcompetencies of the LifeComp model	Learning to learn: - Learning management
Duration	1 hour (30 minutes each activity)
Expected learning outcome	1.3. The PwID describes what a self-management group formed by PwID is, its main functions, as well as the supports he or she needs.
Instructions for the educator	<p>The exercise is done with the group so that they know what a self-management group is and how it works.</p> <p>The first part of the exercise consists of an explanation of what self-management groups are, the skills which are learned and the activities which are developed.</p> <p>The educator will encourage the group to participate, while explaining the content, using questions inviting reflection and sharing experiences.</p> <p>For example: This is a list of rights of persons with disabilities. Do you think you are asked for your opinion? Can you make choices or do other people choose for you?</p> <p>The second part of the exercise consists of performing activities 1 and 2.</p> <p>Both activities are designed as group activities. However, they can be carried out on an individual basis when organizational conditions permit.</p> <p>The educator is provided with a Word file which can be projected for the group to view. The group's contributions can be written on it and displayed. Contributions can be written in written text or using pictograms. A bank of pictograms to be used in this activity is provided.</p>
Difficulty level	<p>This exercise includes two activities both for group work.</p> <p>In order to make explanations easy to understand for everyone in the group, the educator should pay attention to those learners who need support and use concrete concepts. For example: "Everyone wants to do it that way" instead of "Everyone is committed" or "Write a letter asking for something you need" instead of "Request form".</p>

Transfer	<p>The professional person invites clients to think about what it means to participate in a self-management group.</p> <p>"When you are a member of a self-management group, you must be able to make decisions, speak up or manage your emotions", "Can you think of situations in which you had to use these skills?". Thinking about your job? And at home? And during your free time?"</p> <p>"Did you realize what was easy for you? Did you realize what you needed to learn?"</p> <p>"Next time we are going to practice these kinds of skills.</p> <p>I will give you some homework: later today or tomorrow, you will probably have a moment where you will have to be aware of what is easy or what is difficult for you.</p> <p>When you return to this training, I will ask you when you had to make decisions, speak up or manage your emotions, and I will ask you to tell about it".</p>
----------	---

Introduction to activities 1 and 2

1. What is a self-management group?

PERSONS WITH INTELLECTUAL DISABILITIES HAVE THE

RIGHT TO:

- Decide for themselves.
- Make choices in everything affecting them in their lives.
- Be listened to and treated with respect and dignity.
- Interacting with others outside the family environment.
- Experience mistakes and disappointments so as to learn to handle emotions such as frustration.
- To have successful experiences in order to have a feeling of self-efficacy.
- Receive the necessary support to communicate their opinions and preferences.

SELF-MANAGEMENT GROUPS ARE:

Places where they learn to participate, choose and produce actions aimed at being the protagonists of their own lives.



2. What skills do we learn in a self-management group?

- We communicate better with other people.
- Being more autonomous in our personal and social life.
- Participating in meetings.
- Public speaking.
- Making decisions for ourselves.
- Reflecting and evaluating with critical judgment.
- Better management of emotions.
- Discussing issues affecting our lives.
- Participating in the organization and in the community.
- Having knowledge of the topics proposed by the group.



3. What activities do we do in a self-management group?

- Periodic meetings of the group in order to discuss topics of interest.
- Group dynamics.
- Visits to places of interest.
- Meeting with other self-advocates so as to share knowledge and experiences.
- Meetings with service managers or citizen representatives.
- Proposals, requests, guidelines or protocols are prepared and presented to the organization or to citizen representatives.



Activity 1. Working in a self-management group

Suppose we start working in a self-management group.

To begin with, let's think about what self-management groups do.

Below, in Annex 2, you will see a list of actions (Activity 1. Annex 2). Think about whether these are actions of a self-management group or not.

Can you think of any more? You can complete the table with them.

See Annex 2: *Material for the group.*
 Table for projecting

See Annex 3: *Material for the educator.*
 Table with correct answers.

Activity 2. What support do we need?

Some group participation skills we have already learned, but others we may not.

When we realize what we do not know how to do, we can ask for the supports we need to function better in the group.

It is important to realize what supports we need to be part of a self-management group.

In the table in Annex 5, you will see activities that a self-management group does.




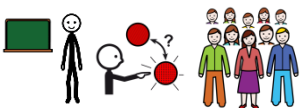





Think about what support you need to carry them out and who you can ask to support you.

See Annex 4: *Material for the group.*
 Table for projecting and overwriting.
 Word format.

See Annex 5: *Material for the educator.*
 Table with examples of correct answers.

See Annex 6: *Material for the educator.*
 Bank of pictograms to select and overwrite in the table in Annex
 34.
 Word format.

ACTIVITY 1. Annex 2. Material for the group. Table for projecting

ACTIONS		Is it an action of a self-management group?
MEETING FOR LUNCH		
DRAWING UP AN ANTI-BULLYING COMMITMENT TO BE SIGNED BY THE MANAGEMENT, THE USERS AND THE PROFESSIONAL TEAM		
KNOWING THE RIGHTS OF PERSONS WITH DISABILITIES		
THE EDUCATOR SELECTS A GROUP OF PEOPLE TO PARTICIPATE IN AN ACTIVITY.		
WE PARTICIPATED IN THE CENTER'S ASSEMBLY		
WE DECIDE WHO OUR REPRESENTATIVES ARE AT THE CENTER		
WE GO ON AN EXCURSION TO A PLACE DECIDED BY THE PRINCIPAL		
WE CHOOSE THE ACTIVITIES WE WILL DO AT THE CENTER		
WE GET TOGETHER TO PRACTICE SPORTS		

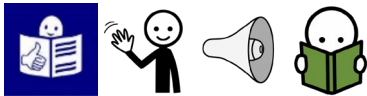

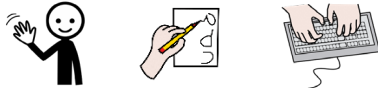









ACTIVITY 1. Annex 3. Material for the educator. Table with correct answers





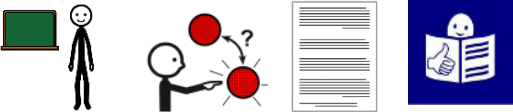

ACTIONS	Is it an action of a self-management group?
MEETING FOR LUNCH.	NO
DRAWING UP AN ANTI-BULLYING COMMITMENT TO BE SIGNED BY THE MANAGEMENT, THE USERS AND THE PROFESSIONAL TEAM.	YES
KNOWING THE RIGHTS OF PERSONS WITH DISABILITIES.	YES
THE EDUCATOR SELECTS A GROUP OF PEOPLE TO PARTICIPATE IN AN ACTIVITY.	NO
WE PARTICIPATED IN THE CENTER'S ASSEMBLY	YES
WE DECIDE WHO OUR REPRESENTATIVES ARE AT THE CENTER	YES
WE GO ON AN EXCURSION TO A PLACE DECIDED BY THE PRINCIPAL	NO
WE CHOOSE THE ACTIVITIES WE WILL DO AT THE CENTER	YES
WE GET TOGETHER TO PRACTICE SPORTS	NO

ACTIVITY 2. Annex 4: Material for the group. Table for projecting and/or overwriting.





















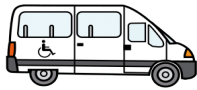


ACTIVITY	WHAT SUPPORT IS NEEDED	WHO CAN I ASK FOR SUPPORT
READING A TEXT		
WRITING A TEXT		
SEARCHING FOR VIDEOS ON THE INTERNET		
TAKING SPEAKING TURNS AT THE MEETING		
TRAVELING FOR A VISIT		
WRITING A REQUEST TO THE ADDRESS		
PREPARING FOR A MEETING		
PUBLIC SPEAKING		
MAKING A DECISION		

ACTIVITY 2. Annex 5: Material for the educator. Table with examples of correct answers.

ACTIVITY	WHAT SUPPORT IS NEEDED		WHO CAN I ASK FOR SUPPORT
READING A TEXT.	EASY-TO-READ TEXTS. PICTOGRAMS. AUDIO TEXT. ONE PERSON READS FOR THE WHOLE GROUP.		
WRITING A TEXT.	USING A COMPUTER. PICTOGRAMS. ONE PERSON WRITES FOR THE WHOLE GROUP.		
SEARCHING FOR VIDEOS ON THE INTERNET.	LEARNING TO USE THE INTERNET. ANOTHER PERSON DOES IT FOR THE GROUP.		
TAKING SPEAKING TURNS AT THE MEETING	THE EDUCATOR TEACHES HOW TO ASK FOR THE FLOOR.		
TRAVELING FOR A VISIT	TECHNICAL ASSISTANCE. ADAPTED TRANSPORTATION.		
WRITING A REQUEST TO THE ADDRESS	ONE PERSON WRITES MY IDEAS FOR ME.		

PREPARING FOR A MEETING	THE EDUCATOR TEACHES THE STEPS TO FOLLOW.		
PUBLIC SPEAKING	USING A TEXT WRITTEN IN EASY READING OR WITH PICTOGRAMS. THE EDUCATOR TEACHES HOW TO RELAX.		
MAKING A DECISION	THE EDUCATOR TEACHES HOW TO MAKE A DECISION. HAVE A GUIDE WITH THE STEPS TO FOLLOW, IN WRITTEN TEXT OR PICTOGRAMS.		

ACTIVITY 2. Annex 6: Material for the educator. Bank of pictograms to select and use in the table in Annex 3.

				
TO HAVE LUNCH	TO SIGN, TO REPORT	RIGHTS	TEACHER	RELAXATION
				
TO DECIDE	GROUP	MEETING, ASSEMBLY	TO VOTE, TO CHOOSE	TO READ
				
PRINCIPAL	BUS, FIELD TRIP	SPORT	EASY READING	LOUDSPEAKER, AUDIO
				
PICTOGRAM	TO WRITE	TO USE A COMPUTER	INTERNET	SEARCH ON THE INTERNET
				
ADAPTED TRANSPORT	PUBLIC SPEAKING	TECHNICAL ASSISTANCE		

Exercise 1.3. Rights



Content

Instructions for the educator.

Introduction to Activity 1.

- Activity 1: Living independently and being included in the community.

Introduction to Activity 2.

- Activity 2: Freedom from torture or cruel, inhuman or degrading treatment or punishment.

Introduction to Activity 3.

- Activity 3: Right to equality and non-discrimination.

Introduction to Activity 4.

- Activity 4: Right to live independently and to participate in community life

Instructions for the educator

Quality of life dimension	Rights Self-determination
Subcompetencies of the LifeComp model	Learning to learn: Critical thinking
Duration	4 hours (1 hour/activity)
Expected learning outcome	1.4. PwID knows that it has rights. 1.5. He/she is aware that rights are for all people, and everyone has the same rights.
Instructions for the educator	<p>The exercises focus on three articles of the Convention on the Rights of Persons with Disabilities, presented in easy-to-read format.</p> <p>Specifically, the articles are:</p> <ul style="list-style-type: none"> • Article 5. Right to equality and non-discrimination • Article 15. Freedom from torture or cruel, inhuman or degrading treatment or punishment • Article 19. Living independently and being included in the community. • Article 22. Respect for privacy. <p>The importance of the exercises, which will be carried out individually and/or in groups, is based on presenting situations, looking at possible intervention variables and reflecting on the different options presented, as well as the most suitable way to solve them.</p> <p>At the end of the exercise, the PwID should have reflected, compared his or her personal experience and decided on an intervention, taking into account the different contexts presented.</p> <p>Each of the proposed activities will end with a sharing of the choices and reflections of each group, which will be carried out by the representative of each working group.</p>
Difficulty level	<p>The four activities follow the same sequence for their completion.</p> <p>First, a hypothetical situation is presented, which has been written in simple sentences for a better understanding by the students. The students then reflect individually, followed by a presentation in small groups.</p> <p>The use of pictograms has also been used to promote greater understanding.</p> <p>Its difficulty is assessed as medium-low.</p>
Transfer	<p>It is very important to motivate and encourage participants to put into practice what they have learned in their daily lives. The examples to be used can be those appearing in the exercises or situations that people face.</p> <p>The objective is that the skills acquired are gradually generalized to the person's daily functioning.</p>

Introduction to Activity 1:

Article 22

Persons with disabilities have the right to privacy.

Therefore, countries will protect your personal data and health data



Activity 1. Living independently and being included in the community



Marcus is 31 years old and has an intellectual disability. At the occupational center he attends, at the end of the week, he is given two euros for the work he does.

Marcus keeps the two euros in a jar, which is getting fuller and fuller.

One afternoon, he went to his room and saw that one of his roommates was rummaging through the drawer where he keeps his money and noticed that he had taken a handful of coins from the jar.

- **Work individually.**

A. What do you think Marcus should do?

- Go to your partner's room and rummage through his or her things to remove something of value that he or she likes.
- Notify their educator to help them solve the problem.
- Saying nothing and blackmailing his brother to give him something in exchange for saying nothing to his educator.

B. What can Marcus do to prevent his partner from re-entering his room?

- To request to put a lock on the room.
- To post a no trespassing sign there.
- Go into your brother's room and mess it up for him to get a sense of how he feels.

- **Works in groups of 3 or 4 people.**

Now get together in groups of three or four people and exchange your opinions: Have you ever experienced anything similar to the situation experienced by Marcus? How did you feel? How did you act?

Reflect on the sentence as a group: **Why is it necessary to respect the privacy of our rooms?**

- **Work with all groups**

Choose a representative to present to the rest of the participants what you have discussed in your group.

Please note:

Your bedroom is your space of intimacy and privacy. Only who you want and when you decide can enter. Keep your room clean and tidy. Talk to your family members and/or colleagues to agree on how to respect your space.

Introduction to Activity 2:

Article 15

No one shall be subjected to torture

- or to cruel, inhuman or degrading treatment or punishment
- He/she will be treated inhumanely
- and/or humiliated.

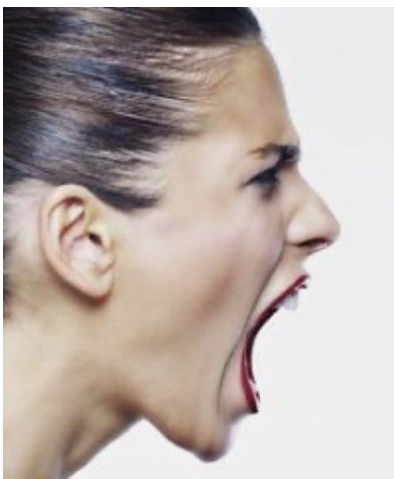
All countries shall ensure that persons with disabilities are not subjected to medical or scientific experimentation against their will.



Activity 2: Freedom from torture or cruel, inhuman or degrading treatment or punishment

Marcus is 31 years old and has an intellectual disability.

Today he has arrived from the occupational center very happy, he has had a gardening workshop, so he has been planting tomato plants with his own hands.



When he entered the door of his house, Anne, his older sister, shouted at him:

Marcus, you come with a stained shirt, go immediately to your room to take a shower and put on clean clothes!

- **Work individually.**

A. What do you think Marcus thought?

- My sister is going to hit me.
- My sister does not love me.
- My sister is older and knows what she is doing.
- My sister rules and decides about me.
- My sister cannot yell at me like that.

B. How do you think Marcus feels?

- He does not give it any importance.
- He feels hurt.
- He feels humiliated.
- She feels like crying.
- He feels anger and wants to hit his sister.

What would you do?

Mark with an X what you think.

C. How do you think Marcus will act?

- He is going to shut up and run to his room.
- He is going to yell at his sister.
- He is going to tell his sister that he had gardening today.
- He is going to call his mother to tell her how his sister has treated him.
- He is going to jump on his sister and pull her hair.
- He will refuse to shower and change.
- He will do anything his sister asks, she is older than him.

D. Has this ever happened to you?

E. What did you think?

F. How did you act?

G. If something like this happened to you in the future, what would you do?

- **Works in groups of 3 or 4 people.**

Now get together in groups of three or four people and exchange your opinions with the rest of the group. What are the differences in the elections? Has this ever happened to you? How did you feel? What did you do?

Reflect on the phrase as a group: **"First let me explain. I do not want you to yell at me or humiliate me".**

- **Work with all groups**

Choose a representative to present to the rest of the participants what you have discussed in your group.

Please note:

We cannot be treated badly, with shouting, threats and insults. All people should respect other people and have the right to be respected.

Introduction to Activity 3:

Article 5

Convention countries

- **are to recognize that all persons are equal before the law,**
- **to prohibit discrimination on the basis of disability and guarantee equal legal protection**
- **and to promote equality by adapting products and services for use by people with disabilities.**

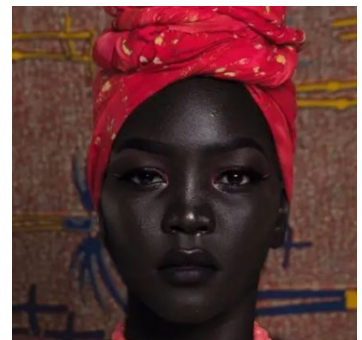


Activity 3: Right to equality and non-discrimination

Imagine that a friend of yours invites you to go to an amusement park that you are very excited about. He gives you a car, but you do not have a driver's license.



Your friend tells you that he is unable to accompany you and gives you the choice of having one of these people accompany you and drive the car.



- Work individually

A. Think... of these three people, who would you choose in order of priority?



1

CHOSEN



2

I DO NOT
CARE



3

I DO NOT
CHOOSE IT

- Why did you choose this person?
- Why didn't you choose the other two?
- What things do you think you like about each of them.
- What things do you think you dislike about each of them.
- What if I told you that the one you did not choose was the most suitable person?

▪ **Works in groups of 3 or 4 people**

- Get into groups of three or four people and exchange your opinions. Have you chosen the same one? What are the differences in the elections? Why didn't you choose the other two?

Reflect on the phrase as a group: **"Sometimes, we discriminate against people without knowing them". Have you ever felt discriminated against, what did you feel, how did you react?**

▪ **Work with all groups**

Choose a representative to present to the rest of the participants what you have discussed in your group.

Please note:

We often judge others by their appearance, age, religion, skin color or health. We think things about people which are not true. We have to treat all people as equals.

Introduction to Activity 4:

Article 19

Persons with disabilities have the right

- to live independently.
- To participate in community life.

The United Nations Convention shall ensure that people with disabilities

- ▶ choose the people they want to live with,
- ▶ choose the place where you will live,
- ▶ have help to live well,
- ▶ do not be isolated from the community
- ▶ and same services and facilities as other people.

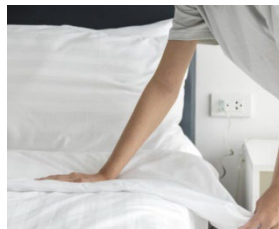


Activity 4: Right to live independently and to participate in community life

Look at these photos



Going to buy bread
the



Making my bed



Going to

supermarket



Going out alone
bus
with my partner



Cooking for others



Catching the



Partying with
my friends



Going to vote



Buying clothes for
pleasure

▪ **Work individually.**

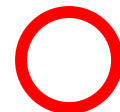
Circle with blue marker, in the photo, those activities which you have done on your own.



Make a circle with green marker on the photo of those activities which you have not done, but you know you can do on your own.



Circle with red marker on the photo those activities about which you would never do.



▪ **Works in groups of 3 or 4 people**

- Get into groups of three or four people and exchange your opinions. What things do you know how to do and why? What things would you not dare to do on your own? Have you ever done any of these things alone? What things do you know how to do, but they will not let you? How did you feel? Would you need any support?
- Reflect on the phrase as a group: **"I need to do more things for myself".**

2.2. Didactic unit 2: my learning process

DIDACTIC UNIT 2

My learning process

1. Pedagogical sheet

2. Exercises

Exercise 2.1. Tracking how and what I learn

ACTIVITIES 1, 2 AND 3. Annex 1. Examples of tracking charts.

ACTIVITIES 1, 2 AND 3. Annex 2: Tracking chart to modify and print.

Exercise 2.2. Following up on my learning.

ACTIVITY 1. Annex 3: Material for students. Printable worksheet.

ACTIVITY 2. Annex 4: Material for students. Printable worksheet.

UNIT 2. My learning process	
Contents	Value of lifelong learning and self-improvement. Mental orientation strategies. Follow-up of the learning process.
Duration	2 meetings.
Learning outcomes	2.1 PwID is eager to learn. 2.2 He/she is able to track your learning process. 2.3 He/she is responsible for this.
Unit description	This unit has as its main objective: Learning planning: <ul style="list-style-type: none"> • Acquiring and using metacognitive (or teaching-to-think) strategies. • Self-observation and self-evaluation: assessment of results. • Importance of self-instructions.
Unit exercises	2.1. Tracking how and what you learn. 2.2. Following up on my learning.

CONTENTS OF THE UNIT

1. Tracking how and what I learn

Tracking is a pure metacognitive action, as **it takes a bird's eye view** of what you are doing, how you are doing it, how you are feeling. In terms of learning activities, it means that the client has set a learning objective (“I want to become more proficient in purchasing”), and records progress and outcome (“Am I more proficient now”, “what did I do to succeed”, “what was challenging”, “how do I deal with that”, “what is my next challenge”). It can be understood that, once again, learning is another application of the problem-solving cycle: what is your learning objective? How are you going to achieve this learning objective? As I try and make efforts: how do I advance? What's working? In the end: Were you successful? What are you doing better? How have you progressed? How was the challenge? What is the next step?

In these exercises **the focus is on the metacognitive skill** rather than on the mere content of the learning task. A first exercise is intended to introduce a tool which can be used in future activities. This tool should have the potential to invite the client to observe what and how he/she is doing during the exercise and to evaluate the outcome.

The content of this metacognitive action can be presented as a three-phase review with specific questions for the client to answer. As soon as the client understands the general content, a set of exercises can be presented to practice and gradually eliminate the support

(example of a tool to be used, or to modify in a pictorial way, visualizing the content of the phases).

Phases	Problem	Questions
1	What is my goal?	1. What do I want to do/learn? 2. What do I know about it now? 3. What must change for me in order to learn what I do not know? 4. What can I do to make this happen?
2	What is my action plan?	1. What can I do to learn what I don't know? 2. What could keep me from taking action? 3. What can I do to remove these barriers? 4. When will I take action?
3	What have I learned?	1. What actions have I taken? 2. What barriers have been removed? 3. What has changed about what I don't know? 4. Do I know what I want to know?

Whatever the tool used, the trainer may present and ask the questions to the client, but in the end the questions have to become self-questions (internalized), so that the PwID becomes independent of the trainer. If memory is a challenge, the particular tool can remain available in case the customer needs it.

After the introductory exercises, the following procedure may be useful, making it clear that the client has to move on to the autonomous use of the tool. A set of exercises, always meaningful to the client, should be selected and all be part of the client's Zone of Proximal Development to ensure that a learning effort is made. ZPD refers to skills which are not too easy (no effort is needed...) and not too difficult (the customer does not expect success).

- A. After the introductory activity, the trainer presents a not-too-challenging activity **with full support and guidance** from the educator and requires using the tool. It should be noted that a greater number of activities may be required.
- B. The very tool is utilized in a very similar activity (or activities) **with no** (or less) support, even if someone is available and nearby (observing and supporting if necessary).
- C. It uses the tool **in another** context (at home...) doing a kind of the same activity/activities, **with the supervision** of an educator.
- D. It is expected it to be used (e.g.) at home (or elsewhere) as a homework **assignment**; the learner will be invited to **use** the tool and **report** this implementation to the educator during the next session.

This strategy includes that each step should be done with less or different support, so the PwID has the opportunity to use it more and more independently. This is an important achievement.

These activities could potentially include other important objectives. Making efforts for an activity helping you master a skill is an important part of a growth mindset. The follow-through attitude is an evidence to be autonomous. The outcome of the learning activity, whether positive or negative, is always a step towards a higher level of self-efficacy; if the client is successful, it is clear! Otherwise, defining the reasons for the challenge and defining what to do to succeed next time includes the belief that "I am capable of learning and progressing by making efforts".

Finally, it should be noted that the activities have a progressive level of difficulty.

2. Personal follow-up of the learning process

The idea is to involve the person in the learning process. To do so, it is essential to have its follow-up and that the person is located in the day, unit, session, etc. Let him know where we are going, what we have left and what we have done.

A tool designed to facilitate this learning process is the use of an agenda and a notepad.

Exercise 2.2. contains 2 activities. In the first one, the person learns to use a course register or calendar in which the number of sessions, date, etc. are shown. Depending on the individual, a different format may be used.

In the second activity of exercise 2.2 we instruct in the self-assessment of training.

Both activities should be carried out throughout the course. In each session we will use the register or agenda, and at the end of each unit we will do a self-evaluation of what we have learned.

Exercise 2.1

Tracking how and what I learn



Content

Information and instructions for the educator

Exercises

Activity 1: Puzzle.

Activity 2: Public transportation.

Activity 3: Shopping - Homework

Annex 1: Self-check chart.

Information and instructions for the educator

Tracking is a pure metacognitive action, as **it takes a bird's eye view** of what you are doing, how you are doing it, how you are feeling. In terms of learning activities, it means that the client has set a learning objective (“I want to become more proficient in purchasing”), and records progress and outcome (“Am I more proficient now”, “what did I do to succeed”, “what was challenging”, “how do I deal with that”, “what is my next challenge”). It can be understood that, once again, learning is another application of the problem-solving cycle: what is your learning objective? How are you going to achieve this learning objective? As I try and make efforts: how do I advance? What's working? In the end: Were you

successful? What are you doing better? How have you progressed? What was the challenge? What is the next step?

In these exercises **the focus is on the metacognitive skill** rather than on the mere content of the learning task. A first exercise is intended to introduce a tool which can be used in future activities. This tool should have the potential to invite the client to observe what and how he/she is doing during the exercise and to evaluate the outcome.

1. The content of this metacognitive action can be presented as a three-phase review with specific questions for the client to answer. As soon as the client understands the general content, a set of exercises can be presented to practice and gradually eliminate the support (example of a tool to be used, or to modify in a pictorial way, visualizing the content of the phases).

Phases	Problem	Questions
1	What is my goal?	1. What do I want to do/learn? 2. What do I know about it now? 3. What must change for me in order to learn what I do not know? 4. What can I do to make this happen?
2	What is my action plan?	1. What can I do to learn what I don't know? 2. What could keep me from taking action? 3. What can I do to remove these barriers? 4. When will I take action?
3	What have I learned?	1. What actions have I taken? 2. What barriers have been removed? 3. What has changed about what I don't know? 4. Do I know what I want to know?

2. Whatever the tool used, the trainer may present and ask the questions to the client, but in the end the questions have to become self-questions (internalized), so that the PwID becomes independent of the trainer. If memory is a challenge, the particular tool can remain available in case the customer needs it.

After the introductory exercises, the following procedure may be useful, making it clear that the client has to move on to the autonomous use of the tool. A set of exercises, always meaningful to the client, should be selected and all be part of the ZPD of the PwID so as to ensure that a learning effort is made. ZPD refers to skills which are not too easy (no effort is needed...) and not too difficult (the customer does not expect success).

1. After the introductory activity, the trainer presents a not-too-challenging activity **with full support and guidance** from the educator and requires using the tool. More activities may be needed.

2. The very tool is utilized in a very similar activity (or activities) with no (or less) support, even if someone is available and nearby (observing and supporting if necessary).
3. It uses the tool in another context (at home...) doing a kind of the same activity/activities, with the supervision of an educator.
4. It is expected it to be used (e.g.) at home (or elsewhere) as a homework assignment; the PwID will be invited to use the tool and report this implementation to the educator during the next session.

This strategy includes that each step should be done with less or different support, so the PwID has the opportunity to use it more and more independently. This is an important achievement.

These activities could potentially include other important objectives. Making efforts for an activity helping you master a skill is an important part of a growth mindset. The follow-through attitude is an evidence to be autonomous. The outcome of the learning activity, whether positive or negative, is always a step towards a higher level of self-efficacy; if the client is successful, it is clear! If unsuccessful, defining the reasons for the challenge and defining what to do to succeed next time includes the belief that "I am capable of learning and progressing by making efforts".

Instructions for the educator

Quality of life dimension	Personal development
LifeComp subcompetition	Learning to learn - Growth mindset. - Learning management.
Duration	An exercise may require only the time of the activity (not too much time); the "implementation" steps may not be defined with respect to time.
Expected learning outcomes	To be able to verify (track) my learning efforts and results through the use of a monitoring chart. 2.1. PwID is eager to learn. 2.2. He/she is capable of tracking his/her learning process. 2.3. He/she is responsible is responsible for this.
Instructions for the educator.	<p>The exercises and explanation below must be adapted to the PwID and must relate to a personal objective in order to be meaningful.</p> <p>In order to focus on the tracking skill and the content of the chart, the activity (content part) may not be a big challenge for the client: the practical skills should be (sufficiently) acquired, as the goal of this unit is for the client to learn how to use a tool helping him/her to acquire tracking skills.</p> <p>Introduction of the educator to the PwID:</p> <p>Before becoming independent, to participate successfully in society, to make decisions about his life... all of us, including the educator, need to learn many things. Not only practical skills such as using public transportation, but also problem-solving skills and skills in order to feel competent, to have a sense of progress, to really enjoy life and to feel that you can succeed and feel "independent". To do so, PwID needs to make efforts to learn things. This can be difficult, it can take a lot of energy, but by keeping track of how we deal with problems, how we learn, how we make efforts to realize our personal goals, things can become easier (more efficient) and you will become more independent.</p> <p>The first activity is intended for the client to learn what tracking is and how to use the tracking chart. Several examples might be required, as there is a lot of content (cognitive and questions) to understand. Different activities may be necessary each time a new challenge is added: working independently, doing the activity in a different context...</p> <p>This first activity is an example and it is really easy: each phase of the chart can be done several times, each time using an activity with the same level of complexity, always in the zone of proximal development. This means that we cannot use an activity, which can be performed by the customer automatically (or: without thinking) or which he completely masters. The challenge of using the tracking chart without the close support of the educator, or at home with or without an educator nearby, is causing enough of an additional challenge for the PwID.</p>

	<p>As the educator focuses on follow-up, he/she is working metacognitively; The use of the mediated teaching style is helpful and necessary, as this will prevent the educator from asking questions about the content.</p>
Difficulty level	<p>This exercise involves three activities.</p> <p>The puzzle is very concrete and easy.</p> <p>Public transportation is more abstract because the customer has to imagine that he or she is traveling. You can also do this activity live, which is more specific. But still, you have to imagine what difficulties may arise along the way.</p> <p>Purchases are even more complex because it is a kind of "home assignment". The adult educator is not present to perform the activity, but asks the client for feedback on how the exercise was done.</p> <p>The educator can adapt the level of difficulty to the clients he/she is working with.</p>
Transfer	<p>In the home assignment, the educator asks the PwID to make a transfer to another context (at home, in the store...) to use the follow-up table (some adaptations should be made to the questions in the follow-up table).</p>

EXERCISES

1. Puzzle

First activity: Puzzle

"Look at how I'm using the tracking chart" What is tracking and why is it important? And what kind of reflections can be made?



The educator defines a personal (hypothetical) learning objective and an easy activity, such as a game; the client is familiar with the content of the activity. He/she does the activity by using the tracking chart whenever relevant, but intentionally models evidence of effort, failure, successes, feelings... while verbally modeling what she is doing, focusing on the problems in the process and what she feels while doing the activity.

For this purpose, a puzzle is easy to use. The activity should be short and not complex, so that the time spent on the activity can be overlooked at the end. The educator, while doing the puzzle, talks out loud saying things like: *wow, this is hard, but I have done something similar before; or first I will look for the pieces in the corner, and then...; or I have to look very carefully to find pieces with the same color; or this is hard, but I will try again...*

During the activity, the chart is used in order to clarify the content and nature of the questions. At the beginning, it will be used only at the end, for example, to verify the result and reveal satisfaction (or not). *"What I have learned"*. Another activity can be used to focus on the first (Clear objective? Important objective?) or second phase (focusing on barriers, points of attention... before starting, and being on track while making efforts or practicing).

The educator can focus on one step at a time or, when relevant, on two or all of the steps. Anyway, the starting point will always be: *"Did I succeed"* *"What am I doing better now"* (puzzle done correctly or not)?

It is important not to stick to the content of the activity, but to move on, as soon as possible, to the "process" issues that were useful for progress. This means not only "Now I can do a 16-piece puzzle", also "I had to work hard, but it worked", "I had a plan, I started with the pieces with a straight edge", "I made a mistake, but I kept working"...

These observations are based on the (non-exhaustive) set of questions in the table.

The educator can model this self-questioning and how he/she is using the chart, several times, with different small activities; at the end he/she invites the client to also try the **same** modeled activity.

2. Public transportation

Second activity (or set of activities)

Traveling by public transport is somewhat more complex and relevant to the customer. The educator invites the client to look at the picture, or to ask relevant self-questions during the activity or at the end.

This exercise can be done "imaginary" in the classroom or it can be done "real" at the bus station.



For example, the educator invites the client to imagine traveling from home to school or work by public transportation.

Hmm, so my goal is to get to kindergarten. Ok, hmm, let's think, how will I do that?

So, first I check the bus schedule and look up the address. I need to go to this place, so the nearest bus stop is here. So okay, here is my plan, I take number 61 and get off at the 4th stop. Oh, wait, did I forget something?

I do not need to buy a ticket because I have my monthly card. Okay, I also need to check which bus I need to take to get home. I will check on the other side of the bus station before continuing to walk downtown.

Then you can discuss:

- *Was I successful?*
- *Did I have any problems?*
- *Was it hard for me to figure it out?*
- *Did I ask anyone for help?*
- *How will I do this in the future?*
- *Is there a better strategy?*

3. Shopping - Homework

Third activity (group of activities)

This step in the training involves the transfer of what has been learned to another context, through the assignment of a task.

PwID may be learning how to buy what he/she needs to prepare dinner. He/she has demonstrated that he/she has acquired all the practical skills related to shopping, and now his/her challenge is to do it for the first time on his/her own.

He/she understands sufficiently how to use the tracking chart, so the educator explains what he/she expects. *"We both realize you can make a list of things you need for dinner; you also are aware of where the supermarket is, you went to the market in the past several times; we know you find the grocery department on your own, and we realize you know how to pay for what you have bought. Now, the challenge is that you have to do all this by yourself. You told me you were going to prepare an easy dinner; you do not need a lot of things, so you might come home with everything you need."*


"I am sure you will be successful, but you might feel a little nervous about doing this shopping alone this time. When you return home, use the chart and think about the questions, so that you learn if this new challenge was successful, if things were difficult, what can be improved and what you can do next time again."

"Tomorrow, we meet again, and then, we will look at this assignment together and see if you were able to use the chart, to find out how you are progressing".



ACTIVITIES 1, 2, and 3. Annex 1. Tracking chart examples




Example 1






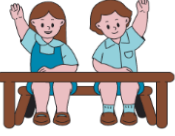
NAME: _____ DATE: _____																												
MY SELF MONITORING FORM																												
<p>Today in Class</p> <div style="text-align: center;">  </div> <p>My Goal:</p> <p>I will checked _____ Yeses</p> <p>Total ??? Of Yeses _____</p> <p>That I checked today</p>	<table style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 70%;"></th> <th style="width: 15%; text-align: center;">Yes</th> <th style="width: 15%; text-align: center;">No</th> </tr> </thead> <tbody> <tr> <td>I paid attention to my assigned work</td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> </tr> <tr> <td>I followed the classroom rules</td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> </tr> <tr> <td>I paid attention to my assigned work</td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> </tr> <tr> <td>I followed the classroom rules</td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> </tr> <tr> <td>I paid attention to my assigned work</td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> </tr> <tr> <td>I followed the classroom rules</td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> </tr> <tr> <td>I paid attention to my assigned work</td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> </tr> <tr> <td>I followed the classroom rules</td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> </tr> </tbody> </table>		Yes	No	I paid attention to my assigned work	<input type="checkbox"/>	<input type="checkbox"/>	I followed the classroom rules	<input type="checkbox"/>	<input type="checkbox"/>	I paid attention to my assigned work	<input type="checkbox"/>	<input type="checkbox"/>	I followed the classroom rules	<input type="checkbox"/>	<input type="checkbox"/>	I paid attention to my assigned work	<input type="checkbox"/>	<input type="checkbox"/>	I followed the classroom rules	<input type="checkbox"/>	<input type="checkbox"/>	I paid attention to my assigned work	<input type="checkbox"/>	<input type="checkbox"/>	I followed the classroom rules	<input type="checkbox"/>	<input type="checkbox"/>
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<p>SIGN: _____</p> <div style="display: flex; justify-content: space-around; margin-top: 10px;"> <div style="text-align: center;"> <p>STUDENT</p> </div> <div style="text-align: center;"> <p>TEACHER</p> </div> </div> <div style="text-align: center; margin-top: 20px;"> <p>_____</p> <p>PARENT</p> </div>																												

Example 2




































































































NAME: _____ DATE: _____

My Self Monitoring Form

 Excellent	 OK, but not my best	 Needs Improvement
---	---	--

Target Behaviour		Monday	Tuesday	Wednesday	Thursday	Friday
	I kept my hands to myself	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	I was quiet and listening	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	I kept my eyes on my teacher	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	I followed instructions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	I completed my work neatly	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	I participated in the lesson	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Parent Signature:						
Teacher Notes:		Parent Notes:				

Example 3

Daily Behaviour Sheet for: _____		DATE: _____	
Behaviour Goals:	I kept my hands to myself	Raise My Hand	Follow Directions
Morning routine	  	  	  
Read to Self	  	  	  
Morning Meeting	  	  	  
Guided Reading	  	  	  
Words Their Way	  	  	  
Recess	  	  	  
Computer Lab	  	  	  
Daily 5	  	  	  
Lunch	  	  	  
Writing	  	  	  
Specials	  	  	  

ACTIVITIES 1, 2 and 3. Annex 2: Tracking chart for modification and printing.

DAILY BEHAVIORS SHEET:			DATES:		
BEHAVIORAL OBJECTIVES:	I DO NOT RAISE MY HAND	I RAISE MY HAND	I FOLLOW GUIDELINES		
MORNING ROUTINE	  	  	  		
I READ TO MYSELF	  	  	  		
MORNING MEETING	  	  	  		
GUIDED READING	  	  	  		
WORDS YOUR WAY	  	  	  		
RECESS	  	  	  		
COMPUTER ROOM	  	  	  		
DAILY 5	  	  	  		
LUNCH	  	  	  		
WRITING	  	  	  		
SPECIALS	  	  	  		

Exercise 2.2.

Following up on my learning.



Content

Instructions for the educator.

Introduction to Activity 1

- Activity 1: My agenda and notepad

Introduction to Activity 2

- Activity 2: I evaluate my learning.

Instructions for the educator

Quality of life dimension	Personal development
LifeComp model subcompetencies	Learning to learn: <ul style="list-style-type: none"> - Growth mindset - Learning management
Duration	1 hour for each activity.
Expected learning outcome	2.1. PwID is eager to learn. 2.2. He/she is capable of tracking his/her learning process. 2.3. He/she is responsible for this.
Instructions for the educator	<p>In order to actively involve the person in the learning process, we will train in the daily monitoring of this process. It is important that the person is situated in time and content, as well as in the session in which we find ourselves; for this, the educator will use the models in annexes 1 and 2, and based on them can make the necessary adaptations for the group or for each participant.</p> <p>Teaching how to think implies that the person knows what he or she is learning and what for, and he or she develops planning skills with a schedule and the use of an agenda.</p> <p>It is also very important that at the end of each session we make a synthesis of what we have learned, of the difficulties encountered, of what has been more difficult for each one of us to do.</p> <p>These activities will be common to all sessions. In unit 1 we will deliver the documentation (the calendar) and in unit 2 we will start with the daily follow-up after learning how to carry it out.</p> <p>Activity 1 is to be completed at the beginning of each work session, thus helping the person to know where we are going and how far we have left to go.</p> <p>Activity 2 is done at the end of each unit.</p> <p>Depending on the group, the evaluation of what I have learned, what has cost me more or less, what I have to improve, etc. can be done as a group or individually. If each one has its own register, all the better.</p>
Difficulty level	This exercise involves 2 activities, both of which can be adapted and customized with pictograms and adapted language. The educator knows the group and the type of support the person needs. Everyone must keep track in a schedule or diary and practices self-evaluation of progress.

Transfer	<p>What is learned from this exercise will be used throughout the course at the beginning of each session (activity 1) and at the end of each unit (activity 2).</p> <p>On the other hand, the educator invites clients to use these strategies in their daily lives. This means to use the agenda and a timetable; as well as to ask themselves how they feel when performing a task, to evaluate how they are doing, to think about their strengths and possible improvements.</p>
----------	--

Introduction to Activity 1

We will review the number of units and the estimated sessions in each of them. We will ask ourselves questions concerning the date and content we are viewing. Each person will need a different level of adaptation. In some cases we can use the appendix as is, whereas in others we may work with the person so as to develop a schedule with pictograms or more visual material.

At the start of each session, we must dedicate a few minutes to this topic. It is a simple activity encouraging the involvement of the person in the teaching process.

Each individual will have a record card or agenda and will write down or mark which unit-session we are going to each day.

Activity 1. My agenda and notepad


We instruct people at the beginning of each work session to place ourselves in time and to follow the content we are viewing. We will do it with simple questions, encouraging the answers to come from themselves and that they write down in the agenda or calendar the day we meet.



- What day is it today?
- What unit are we looking at?
- How many sessions does this unit have?
- How many sessions do we have left?

In order to summarize the units and number of sessions, we will provide the following material (Annex 1):

Nº SESIÓN	FECHA	UNIDAD 1	UNIDAD 2	UNIDAD 3	UNIDAD 4	UNIDAD 5	UNIDAD 6
1							
2							
3							
4							
5							
6							
7							
8							
9							
10							
11							
12							
13							
14							
15							
16							



The person can put the date with or without help, or have an adapted calendar in which he/she puts a cross to place him/herself in time. In this way, the person will put a cross or shade at the end of each work session. We will motivate you to use the agenda.

Introduction to Activity 2

We will explain to the group the importance of keeping track of what we are learning with its basic record which will help us to focus on the process and to detect the points where we should pay more attention.

At the end of each learning session, we will have an adapted register for the student to take a few minutes to ask the following questions:

- What have we learned in this session? The question will be asked as a group and conclusions will be drawn. Individually, the person will complete a follow-up questionnaire with the help of the educator.
- Did I understand the tasks?
- Did I pay attention?
- What has been my level of participation?
- Have I explained my opinion?
- What have been my strengths? What has been easy for me?
- What aspects can I improve?






Activity 2. I evaluate my learning

Material available in Annex 2.

NAME:	
UNIT:	



			
	BAD NOT PASSED	REGULAR IN PROCESS	FAIRLY WELL PASS
I HAVE UNDERSTOOD THE TASKS			
I HAVE PAID ATTENTION			
I HAVE PARTICIPATED			
I HAVE EXPRESSED MY OPINION			
WHAT HAVE BEEN MY STRENGTHS?			
HOW CAN I IMPROVE?			

ACTIVITY 1. Annex 1: Material for students. Printable sheet




SESION NUMBER	DATE	UNIT 1	UNIT 2	UNIT 3	UNIT 4	UNIT 5	UNIT 6
1							
2							
3							
4							
5							
6							
7							
8							
9							
10							
11							
12							
13							
14							
15							
16							



ACTIVITY 2. Annex 2: Material for students. Printable sheet

NAME:	
UNIT:	



		
BAD NOT PASSED	REGULAR IN PROCESS	FAIRLY WELL PASS
I HAVE UNDERSTOOD THE TASKS		
I HAVE PAID ATTENTION		
I HAVE PARTICIPATED		
I HAVE EXPRESSED MY OPINION		
WHAT HAVE BEEN MY STRENGTHS?		
HOW CAN I IMPROVE?		

2.3. Didactic unit 3: communication and social competences in the context of a self-management group

DIDACTIC UNIT 3

Communication and social skills in the context of self-advocacy groups

1. Pedagogical sheet

2. Exercises

Exercise 3.1. Communication and active listening.

ACTIVITY 1. Annex 1. Material for students to be printed and cut out.

ACTIVITY 2. Annex 2. Group material, teacher's use for printing.

Exercise 3.2. Being an assertive person.

Exercise 3.3. Improving my communication style and social skills.

ACTIVITY 1. Annex 3. Material for the group. Printing or projecting.

ACTIVITY 2. Annex 4. Printable material for student use.

UNIT 3. Communication and social skills in the context of self-advocacy groups

Contents	<ul style="list-style-type: none"> • What is communication and what elements are involved. • What we understand by verbal and non-verbal communication. • Active listening. • Communication styles. • Assertiveness. • How to improve my communication style.
Duration	3 sessions
Learning outcomes	<p>3.1. The PWID identifies the components of verbal and nonverbal communication.</p> <p>3.2. He/she is able to say no in an assertive manner.</p> <p>3.3. He/she is capable of applying active listening.</p> <p>3.4. He/she plans in its learning process two improvements to be achieved in communication and social skills.</p>
Unit description	<p>The objectives of this unit are to develop strategies for:</p> <p><i>Self-knowledge:</i></p> <ol style="list-style-type: none"> 1. Knowing yourself better: strengths and weaknesses. 2. Identifying needs for improvement and support. 3. Developing communication skills: active listening and assertive style. 4. Establishing goals and achievements.
Unit exercises	<p>3.1. Communication and active listening.</p> <p>3.2. Being an assertive person.</p> <p>3.3. Improving my communication style and social skills.</p>

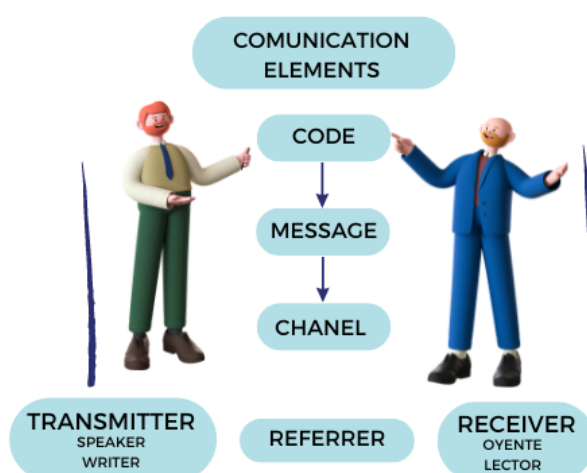
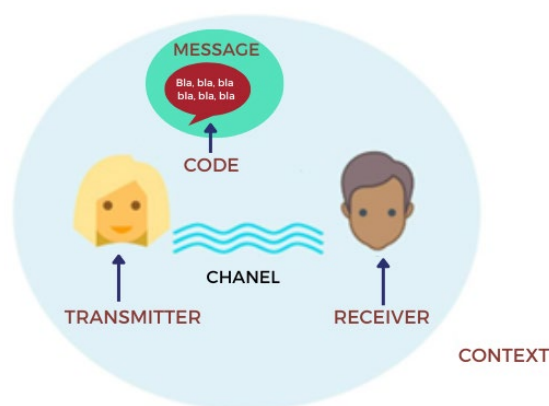
UNIT CONTENTS

1. What is communication?

Communication enables us to relate to each other, to express ourselves and to understand each other. We can communicate by speaking, by writing, by audio, by symbols, etc.

For this to be possible, the following **elements** are required:

- **Sender:** the person speaking or issuing the message.
- **Receiver:** the person receiving the message.
- **Message:** what you want to say.
- **Channel:** the means by which the message is transmitted. The most frequent are: telephone, letter, oral.
- **Code:** the language used, which can be verbal, non-verbal, symbols (with images or signs).
- **Context:** the environment in which we communicate. We express ourselves differently whether we are with friends or at work.



Communication is effective if people understand each other, when the speaker expresses him/herself well and the listener is willing to listen and understand.

2. Verbal and non-verbal components of communication.

When we speak, it is very important to consider what we say and how we say it. This refers to verbal and non-verbal communication.

In **verbal** communication **it is important** to use simple language appropriate to the situation.

In **non-verbal** communication **it is important** to: look into the eyes, position of the arms, facial gestures, have an appropriate tone and volume, show interest with the expression of the face and also with the posture. Non-verbal communication, if we use it well, greatly facilitates what we want to say.

These recommendations should be followed by both the sender (or speaker) and the receiver (or listener). The person listening must also be a good listener and show interest, as well as respecting the turn to speak, keeping his or her gaze, controlling his or her posture and movements.

Example: if we talk to a person looking at his cell phone all the time and he does not listen to us, we will feel bad.

WHY SOMETIMES COMMUNICATION IS NOT GOOD?:

- Because of not listening and not paying attention, sometimes we pretend to listen, but we are thinking about something else.
- For speaking too fast or in a language which the individual does not understand.
- Because there is a lot of noise.
- For interrupting each other.
- For not using the same language. Example: one person is deaf and only understands sign language and the other person does not know sign language.



Therefore, **communication is a two-way street:**

Summary:

When exposing something in a group we must take into account:

- Speaking clearly and simply.
- Using an appropriate tone of voice, pronouncing words well and pausing if necessary.
- Looking at the eyes and all the people in the group, making a kind of tour of everyone. In order to look at everything we can use the lighthouse technique by looking at all the people as if we were a common maritime lighthouse.

3. Active listening.

What should the listener (the receiver) do?

When we talk or discuss a topic, it is essential that everyone makes an effort to understand what the other person wants to say; if we all act in this way, when it is our turn to speak, we will also be heard and we will feel understood. Sometimes we will not agree with what the person is saying but without getting upset we will wait for our turn to speak.

Principles of Active Listening, TIPS TO BE KEPT IN MIND:

1. First of all, you must be willing to listen, and you must be willing to listen to the other party.
2. Pay attention to what you are saying and how you say it (gestures, intonation...).
3. Look into the eyes of the person who is speaking.
4. Show interest with our gestures and posture.
5. Do not interrupt and respect each other's turn to speak.
6. If you do not agree with what the person says, respect his or her opinion, we all have the right to an opinion. In this case, it is even a good idea to tell the person what we have understood to see if we have understood it correctly.
7. Occasionally nod your head or say yes indicating that you are listening. If you do not understand something, wait until I pause to ask or raise your hand.

Example 1:

Álvaro tells Martha that he went to the movies with his friends on Sunday and that he had a great time and tells her how funny the movie was. She looks him in the eye, nods her head by indicating that she is listening and smiles at him (the subject is pleasant).

Example 2:

Jaime tells the group that on Saturday he argued with his parents because they do not accept that he has a girlfriend and they didn't approve of him inviting her home for lunch. He is angry and sad. The group listens without interrupting, looks at him carefully and accompanies him with a gesture of concern because it is not a fun topic. When he is done talking we can give him some ideas about what he can do.

To better understand what the person means, we can ask ourselves the following questions:

What does the person mean?

Are we getting it?

Do I have to ask him to clarify something I didn't understand?

How do you feel: are you worried, sad or happy? We can help ourselves by imagining how we would feel if the same thing happened to us.

Exercise 3.1. Communication and active listening.

Activity 1. Identify the components of verbal and nonverbal communication.

Activity 2. Identify to which type of communication each of these actions corresponds.

Activity 3: "Applying Active Listening".

4. Communication Styles.

When relating to others, either to explain something, to express a feeling or to defend a position, we can do it in several ways. Some make us feel better than others. Every day we can observe people getting angry and speaking badly to others; we can also observe others saying things politely.

The communication styles just show us the ways in which a position can be defended so that we can observe the consequences of each one. If we use

We will describe the main **communication styles**:

1. **Passive style:** the person avoids expressing what he/she really thinks; he/she lets the group or others decide.

How will he or she feel? That he or she is not taken into account, and disgusted for keeping things quiet and not knowing how to defend her position.

Example: Mary wants money to go out to dinner. Her father declines and she shuts up and says nothing.

2. **Aggressive style:** the individual defends his position by getting upset or disrespecting others.

How will he or she feel? She feels bad because she has not been able to control herself and the others are upset with her.

Example: Mary wants money to go out to dinner. Her father tells her no and she starts yelling and locks herself in her room. She has not managed to get any money and feels bad because she has said mean things to her father.

3. **Assertive style:** the person expresses his opinion and defends his position without disrespect and being polite.

How will he or she feel: she feels satisfied with what she has said and others appreciate her sincerity and respect.

Example: Mary wants money to go out to dinner. Her father tells her no and she asks why; he explains that he has little money left to get through the week. She understands and asks if she can give her money for ice cream. He accepts and gives it to her.

5. Assertiveness

We have already seen what we mean when talking about an assertive communication style.

Assertiveness consists of:

"Speaking our minds and defending our position by saying things respectfully and thinking about how we would like to be said to ourselves".

Sometimes we do not do something and we do not know how to say it without upsetting the other person or making them angry. It is very important for us to learn to say NO and stand up for what we want. The other person may be upset but we must respect ourselves and say NO in the most polite way possible.

Exercise 3.2. Being assertive.

Activity 1. Acting out this role-playing situation

Activity 2. Acting out this role-playing scenario 2

6. How to improve my communication with other people

Everything we have seen in this unit makes us think about how we relate ourselves to others, how we defend our position, whether we know how to listen to the other or not and how to become more assertive.

The exercises help each person to assess the aspects to be improved/reduced in their communication and social skills.

Following activity 1, with the aspects that need to be improved, the individual sets an improvement objective, chooses at least one objective and how to achieve it. It is important that everything learned is put into practice for the next meeting.

Exercise 3.3. "I set a goal".

Activity 1. "Things to be improved".

Activity 2. I set goals.

Exercise 3.1.

Communication and active listening



Content

Instructions for the educator.

Introduction to activities 1, 2 and 3.

- Activity 1: Identify the components of verbal and nonverbal communication.
- Activity 2: Identify to which type of communication each of these actions corresponds.
- Activity 3: "Applying active listening".

Instructions for the educator

Quality of life dimension	Interpersonal relationships
LifeComp model subcompetencies	Social area: - Empathy - Communication - Collaboration
Duration	1 hour
Expected learning outcomes	3.1. The PWID identifies the components of verbal and nonverbal communication. 3.3 He/she is capable of listening actively.
Instructions for the educator	In this unit we will deal with the basic notions of communication, the main elements of communication and the difference between verbal and non-verbal communication. All of this by emphasizing the importance of developing these skills in a context of self-advocacy. The educator will use simple language and provide examples of day-to-day situations which will help us to understand the information.
Difficulty level	This exercise includes three activities with a progressive level of difficulty from one to the next. In the first one the person needs to identify situations and in the second one he/she has to put into practice what he/she has learned through a simulated role-playing situation.
Transfer	The educator will explain and encourage the students to apply what they have learned on a daily basis. Additionally, it will enable students to observe what changes occur when we communicate appropriately and listen actively.

Introduction to activities 1, 2, and 3.

In this unit we explain to the group the basic concepts and main elements of communication, the differences between verbal and non-verbal communication, as well as the concept of active listening.

The contents will be as follows:

1. What is communication and what elements are involved.
2. Verbal and non-verbal components of communication.
3. Active listening.

1. What is communication and what elements are involved.

Communication enables us to relate to each other, to express ourselves and to understand each other. We can communicate by speaking, by writing, by audio, by symbols, etc.

For this to be possible, the following elements are required:

Sender: the person speaking or issuing the message.

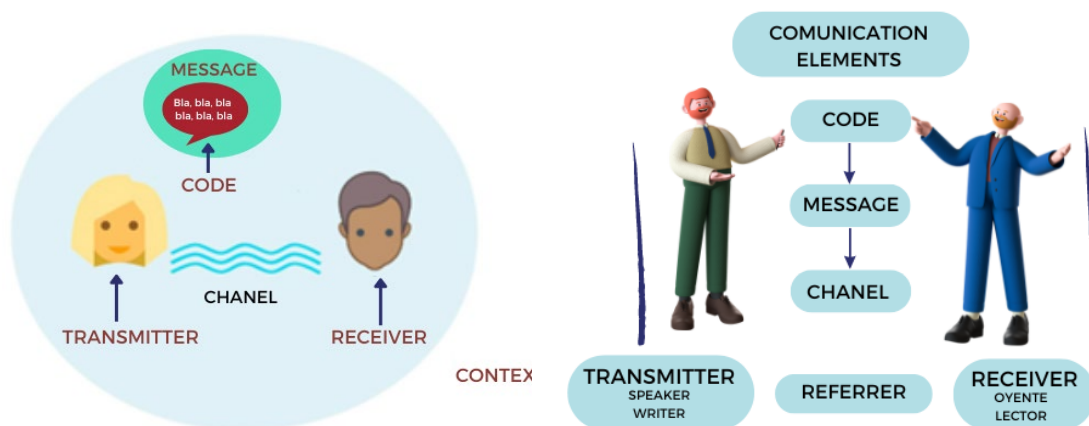
Receiver: the person receiving the message.

Message: what you want to say.

Channel: the means by which the message is transmitted. The most frequent are: telephone, letter, oral.

Code: the language used, which can be verbal, non-verbal, symbols (with images or signs)...

Context: the environment in which we communicate. We express ourselves differently whether we are with friends or at work.



Communication is effective if people understand each other, when the speaker expresses him/herself well and the listener is willing to listen and understand.

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When we speak, it is very important to consider what we say and how we say it. This refers to verbal and non-verbal communication.

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In **non-verbal** communication **it is important** to: look into the eyes, position of the arms, facial gestures, have an appropriate tone and volume, show interest with the expression of the face and also with the posture. Making good use of nonverbal communication greatly facilitates what we want to say.

These recommendations should be followed by both the sender (or speaker) and the receiver (or listener). The person listening must also be a good listener and show interest, as well as respecting the turn to speak, keeping his or her gaze, controlling his or her posture and movements.

Example: if we talk to a person looking at his cell phone all the time and he does not listen to us, we will feel bad.

WHY SOMETIMES COMMUNICATION IS NOT GOOD?

- Because of not listening and not paying attention. Sometimes we pretend to listen, but actually we are thinking about something else.
- For speaking too fast or in a language which the individual does not understand.
- Because there is a lot of noise.
- For interrupting each other.
- For not using the same language. **Example:** one person is deaf and only understands sign language and the other person does not know sign language.



Therefore, **communication is a two-way street:**

When exposing something in a group we must take into account:

- Speaking clearly and simply.
- Using an appropriate tone of voice, pronouncing words well and pausing if necessary.
- Looking at the eyes and all the people in the group, making a kind of tour of everyone. So as look at everyone, we can use the lighthouse technique by looking at all the people as if we were a lighthouse.

3. Active listening

What should the listener (the receiver) do?

When we talk or discuss a topic, it is essential that everyone makes an effort to understand what the other person wants to say; if we all act in this way, when it is our turn to speak, we will also be heard and we will feel understood. Sometimes we will not agree with what the person is saying but without getting upset we will wait for our turn to speak.

Tips to keep in mind in order to improve active listening:

1. First of all, you must be willing to listen, and you must be willing to listen to the other party.
2. Pay attention to what you are saying and how you say it (gestures, intonation...).
3. Look into the eyes of the person who is speaking.
4. Show interest with our gestures and posture.
5. Do not interrupt and respect each other's turn to speak.
6. If you do not agree with what the person says, respect his or her opinion, we all have the right to an opinion. In this case, it is even a good idea to tell the person what we have understood to see if we have understood it correctly.
7. Occasionally nod your head or say "yes" indicating that you are listening. If you do not understand something, wait until I pause to ask or raise your hand.

Example 1:

Álvaro tells Martha that he went to the movies with his friends on Sunday and that he had a great time and tells her how funny the movie was. She looks him in the eye, nods her head by indicating that she is listening and smiles at him (the subject is pleasant).

Example 2:

Jaime tells the group that on Saturday he argued with his parents because they do not accept that he has a girlfriend and they did not approve of him inviting her home for lunch. He is angry and sad. The group listens without interrupting, looks at him carefully and accompanies him with a gesture of concern because it is not a fun topic. When he is done talking we can give him some ideas about what he can do.

To better understand what the person means, we can ask ourselves the following questions:

What does the person mean?

Are we getting it?

Do I have to ask him to clarify something I did not understand?

How do you feel: are you worried, sad or happy? We can help ourselves by imagining how we would feel if the same thing happened to us.

Am I showing an active listening attitude?






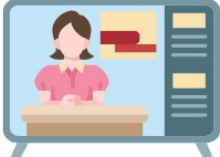





Activity 1. Identify the components of verbal and nonverbal communication.

The educator gives each person a card containing several images related to verbal and nonverbal communication. (See Annex 1)

Each person has to cut out each of the images and paste it in the corresponding column (verbal/non-verbal).

Finally, the results are presented and discussed as a group.

			VERBAL	NON VERBAL
				
				
				

Activity 2: Identify to which type of communication each of these actions corresponds:

In a group, the educator comments on each of the situations and notes down the correct answer indicated by the group, and if it is not the correct one, asks questions until the correct answer is reached (see Annex 2).

	VERBAL	NON VERBAL
WAVING		
SPEAKING BY USING ORAL LANGUAGE		
USING A SIMPLE LANGUAGE		
USING SIGN LANGUAGE		
READING A BOOK		
LOOKING INTO THE EYES		
TRAFFIC SIGNAL		








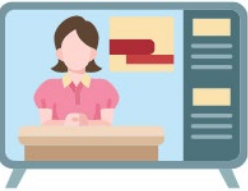



Activity 3: "Applying active listening"



In pairs, each person will tell something to his/her partner about the topic of his/her choice, for at least 2 minutes. The listener will practice the principles of active listening.

The others will observe without interrupting and then comment collectively on strengths and areas for improvement. We will avoid criticism which could generate discomfort.

ACTIVITY 1. Annex 1. Material for students, to be printed out and cut out

			VERBAL	NON VERBAL
				
				
				

ACTIVITY 2. Annex 2. Group material, teacher's use for printing.

	VERBAL	NON VERBAL
WAVING		
SPEAKING BY USING ORAL LANGUAGE		
USING A SIMPLE LANGUAGE		
USING SIGN LANGUAGE		
READING A BOOK		
LOOKING INTO THE EYES		
TRAFFIC SIGNAL		



Exercise 3.2.

Being an assertive person.



Content

Instructions for the educator.

Introduction to activities 1 and 2.

- Activity 1: Acting out this role-playing situation
- Activity 2: Acting out this role-playing scenario 2

Instructions for the educator

Quality of life dimension	Interpersonal relationships
LifeComp model subcompetencies	Social area: <ul style="list-style-type: none"> - Empathy - Communication - Collaboration Learning to learn: <ul style="list-style-type: none"> - Learning management
Duration	1.5 hours
Expected learning outcome	3.2. PWID is able to say no in an assertive manner.
Instructions for the educator	<p>In this unit we will deal with communication styles, describing each one of them and the repercussions that one or the other may have, highlighting the advantages of an assertive style in which the PWID is able to say NO to a proposal and also to defend his/her position while respecting the other person.</p> <p>The educator will use simple language and will give examples of day-to-day situations which will help us to understand the contents.</p> <p>This exercise includes two activities involving simulated role-playing situations. What is important is that the person directly observes an assertive style. We will not represent the passive and aggressive styles as this can be confusing. We will only simulate the appropriate style for the person to learn by rehearsal and modeling.</p>
Difficulty level	The difficulty level is medium. The educator must adapt to the level of understanding of the group and choose simpler situations for the simulations if the group requires it.
Transfer	The educator will explain and encourage the students to apply what they have learned on a daily basis. Additionally, it will encourage students to observe what changes occur when we communicate assertively.

Introduction to activities 1 and 2.

In this exercise we explain the following concepts to the group:

4. Communication styles
5. Assertiveness

4. Communication styles

When relating to others, either to explain something, to express a feeling or to defend a position, we can do it in several ways.

Some make us feel better than others.

Every day we can observe people getting angry and speaking badly to others; we can also observe others saying things politely.

Communication styles show us the different ways of defending a position or expressing an opinion.

We are going to describe the main communication styles and analyze the consequences that each of them can cause.

Main **communication styles**:

1. **Passive style**: the person **avoids** expressing what he/she really thinks; he/she lets the group or others decide.

How will he or she feel? That he or she is not taken into account, and disgusted for keeping things quiet and not knowing how to defend her position.

Example: Mary wants money to go out to dinner. Her father declines and she shuts up and says nothing.



2. **Aggressive style:** the individual defends his position by getting upset or disrespecting others.

How will he or she feel? She feels bad because she has not been able to control herself and the others are upset with her.

Example: John wants money to go out to dinner. His father says no and he starts yelling and locks himself in her room. He has not managed to get any money and feels bad because he has said mean things to her father.



3. **Assertive style:** the person expresses his opinion and defends his position without disrespect and being polite.

How will he feel?: he feels satisfied with what he has said and others appreciate his sincerity and respect.

Example: Irene wants money to go out to dinner. Her father tells her no and she asks why; he explains that he has little money left to get through the week. She understands and asks if she can give him money for ice cream. He accepts and gives it to her.



5. Assertiveness

We have already seen what we mean when talking about an assertive communication style.

Assertiveness consists of:

"Speaking our minds and defending our position by saying things respectfully and thinking about how we would like to be said to ourselves".

Sometimes we do not want to do something and we do not know how to say it without upsetting the other person. Some of us do not tell them so that they do not get angry.

It is very important for us to learn to say NO and defend your position. The other person may be upset but we must respect ourselves and say NO in the most polite way possible.

Activity 1. Acting out this role-playing situation

Mary goes to the bus stop on her way home and Álvaro wants to sit next to her, but she prefers to sit with Anne, as she wants to tell her some things. He does not know how to tell Álvaro so that he does not get upset. They are about to get on the bus and he tells her: "Álvaro, you are my friend and I am very comfortable with you, but today I am going to sit down with Anne because we need to talk about some things". Álvaro is a bit serious and María says "I will call you this afternoon and we will talk for a while".

To be considered:

- We prepare the scene for a few minutes and rehearse what each person has to say (one person will play the role of Álvaro and another the role of Mary, others can be passengers on the bus) the others observe to offer feedback.
- It is important that the correct form is represented, without adopting a passive or aggressive attitude.
- In the end we will spend a few minutes to evaluate improvements. If a passive and/or aggressive style has been used, we will practice until we get it right.



Activity 2: Acting out this role-playing scenario 2

Angel likes Anne, he wants to go out with her. He waits for her at the door of work and asks if he can walk her home to talk for a while. She tells him yes, she appreciates Angel as a co-worker and likes him as a friend. On the way home he tells her that he has special feelings for her and would like to go out with her; she does not know what to say, she wants to say NO but does not know how to say it so as not to offend him. She thinks for a while before answering and says:

"Angel I really appreciate you as a friend and I feel very good with you, but I do NOT like you as a boyfriend, I do not want to go out with you". She also tells him: you have very good things and I am sure you will find the right person.

Angel is saddened, but understands that he cannot force Anne to go out with him. When he gets over it they can surely stay friends because neither of them has been nasty to the other.

To be considered:

- They will prepare the scene for a few minutes, rehearsing each one until they get it right. The appropriate style is then represented. The rest of the group observes for later feedback.



Exercise 3.3.

Improving my communication style and social skills



Content

Instructions for the educator.

Introduction to activities 1 and 2.

- Activity 1: "Things to improve".
- Activity 2: I set goals.

Instructions for the educator

Quality of life dimension	Interpersonal relationships
LifeComp model subcompetencies	Social area: <ul style="list-style-type: none"> - Empathy - Communication - Collaboration Learning to learn: <ul style="list-style-type: none"> - Learning management
Duration	1.5 hours
Expected learning outcome	3.4. PWID plans in its learning process an improvement in communication and social skills.
Instructions for the educator	In this unit we will review the contents and objectives of the previous exercises. The individual is expected to put into practice what he/she has learned and set a goal to improve his/her communication style. The educator will use simple language and will give examples of day-to-day situations which will help us to understand the contents.
Difficulty level	<p>The individual improvement objective will be adapted to the needs of each person, for some it will be something very basic, such as waiting for a turn to speak, and for others it may be more complex objectives such as defending a position without disturbing the other person.</p> <p>The exercise consists of 2 activities, one of which reviews behaviors to increase or reduce that would improve the communication style. In the second activity, the person sets a goal. Depending on the support needed, it can be completed in writing, with drawings or by cutting out pictograms or photos.</p>
Transfer	The educator will explain and motivate the implementation of what has been learned in this unit and will encourage everyone to make an effort to achieve the improvement objective that has been set.

Introduction to activities 1 and 2.

In this unit we explain to the group the basic concepts of communication, the main elements, verbal and non-verbal communication. The contents will be as follows:

How to improve my communication with other people

Everything we have seen in this unit makes us think about how we relate ourselves to others, how we defend our position, whether we know how to listen to the other or not and how to become more assertive.

We ask about situations and examples that everyone wants to tell about the different styles; we also ask about how the person could have acted to feel better.

Activity 1. "Things to be improved".

We will make two lists. The first one with the habits and attitudes which we can improve and the second one with those which we can reduce or eliminate. Here are some examples. We can add some other things.

Once the list has been reviewed, the person with an intellectual disability will decide and mark at least one change to improve and/or reduce that is favorable to his or her communication style.

Use Annex 3 so as to carry out this activity.



Activity 2. I set goals

Following on from the previous activity, we encourage the person to create an index card indicating a goal for improvement in terms of the content of this unit. (See Annex 4)

I SET GOALS	
NAME	
DATE	
I COMMIT MYSELF TO IMPROVE IN	



ACTIVITY 1. Annex 3. Material for the group. Printing or projecting

THINGS TO IMPROVE		THINGS TO REDUCE	
STRIVING TO UNDERSTAND WHAT THE OTHER PERSON WANTS TO SAY		INTERRUPTING WHEN THE OTHER PERSON IS SPEAKING	
LOOKING IN THE EYES AND WHEN SPEAKING IN A GROUP USE THE LIGHTHOUSE TECHNIQUE.		LOOKING AT MY MOBILE WHEN THEY ARE TALKING TO ME	
RESPECTING THE OTHER PERSON'S OPINION, EVEN IF HE/SHE DOES NOT AGREE WITH IT		GET UPSET WHEN THEY DO NOT AGREE WITH ME	
SAYING THINGS CALMLY		BEING ANGRY IN DEFENDING MY POSITION	
DEFENDING MY POSITION WITHOUT GETTING ANGRY		REMAINING SILENT WITHOUT SPEAKING MY MIND	

ACTIVITY 2. Annex 4. Printable material for student use.

I SET GOALS	
NAME	
DATE	
I COMMIT MYSELF TO IMPROVE IN	

2.4. Didactic unit 4: self-regulation

UNIT 4

Self-regulation

Pedagogical sheet

Exercises

Exercise 4.1. Getting to know me.

ACTIVITY 2. Annex 1. Printable material for students

Exercise 4.2. My supports

ACTIVITY 1. Annex 2. Printable material for students.

Exercise 4.3. Achieving my goal.

INTRODUCTORY ACTIVITY. Annex 3. Material for printing and projecting.

ACTIVITIES 1, 2 or 3. Annex 4.

ACTIVITIES 1, 2 or 3. Annex 5.

Exercise 4.4. Emotions

ACTIVITY 1 and 5.1. Annex 6. Printable material for students.

ACTIVITY 2. Annex 7. Printable material for students.

ACTIVITY 3. Annex 8. Material for printing or projecting.

ACTIVITY 4.1. Annex 9. Material for printing or projecting.

ACTIVITIES 4.3 and 5.2. Annex 10. Material for printing or projecting.

Exercise 4.5. Self-instructions.

UNIT 4. Self-regulation

Contents	<ul style="list-style-type: none"> • How to identify our strengths and weaknesses. • What is a support. When and how to apply. • Meichenbaum's self-instructional training as a method for guiding thinking when doing a task. • Strategies for awareness of capabilities, abilities, limitations and support needs. • The three components of the response to situations: thoughts, feelings and behaviors, which produce discomfort or well-being.
Duration	5 sessions:
Learning outcomes	<p>4.1. The PWDI describes their strengths, abilities and limitations in an exercise of self-awareness.</p> <p>4.2. He/she identifies support needs to achieve its objectives.</p> <p>4.3. He/she knows how to ask for support to achieve their goals.</p> <p>4.4. He/she identifies the 3 components of response to situations producing discomfort and well-being.</p> <p>4.5. He/she verbalizes and applies basic self-instructional guidance when faced with an unfamiliar task.</p> <p>4.6. He/she improves their emotional control and management strategies.</p>
Unit description	<p>The objectives of this unit are to develop strategies for:</p> <ol style="list-style-type: none"> 1. <i>Self-regulation:</i> <ul style="list-style-type: none"> • Becoming aware of thoughts, emotions and behaviors. • Acquiring emotional management skills: what can I do if something worries me a lot, if something upsets me or overwhelms me. What can and cannot be shared with the group. • Giving importance to emotional well-being, self-care, a healthy and sustainable lifestyle. • Adjusting behavior according to results as well as actions to changes. • Developing the ability to adapt to new situations. 2. <i>Self-awareness:</i> <ul style="list-style-type: none"> • To become aware of one's own abilities and limitations. • Becoming aware of the supports the person needs to overcome limitations. • Acquire skills to manage support. • Learn to plan tasks to achieve personal objectives.
Unit exercises	<p>4.1. Getting to know me.</p> <p>4.2. My supports.</p> <p>4.3. Achieving my goal.</p> <p>4.4. Emotions.</p> <p>4.5. Self-instructions.</p>

UNIT CONTENTS

STRENGTHS AND WEAKNESSES OF EACH PERSON

We all have things we are better at and things we are worse at. These can be part of our way of being, such as being responsible, hardworking, caring; and they can also refer to things we are skilled at: making a meal, drawing, crafting, etc.

It is important that we know ourselves and know what we are best at and what things we are not so good at, thus we can improve. If I recognize my strengths, my self-esteem will rise, the idea I have of myself will rise, and I will feel more confident to do things.

Sometimes we are too focused on the things going wrong or on our weaknesses, this causes us to block or not want to move forward, avoiding the situations going wrong.

When we know both sides, the strong and the weak, we can use the strengths to overcome the ones we do not do well. It will help us to know what we need to improve and what we do well.

Activity 1. Strengths and weaknesses.

Activity 2. Self-assessment: How am I doing?

SUPPORTS

Most people need help to do some things. Supports are everything I need to do the things I do not do well on my own.

The supports can be:

- People: a professional, a friend, a family member, a colleague or oneself by changing one's attitude or striving for achievement.
- Technology: a computer, a cell phone or a work tool.
- Technical aids: a wheelchair, adapted cutlery or a crutch.
- Services: a center, sports facilities or transportation

When we talk about the supports which a person needs, we classify them according to the need of the person in the following way:

- Intermittent: needed from time to time.
- Limited: needed in some area more frequently.
- Extensive: needed quite frequently or always for several areas.
- Generalized: they are needed on a continuous basis in several areas, and all of them are.

Activity 1: Assesses support needs and how to request them.

Activity 2: I put into practice what I have learned.

EMOTIONS

An emotion is something we feel. When things happen to us we have emotions.

For example:

- If we find a dear friend, we rejoice. Emotion is joy.
- If someone treats us badly, we get angry. The emotion is anger or rage.

There are emotions which make us feel good and others which make us feel bad. Sometimes emotions are so intense that they prevent us from behaving well.

For example, if the rage is very intense, we may attack someone.

If the sadness is very intense, we may even stay at home without seeing anyone.

It is important to learn to manage emotions so they help us to behave better.

When we feel an emotion, we have:

- thoughts;
- sensations in our body;
- behaviors

When we have positive thoughts and our feelings are pleasant, we have emotions making us feel good. That is why it is important to learn to change our negative thoughts for positive ones and to learn to calm our feelings.

To manage our emotions we need to learn to:

- Recognize our emotions
- Think good to feel good
- Calm the body

Activity 1: What emotion I feel

Activity 2: Think good to feel good

Activity 3: Calm the body

Activity 4: Help Mark manage his emotions

ACHIEVING OBJECTIVES

Very often we can do so many activities because we have skills for it and we have done them many times.

But sometimes we realize that we do not know how to do some of the ones we would like to do.

In this case, it is important that we know what skills we need to learn in order to achieve what we want to do.

It is important that we know what our skills are to be sure of what we can do well.

But it is also important to know our difficulties in order to overcome them and learn new skills.

It is important to remember that we cannot learn many skills on our own, we need someone else to teach us, so it is also important to learn to ask for help.

To achieve objectives we need to know:

- What skills we do or do not have.
- What we need to learn.
- What support we need to help you achieve your goals.
- How to make a plan that takes into account what we need to learn and what supports we need to achieve the goal.

Introductory activity: Follow these steps in order to realize what you need to know to reach your goal.

Activity 1: Prepare your sports bag.

Difficulty: concrete.

Activity 2: Register with employment services

Difficulty: moderately complex.

Activity 3: Participate in elections as a voter.

Difficulty: abstract.

SELF-INSTRUCTIONS

Self-instructions consist of verbalizations which the person provides to him/herself in order to cope with a task or to substitute negative thoughts with others helping to solve or to feel wellbeing. It can also be applied to cope with aversive situations.

Self-instructional training is a technique described by Meichenbaum in the 1970s. The individual has to learn steps to cope with the task and to calm down, as well as to learn to reinforce him/herself after small advances. Self-instruction training applied to people with intellectual disabilities has been shown in previous studies to be effective in promoting adaptive behaviors and reducing maladaptive behaviors (Benson *et al.*, 1986; Verdugo, 1984; Whitaker, 2001).

According to Verdugo (1984), the use of this technique requires the person to have a certain level of linguistic development.

Next, we will talk about the objectives of self-instructions, the phases with which self-instructions training is performed, what is the effectiveness rate and finally when the application of this self-instructions training is recommended.

What are the objectives of self-instructions?

- To encourage self-regulation of behavior.
- To increase belief and self-confidence in one's effectiveness.
- To modify the person's internal dialogue so that it does not interfere when faced with a task or conflict.

How are self-instructions trained?

During the whole process the two most important figures are the person who acts as a model and the observer, in this case the person with ID. The trainer must be aware that this process will take place throughout the course and in subsequent meetings; therefore, the trainer and subsequent facilitator in the self-management groups must have a confrontational attitude towards the task serving as a model for the clients.

The self-instruction training consists of 5 phases:

1. Cognitive modeling.
2. Participant modeling.
3. Self-instructions aloud.
4. Self-instructions in a low voice.
5. Covert self-instructions.

Activity 1: Let's make a puzzle.

Activity 2: "Mary faced with a task unfamiliar to her".

Exercise 4.1.

Getting to know me



Content

Instructions for the educator.

Introduction to activities 1 and 2.

- Activity 1: Strengths and weaknesses
- Activity 2: Self-assessment: How am I doing?

Instructions for the educator

Quality of life dimension	Emotional well-being Personal development
LifeComp model subcompetencies	Personal area: Self-regulation
Duration	1 hour.
Expected learning outcome	4.1. The PWID describes their strengths, abilities and limitations in an exercise of self-awareness.
Instructions for the educator	<p>In this exercise the person has to identify his/her strengths and weaknesses. Each person has certain strengths that must be recognized and valued, and must also recognize what things they are not good at or need to improve, as well as their attitudes and way of being.</p> <p>The educator will be assisted by examples and activities. The trainer explains and asks each one of the questions, inviting all the students to participate and express which things of their personality they value as positive and which ones they do not, as well as the skills.</p> <p>It has to be explained in a very basic way, at a level understandable by the group, with the help of pictograms or images.</p> <p>Always keep the bridge (transfer) in mind so customers can understand that they can use the strategy in different and future situations.</p> <p>Use a mediational teaching style (think together, do not give answers immediately ...).</p> <p>Educators will be invited to be creative and to develop and/or use tools helping make the choice and decision process more concrete and visible (see examples in the activities below).</p>
Difficulty level	This self-knowledge exercise includes two activities. The level of difficulty will depend on the explanations of the educator. When describing strengths and weaknesses we will not adapt to the degree of understanding of the person, just as when assessing oneself we can substitute What do you like about yourself? What would you like to change or improve? It is easier to assimilate the contents with examples.
Transfer	<p>It is very important to motivate and encourage participants to put into practice what they have learned in their daily lives. The examples to be used can be those appearing in the exercises or situations encountered by individuals.</p> <p>The objective is that the skills acquired are gradually generalized to the person's daily functioning. We encourage people to implement the improvement objective chosen as part of activity 2.</p>

Introduction to activities 1 and 2

Strengths and weaknesses of each person.

We all have things we are better at and things we are worse at. These can be part of our way of being, such as being responsible, hardworking, caring; and they can also refer to things we are skilled at: making a meal, drawing, crafting, etc.

It is important that we know ourselves and know what we are best at and what things we are not so good at, thus we can improve. If I recognize my strengths, my self-esteem will rise, the idea I have of myself will rise, and I will feel more confident to do things.

Sometimes we are too focused on the things going wrong or on our weaknesses, this causes us to block or not want to move forward, avoiding the situations going wrong.

When we know both sides, the strong and the weak, we can use the strengths to overcome the ones we do not do well. It will help us to know what we need to improve and what we do well.

What do I have to do to know this?

Activity 1. Strengths and weaknesses

The educator explains and asks each one of the questions, inviting each person to participate and express what things of his/her personality he/she values as positive and what things he/she does not value, as well as the skills.



1. Answer the following questions:

Which are the strengths of your personality, i.e., what are the good things about the way you are? Sometimes we are helped by what others tell us about ourselves.

Examples of strengths: I am affectionate, cheerful, sociable, attentive, good companion,

Which are the weak points of your personality, e.g., what are the things you dislike about the way you are?

Examples of weaknesses: I get angry quickly, I am very nervous...

What are the strengths of your skills, i.e., what do you do well?



Examples of strengths of your skills: telling jokes, tasks requiring a lot of patience, painting pictures...

What are the weak points of your skills, e.g., what are you not good at?

Examples of weak points of your skills: reading and writing, doing puzzles, cooking...

In your daily tasks, whether at work, school or home, what are you best at? What are you worst at?

Examples:

- What I am worst at is sitting jobs.
- What I am best at is working in the garden, gardening...



2. What can we do to improve the weak points?

We let each person express what can be done and we write down each idea coming up by using the brainstorming technique, without making any value judgment. It is important to come up with ideas such as the following recommendations:

It depends on the person and what needs to be improved, but it is generally advisable:

- Be realistic and know what I can do on my own and what I need help with.
- To think that I can achieve changes, that is, to have a positive attitude.
- To dedicate a little time to it, to propose it to myself.
- Appreciate every small step you do well. This is called "self-reinforcement".

Activity 2: Self-assessment: How am I doing?




			
	Well	Regular	Wrong
I AM A HARD WORKER			
I AM AN EDUCATED PERSON			
I HAVE FRIENDS AND I AM COMFORTABLE WITH THEM			
I SPEAK MY MIND CALMLY			
THE OTHERS APPRECIATE ME			
I AM A LOVING PERSON			
I ADAPT TO CHANGES			
I AM EAGER TO LEARN			
I MANAGE MY TIME WELL			
I TELL MYSELF POSITIVE THINGS			

Table available in Annex 1. Once we know our strengths and weaknesses, we can make a resolution to change: I set myself some objectives.

What can I do to improve the weak points?

It depends on the person and what needs to be improved, but in general, it is advisable:

- Be realistic and know what I can do on my own and what I need help with.
- To think that I can achieve changes, that is, to have a positive attitude.
- Dedicate a little time to it, propose it to myself.
- Appreciate every small step you do well.

ACTIVITY 2. Annex 1. Printable material for students

			
	Well	Regular	Wrong
I AM A HARD WORKER			
I AM AN EDUCATED PERSON			
I HAVE FRIENDS AND I AM COMFORTABLE WITH THEM			
I SPEAK MY MIND CALMLY			
THE OTHERS APPRECIATE ME			
I AM A LOVING PERSON			
I ADAPT TO CHANGES			
I AM EAGER TO LEARN			
I MANAGE MY TIME WELL			
I TELL MYSELF POSITIVE THINGS			

Exercise 4.2.

My supports



Content

Instructions for the educator.

Introduction to activities 1 and 2.

- Activity 1: Assesses support needs and how to request them.
- Activity 2: I put into practice what I have learned.

Instructions for the educator

Quality of life dimension	Emotional well being Personal development
LifeComp model subcompetencies	Personal area: Self-regulation
Duration	1 hour each activity
Expected learning outcome	4.2. He/she identifies support needs to achieve its objectives. 4.3. He/she knows how to ask for support to achieve their goals.
Instructions for the educator	<p>In this exercise we explain what support is, when and how to apply for it. It is important for the person to understand that supports arise from the real need of the PWID, and we should only ask for it if we cannot do something on our own. Autonomy and self-confidence must be encouraged. It is normal to make mistakes and learn from them.</p> <p>Based on the list of strengths and weaknesses, the person, with the help of the educator if necessary, he/she identifies what support needs he/she has, what type of support he/she needs and how he/she can get it.</p> <p>He/she always take into account the bridge (transfer), so customers can understand which they can use the strategy in different and future situations. He/she uses a mediational teaching style (think together, do not give answers immediately...). Educators will be invited to be creative and to develop and/or use tools helping to make the choice and decision process more concrete and visible (see examples in the activities below).</p>
Difficulty level	<p>This self-knowledge exercise includes two activities. The level of difficulty will depend on the explanations of the educator.</p> <p>It is a continuation of exercise 4.1. because on the list of strengths and weaknesses in activity 1 of this exercise we assessed the needs for support, the types of support and how to ask for them.</p> <p>In activity 2, starting from an example, and depending on the time, we can explain the situation or represent it with a role-playing, in which the protagonist represents the appropriate response after thinking about the possible solutions.</p> <p>Both activities are done in groups.</p>
Transfer	<p>It is very important to motivate and encourage participants to put into practice what they have learned in their daily lives. The examples to be used can be those appearing in the exercises or situations encountered by individuals.</p> <p>The objective is that the skills acquired are gradually generalized to the person's daily functioning. We encourage people to implement the improvement objective chosen as part of activity 2.</p>

Introduction to activities 1 and 2

The supports:

Most people need help to do some things. Supports are everything I need to do the things I do not do well on my own.

The supports can be:

- **People:** a professional, a friend, a family member, a colleague, oneself by changing one's attitude or striving for achievement.
- **Technology:** a computer, a cell phone or a work tool.
- **Technical aids:** a wheelchair, adapted cutlery or a crutch.
- **Services:** a center, sports facilities or transportation.



Let's think of examples of situations or things we are not good at and assess whether we need support, and what kind.

Examples: Let's think of examples of situations or things we are bad at and assess whether we need support, and what kind of support: before indicating the type of support we will ask the group so that the answers come from the group.

NEEDS	
The person cannot read or write.	He/she needs to be told things by speaking or with the help of pictograms.
He/she does not know how to handle money.	He/she may need the help of another person for major purchases or may use a credit card to make a purchase.
He/she has difficulty managing his time, flies by and is late everywhere.	He/she wears a watch that he knows how to understand and with alarms reminding him what to do.
He/she cannot cook.	With the help of another person he/she can learn to do simple things and even more complex ones.
He/she does not wait for his turn to speak.	He/she learns that before speaking, he/she has to check if the other person has finished.
He/she is easily altered.	With the help of a professional he/she can learn how to breathe and control the alteration
He/she cannot speak.	He/she uses an alternative communication system: he/she carries a communication board.

When talking about the supports which an individual requires, we classify them according to the person's need in the following way:

- **Intermittent:** needed from time to time.
- **Limited:** needed in some area more frequently.
- **Extensive:** needed quite frequently or always for several areas.
- **Generalized:** they are needed on a continuous basis in several areas, and all of them are.



Now we are going to carry out the exercise about our limitations and support needs.

Activity 1. Assess support needs and how to request them

Do we know how to ask for support to achieve our goals?

With the list of weaknesses or limitations from exercise 4.1, we will make an assessment of whether we need support and what type of support.





What do we want to change and improve?

Sometimes the person knows that he/she needs help, but does not ask for it, it may be because of embarrassment, he/she does not want to be noticed that he/she does not know. In view of this, we should think that everyone needs help for something, and it is more important to improve than what the other person thinks.

Please note:

- Just because you need support does not mean you are worth less than someone else.
- There are supports considered as a right, we all have the right to have a good quality of life.
- It is important to overcome shame as it keeps me from moving forward.

Assesses support needs and how to request them (available in Annex 2).

WEAK POINTS	I NEED SUPPORT YES OR NO	WHAT KIND?			
					
		SUPPORT FROM PEOPLE	TECHNOLOGY SUPPORT	TECHNICAL SUPPORT	SERVICE SUPPORT

Once we have a list of our limitations, we assess whether the person can change on his/her own or needs support and what type of help.

From the list of weaknesses, each person decides what he/she wants to improve and how to ask for it.

Activity 2: I put into practice what I have learned.

Situation: role-playing. Depending on the time we have available, we can act out the situation or comment on it. What is important is that we emphasize needs and when support is needed and when it is not. It is essential to promote autonomy, support only if necessary and only for the time necessary.

"Álvaro is on the bus and realizes he has missed the stop, he does not know whether he has to get off at the next one or what to do".

- What can Álvaro do?
- Does he know how to resolve the situation on his own?
- Does he need help? Of what type





He decides to calm down and think for a while, he is in a safe place, because the driver who is responsible for the route is on the bus. In addition, he has his cell phone on him. As Álvaro has never taken this route, he decides that he cannot solve the situation by himself and needs help. He concludes that it is advisable to ask the driver. The driver asks him where he was supposed to get off and tells him not to worry because the bus, after making the complete route, returns to the same point where Álvaro was supposed to get off. Álvaro sits in a seat close to the driver to be more aware of the stop. As he will be late to the center, he telephones and tells what has happened to him. Another person will represent the center's administrative staff, telling them not to worry and thanking them for the warning.

When he gets off the bus at the appropriate stop, Álvaro feels satisfied that he has resolved the situation with the driver's help.

Example: About Álvaro's story, analyze his limitations and support needs.

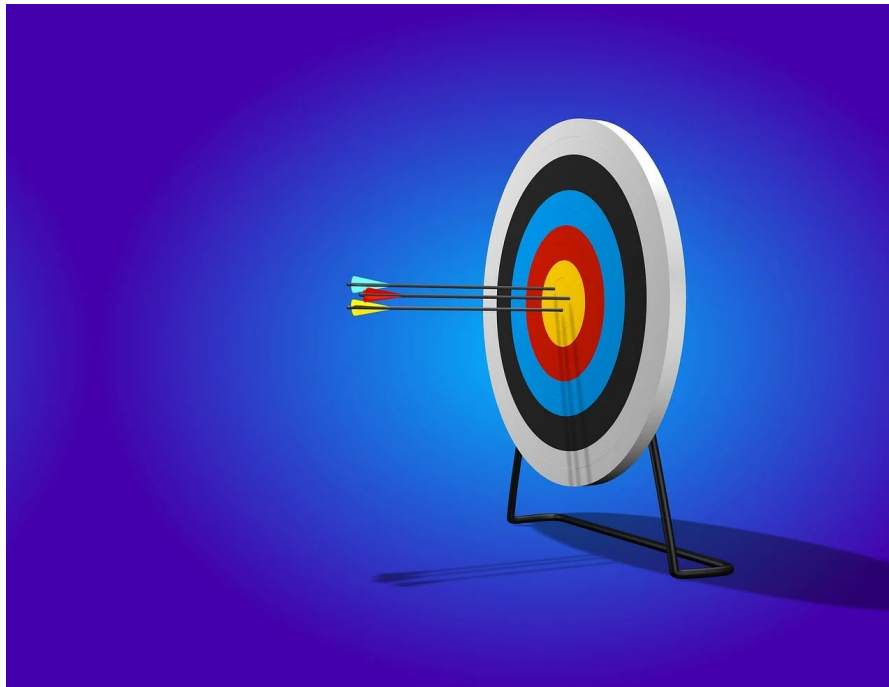


ACTIVITY 1. Annex 2. Printable material for students

WEAK POINTS	I NEED SUPPORT YES OR NO	WHAT KIND?			
			 <small>¡¡oocomunico</small>		
		SUPPORT FROM PEOPLE	TECHNOLOGY SUPPORT	TECHNICAL SUPPORT	SERVICE SUPPORT

Exercise 4.3.

Achieving my goal



Content

Instructions for the educator.

Introduction to activities 1 and 2.

- Activity 1: Prepare the sports bag.
- Activity 2: Register with employment services.
- Activity 3: Participate in elections as a voter.

Instructions for the educator

Quality of life dimension	Emotional well-being Personal development
LifeComp model subcompetencies	Personal area: - Self-regulation
Duration	1 hour each activity
Expected learning outcomes	4.1 The PWID describes their strengths, abilities and limitations in an exercise of self-awareness. 4.2. He/she identifies support needs to achieve its objectives. 4.3. He/she knows how to ask for support to achieve their goals.
Instructions for the educator	Exercises are performed with a single PWID, so that he/she is aware of his/her capabilities and support needs. When teaching the steps to learn about skills and limitations, make sure that the PWID are familiar with the context/content, as this exercise focuses on the process; the content may not be a challenge for the client. You will find examples of activities, but you will be invited to adapt the content to them, as well as the tools. Always keep in mind the bridge (transfer) so they can understand that they can use the strategy in different and future situations. Use a mediational teaching style (think together, do not give answers immediately...). Educators will be invited to be creative and to develop and/or use tools helping to make the choice and decision process more concrete and visible (see examples in the activities below).
Difficulty level	This exercise includes three activities, different in level of abstraction and/or complexity. The teaching staff will need to develop more activities: a set will vary according to the level of abstraction (concrete vs. abstract).
Transfer	The educator invites the PWID to think of situations in which they had to learn something new. "Can you think of activities where you need help to perform them successfully? Does he think about your job? And at home? And during your free time? Did you realize how easy it was for you? "Did you realize what you needed to learn? "Next time we are going to practice knowing our strengths and our limitations. I will leave you with some homework: either later today or tomorrow, you will probably have a moment when you will be aware of what you find easy and what you find difficult. When you return to this course, I will ask you when you needed help doing something and I will ask you to tell me about it".

Introductory activity: ACHIEVING MY GOAL

Very often we can do many activities because we have the skills to do them and we have done them many times.

But sometimes we find that we do not know how to do some activities we would like to do. In this case, it is important that we know what skills we need to learn to get to do what we want to do.

It is important that we know what our skills are to be sure of what we can do well.

But it is also important to know our difficulties in order to overcome them and learn new skills.

It is important to remember that we cannot learn many skills on our own, we need someone else to teach us, so it is also important to learn to ask for help.






In these exercises you will know:

What skills do you have or not?

What do you need to learn?

What support do you need to achieve your goals?

**FOLLOW THESE STEPS TO FIND OUT WHAT YOU NEED TO KNOW
TO REACH YOUR GOAL**

I CHOOSE WHAT I WANT TO DO OR LEARN	
I MAKE A LIST OF THE TASKS WHICH I NEED TO REACH MY GOAL	
I CHECK WHAT I KNOW HOW TO DO AND WHAT I DO NOT KNOW HOW TO DO	
I MAKE A LIST OF WHAT I NEED TO LEARN	
I AM LOOKING FOR SUPPORT TO LEARN	

(Available in Annex 3)

Situation: Taking the bus to work.

Mary wants to go to work alone because she would like to be more independent. She needs to take the bus to work and wonders if she is capable enough to do it alone.

"What does Mary need to know if she wants to go to work by bus?"

1. I CHOOSE WHAT I WANT TO DO OR LEARN

OBJECTIVE: TO TAKE THE BUS TO WORK



2. I LIST THE TASKS

OBJECTIVE: TO TAKE THE BUS TO WORK				
TASKS				
To use the bus card				
To count the money I need				
To know the route from my home to the bus stop.				
To recognize the bus stop to catch the bus				
To know at which stop I have to get off				
To know the route from the bus stop to my work center				



3. REVIEW "WHAT I AM ABLE TO DO"/"WHAT I AM NOT ABLE TO DO".

OBJECTIVE: TO TAKE THE BUS TO WORK		
TASKS	Capabilities	I am able to
Use the bus card	I know how to read	Yes
How to count the money I need	Manage money	Yes
How to know the route from my home to the bus stop.	I orient myself in space	No
How to recognize the bus stop to catch the bus	I know how to read	Yes
I know which stop I have to get off	I know how to read	Yes
To know the route from the bus stop to my work center	I orient myself in space	No

4. LIST WHAT I AM CAPABLE OF DOING

OBJECTIVE: TO TAKE THE BUS TO WORK			
TASKS	Capabilities	I am able to	I need to learn
Use the bus card	I know how to read	Yes	
How to count the money I need	Manage money	Yes	
How to know the route from my home to the bus stop.	I orient myself in space	No	Which are the streets I should take to the bus-stop
How to recognize the bus stop to catch the bus	I know how to read	Yes	What is the name of the stop
I know which stop I have to get off	I know how to read	Yes	What is the name of the stop
To know the route from the bus stop to my work center	I orient myself in space	No	I learn which streets to take to my work center

5. LIST THE SUPPORTS YOU NEED

OBJECTIVE: TO TAKE THE BUS TO WORK					
TASKS	Capabilities	I am able to	I need to learn	Support	Support person
Use the bus card	I know how to read	Yes			
How to count the money I need	Manage money	Yes			
How to know the route from my home to the bus stop.	I orient myself in space	No	Which are the streets I have to walk to the bus stop	To be accompanied by someone To repeat the route several times To repeat the route on my own	My sister
How to recognize the bus stop to catch the bus	I know how to read	Yes	What is the name of the stop	To memorize the name of the stop	
I know which stop I have to get off	I know how to read	Yes	What is the name of the stop	To memorize the name of the stop	
To know the route from the bus stop to my work center	I orient myself in space	No	I learn which streets to take to my work center	To be accompanied by someone To repeat the route several times To repeat the route on my own	My sister

THIS IS MARY'S PLAN

Activity 1: PREPARE YOUR SPORTS BAG

Difficulty: concrete

Instructions for the educator: The tables required for this activity are included in annexes 4 and 5 to be used as worksheets.

Alex has sports activities every Tuesday. On Monday afternoon, you have to prepare the bag with everything you need for sports: clothes, shoes, toiletries, etc. He often realizes that when he gets to class he has forgotten things at home and gets upset. Alex wants to prepare the bag without help in order to be more independent.

- How can Alex be aware of his capabilities and difficulties in preparing his sports bag?
- How can Alex be aware of the supports he needs?
- Who does Alex choose as a support person?

Activity 2: REGISTER WITH EMPLOYMENT SERVICES

Difficulty: moderately complex.

Instructions for the educator: The tables required for this activity are included in annexes 4 and 5 to be used as worksheets.

Juan has been attending the occupational center for five years. He has learned a lot about gardening. In addition, he is trained and has basic computer skills. Juan would like to find a job, so he has decided to register as a job seeker, but he is not sure if he is capable.

- How can Juan be aware of his capabilities and difficulties in registering as a job seeker?
- How can Juan be aware of the supports he needs?
- Who does Juan choose as his support person?

Activity 3: PARTICIPATE IN ELECTIONS AS A VOTER






Difficulty: abstract.

Instructions for the educator: The tables required for this activity are included in annexes 4 and 5 to be used as worksheets.

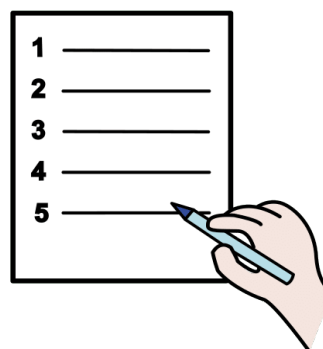
Ana has already reached the age to vote in the elections. This is her first time participating and she wonders if she is able to understand the process and follow all the steps. Ana would like to have a good understanding of the process and when the day comes she will be able to go vote on her own.

- How can Ana be aware of her capabilities and difficulties in registering as a job seeker?
- How can Ana be aware of the supports she needs?
- Who does Ana choose as her support person?

Introductory activity. Annex 3. Material for printing or projecting.

I CHOOSE WHAT I WANT TO DO OR LEARN	
I MAKE A LIST OF THE TASKS WHICH I NEED TO REACH MY GOAL	
I CHECK WHAT I KNOW HOW TO DO AND WHAT I DO NOT KNOW HOW TO DO	
I MAKE A LIST OF WHAT I NEED TO LEARN	
I AM LOOKING FOR SUPPORT TO LEARN	

Activities 1, 2 or 3. Annex 4.



1. CHOOSING MY TARGET
2. LISTING THE TASKS
3. CHECKING WHAT I AM CAPABLE AND NOT CAPABLE OF PERFORMING
4. ENUMERATING WHAT I NEED TO LEARN
5. LISTING THE ASSUMPTIONS I NEED

Activities 1, 2 or 3. Annex 5.

OBJECTIVE:					
TASKS	CAPABILITIES	I AM ABLE TO	I NEED TO LEARN	SUPPORT	SUPPORT PERSON

Exercise 4.4.

Emotions



Content

Instructions for the educator.

Introduction to activities 1, 2, 3 and 4.

- Activity 1: What emotion do I feel
- Activity 2: Think good to feel good
- Activity 3: Calm the body
- Activity 4: Help Mark manage his emotions
- Activity 5: Manage your own emotions

Instructions for the educator

Quality of life dimension	Emotional well-being Personal development
LifeComp model subcompetencies	Personal area: Self-regulation Wellbeing
Duration	1 hour each activity
Expected learning outcomes	4.4. PWID identifies the 3 components of response to situations producing discomfort and well-being. 4.6. He/she improves their emotional control and management strategies.
Instructions for the educator	<p>Exercises are performed with a single PWID so as to let him/her know that there are three components of response to situations producing discomfort and well-being.</p> <p>When teaching the three components of responding to situations, ensure that the PWID are familiar with the context/content, as this exercise focuses on the process; the content may not be a challenge for them.</p> <p>You will find examples of activities, but you will be invited to adapt the content to them, as well as the tools.</p> <p>Always keep in mind the bridge (transfer) so they can understand that they can use the strategy in different and future situations.</p> <p>Use a mediational teaching style (think together, do not give answers immediately...).</p> <p>Educators will be invited to be creative and to develop and/or use tools helping to make the choice and decision process more concrete and visible (see examples in the activities below).</p>
Difficulty level	<p>This exercise includes five activities. The text has been written using Easy Reading so that it can be understood by people with a low level of reading comprehension.</p> <p>In order to make explanations easy to understand for all members of the group, the educator must pay attention to those who need support and use concepts related to concrete thinking.</p>
Transfer	<p>The educator invites the PWID to think about situations in which they got upset and had to manage their emotions.</p> <p>"Can you think of situations in which you felt bad? Does he think about your job? And at home? And during your free time? "Did you lose control? Did you feel very nervous? Can you manage your emotions?</p> <p>"Next time we are going to practice how we can manage emotions. I will leave you some assignments: probably at some point you will have to be aware of your emotions and manage them.</p> <p>When you return to the course, I will ask you when you were aware of your emotions and how you handled them.</p>

Introduction to activities 1, 2, 3, 4 and 5

What is an emotion?

An emotion is something we feel. When things happen to us we have emotions.

For example:

- If we find a dear friend, we rejoice. Emotion is joy.
- If someone treats us badly, we get angry. The emotion is anger or rage.

There are emotions which make us feel good and others which make us feel bad.

Sometimes emotions are so intense that they prevent us from behaving well.

For example, if the rage is very intense, we may attack someone. If the sadness is very intense, we may even stay at home without seeing anyone.

It is important to learn to manage emotions so that they help us to behave better.



JOY



SADNESS



ANGER



FEAR



SHAME



SURPRISE

What happens to us when we feel an emotion?

When we feel an emotion, we have:



THOUGHTS

SENSATIONS IN OUR
BODY

BEHAVIORS

For example:

SITUATION: I learn a new task

	My thoughts are	My feelings are	How I behave
EMOTION: Concern 	<p>I am not able to I will not manage to get it right</p> <p>I HAVE NEGATIVE THOUGHTS</p>	<p>I feel a lump in my throat Faster breathing My heart beats fast I cannot concentrate</p> <p>I HAVE ANNOYING SENSATIONS</p>	<p>I cry I hide myself I do not do the assignment I do not listen to what is explained to me</p> <p>I DO NOT ACHIEVE MY GOAL</p>
EMOTION: Tranquility 	<p>I am able to learn At other times I have managed to learn, even if it has taken many attempts I can ask for help if something goes wrong</p> <p>I HAVE POSITIVE THOUGHTS</p>	<p>I breathe calmly My body is calm</p> <p>I HAVE PLEASANT SENSATIONS</p>	<p>I try to do homework I am attentive to what they explain to me</p> <p>I ACHIEVE MY GOAL</p>

Realize that:

When we have positive thoughts and our feelings are pleasant, we have emotions making us feel good.

That is why it is important to learn to change our negative thoughts for positive ones and to learn to calm our feelings.

To manage our emotions we need to learn to:

Recognize our emotions










Think good to feel good

Calm the body

Activity 1: What emotion I feel

In the table you can see some emotions. Can you think of any more? You can complete the table with them. (See Annex 6)

Let's recognize emotions by answering the following questions:

				
JOY	SADNESS	ANGER		
				
FEAR	SHAME	SURPRISE		
				
TRANQUILITY	CONCERN	NERVIOSISM		



Think how you would feel if:

- A colleague says you broke something and it was not your fault.
- You lose a gift your best friend gave you
- You find yourself in a dark alley and you are alone
- You participate in a raffle and you win a trip to a place you really like.

Activity 2: Think good to feel good

When people think, it is as if we were talking to ourselves.
If we say negative things to each other, we get upset.
If we say positive things to each other, we feel good.

That is why it is important to be aware of how we talk to ourselves, to change our thoughts and to have positive emotions. Available in Annex 7.

IF WE THINK:	WE CAN CHANGE IT TO:
 1. I AM NOT ABLE TO	 1. I AM ABLE TO LEARN
2. I WILL NOT GET IT	2. SOMETIMES I HAVE MANAGED TO LEARN DIFFICULT TASKS
3.	3.
4.	4.
5.	5.
6.	6.

- Can you think of any other negative thoughts? Put them in the table
- What thoughts can you change them with? Put them in the table
- How do you feel about reading negative thoughts?
- How do you feel about reading positive thoughts?

Activity 3: Calm the body

When we get upset, we have sensations in our body which are unpleasant: we feel a lump in our throat, or a knot in our stomach, we breathe faster or we feel our heart racing. We can help ourselves with Annex 8.

We can learn ways to calm ourselves to feel better, for example:

SLOW BREATHING: When we are very nervous:

- We began to breathe slowly and
- we count to four when we inhale air and count to four to expel air.



SLOW BREATHING

STEP 1

IMAGINE A
SQUARE AND
MOVE YOUR
FINGER
AROUND
EACH SIDE OF

STEP 2

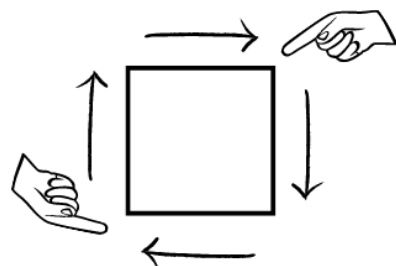
MOVE IT
AROUND THE
FOUR SIDES
WHEN
INHALING

STEP 3

MOVE IT
AROUND THE
FOUR SIDES
WHEN
EXHALING

Imagine a square and move your finger around each side of it.

Move it around the four sides when inhaling



COUNT TO TEN: When we are very angry or feel rage.

- We began to breathe slowly and
- we count to ten very slowly



Let's practice "how to calm the body"

Imagine you are with your work group and the educator is explaining an assignment. The educator is asking everyone questions to check that they have learned the lesson. You know he is going to ask you but you are too embarrassed to answer because you think you will get it wrong. You feel very nervous, your heart beats very fast and your hands sweat.

What can you do to calm down when you are very nervous?

Imagine you are talking to your group of classmates at the center. One of them starts criticizing you. He says you are lazy and do not want to work. You know this is not true because you like to work and your educator tells you that you work very well. It makes you very angry that the partner tells lies about you. You get very nervous, you feel like screaming and hitting him. What can you do when you are very angry and feel rage?

Activity 4: Help Mark manage his emotions

Instructions for the educator:

This is a group activity. The educator should encourage participants to think about their answers and share them with the group. The educator must also be attentive to everyone's input in order to ensure that they understand the exercise.

Mark works at the occupational center.
Your educator wants you and your group to work as a team.
Each person in the team will have to take on a task.
Mark has to take care of cutting out the puzzle pieces with the saw.
It is the first time he has done this and he feels insecure.
Mark has thoughts making him get upset.
In addition, he is nervous and his hands shake when trying to cut the piece.



This task
will not go
well for

I am clumsy
at cutting
wood.

If I do badly,
my colleagues
will laugh at
me.

If I do it
wrong, the
educator will
get angry.
























I cannot do this, it
is difficult. I
cannot do it. I will
fail.



4.1 Instructions for the educator:

The participants can use this printed page as a worksheet or Annex 9 (Activity 4.1. Annex 9).

WHAT EMOTION DO YOU THINK Mark IS FEELING?

4.2 Instructions for the educator:

The educator invites the PWID to review activity 3 and practice the breathing exercises.

WHAT CAN Mark DO TO CALM HIS BODY?

4.3 Instructions for the educator:

Participants may use this printed page as a worksheet (see Annex 10). The educator invites the client to verbalize thoughts that will make Mark feel good. In case he/she is able to write, he/she is encouraged to complete the chart by writing the positive thought in the corresponding box.

The educator invites the client to think about what emotion Mark feels when he changes his thoughts.

Let's help Mark change his thoughts and talk to himself better.

Next, let's think about what emotion Mark feels when he changes his thoughts. Look at the table of emotions and choose the one you think Mark is feeling.

Activity 5: Manage your own emotions

Participants can use the printed page in Annex 6 to do a personal work thinking about situations occurring to them in their natural context.

Think of a situation in which you feel some emotion:

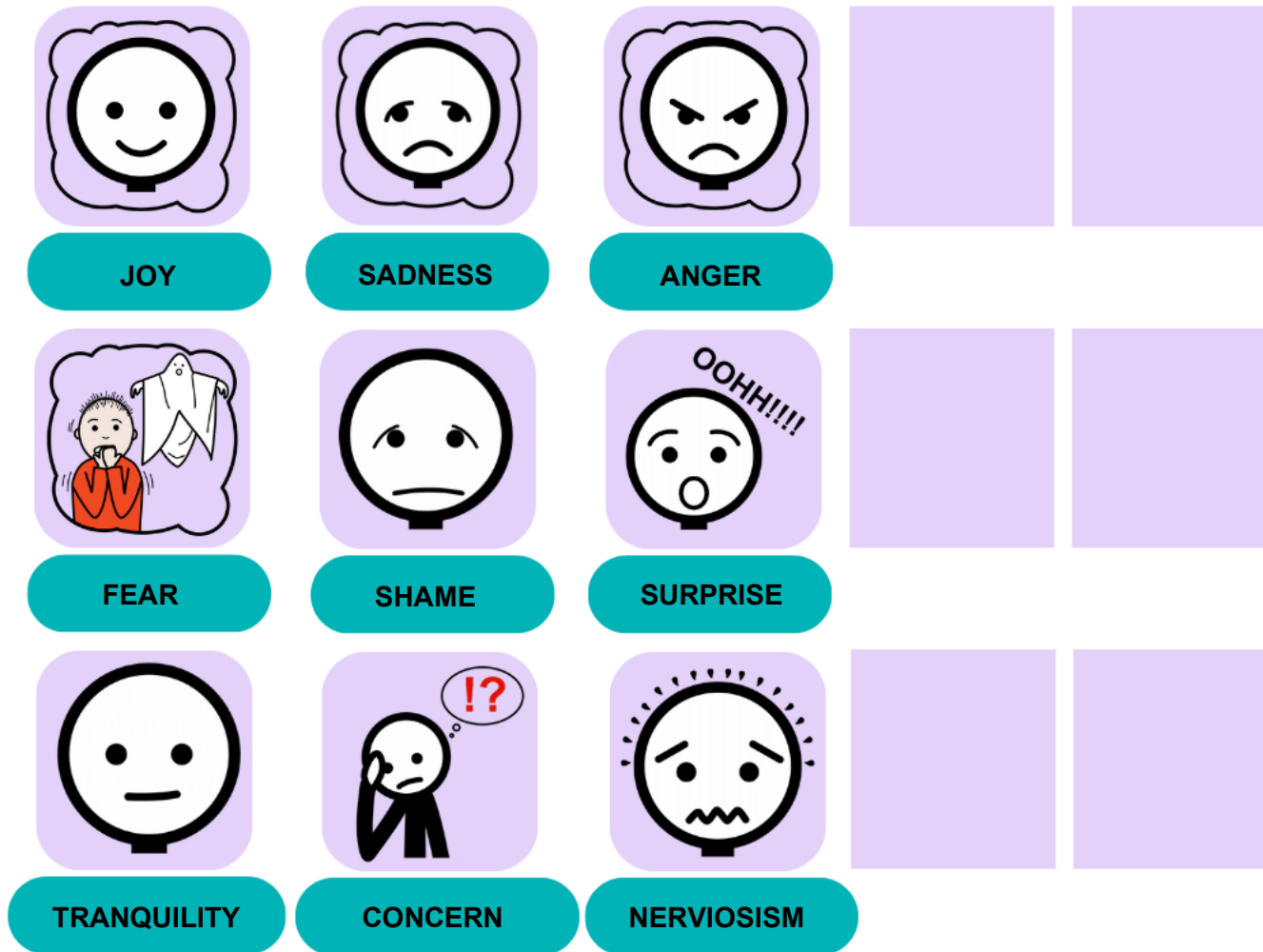
- 5.1. Find the emotion you felt in this table (Appendix 6). If you cannot find it, you can draw it in the empty boxes.
- 5.2. Complete the table in appendix 10 so as to answer these questions.

What thoughts make you feel bad when you are in that situation?

How can you change their thoughts to **speak** better to yourself?

What emotion do you feel if you change your thoughts?

ACTIVITIES 1 AND 5.1. Annex 6. Printable material for students



ACTIVITY 2. Annex 7. Printable material for students



IF WE THINK:

1. I AM NOT ABLE TO

2. I WILL NOT GET IT RIGHT

3.

4.

5.

6.



WE CAN
CHANGE IT TO:

1. I AM ABLE TO LEARN

2. SOMETIMES I HAVE
MANAGED TO LEARN DIFFICULT
TASKS

3.

4.

5.

6.

ACTIVITY 3. Annex 8. Material for printing or projecting.



SLOW BREATHING

STEP 1

IMAGINE A
SQUARE AND
MOVE YOUR
FINGER
AROUND
EACH SIDE OF

STEP 2

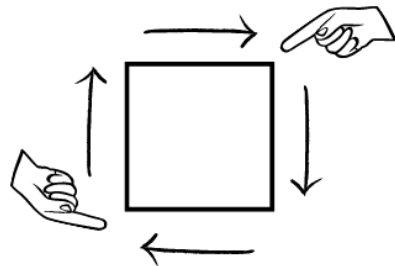
MOVE IT
AROUND THE
FOUR SIDES
WHEN
INHALING

STEP 3

MOVE IT
AROUND THE
FOUR SIDES
WHEN
EXHALING

Imagine a square and move your finger around each side of it.

Move it around the four sides when inhaling



1 2 3 4 5 6 7 8 9 10

ACTIVITY 4.1. Annex 9. Material for printing or projecting.

WHAT EMOTION DO YOU THINK Mark IS FEELING?



JOY



SHAME



SADNESS



ANGER



FEAR




SURPRISE




CONCERN



ACTIVITIES 4.3. and 5.2. Annex 10. Material for printing or projecting.

THOUGHTS WHAT THEY DO TO ME FEELING UPSET	THOUGHTS WHAT WILL THEY DO TO ME FEELING GOOD 
This task will not go well for me.	
I am clumsy at cutting wood.	
If I do badly, my colleagues will laugh at me.	
If I do it wrong, the educator will get angry.	
I cannot do this, it is difficult	
I cannot do it. I will fail.	

WHAT EMOTION DO YOU THINK MARK IS FEELING?		
	JOY	
	SADNESS	
	FEAR	
	CONCERN	
	SHAME	
	ANGRY	
	TRANQUILITY	

Exercise 4.5.

Self-instructions



Content

Instructions for the educator.

Introduction to activities 1 and 2.

- Activity 1: Let's make a puzzle.
- Activity 2: Mary is faced with an unfamiliar task.

Instructions for the educator

Quality of life dimension	Emotional well-being Personal development
LifeComp model subcompetencies	Personal area: Self-regulation
Duration	1 hour
Expected learning outcome	4.5. PWID verbalizes and applies basic self-instructional guidance when faced with an unfamiliar task. 4.6. He/she improves his/her control and emotional management strategies
Instructions for the educator	In this unit, Meichenbaum's self-instructional training technique is explained. The objective is for the person to guide his/her thinking when doing a task, to stop and say the steps he/she has to take to do it successfully. The educator acts as a role model, therefore, as explained in the exercise, the verbalizations will be said aloud, then quietly and then internally. Sometimes PWID need to guide their actions out loud many times and even always, in this case we will teach it to be done as quietly as possible. The last step would be non-verbalized.
Difficulty level	The exercise consists of two activities, an easier one, such as making a puzzle (the educator will have several levels of difficulty) or similar task; and the second more complex activity in which an example is given in which the person faces an unknown task.
Transfer	The educator will explain and motivate the implementation of what has been learned in this unit and will encourage everyone to make an effort to achieve the improvement objective which has been set.

Introduction to activities 1 and 2

1. Self-instructions

The following explanation is for the educator. The group is only told that they are going to learn to guide their thinking with a few sentences improving how to do the task solve. It is to emphasize that thoughts guide our actions and encourage them to be put into practice.

Self-instructions consist of verbalizations which the person provides to him/herself in order to cope with a task or to substitute negative thoughts with others helping to solve or to feel wellbeing. It can also be applied to cope with aversive situations.

Self-instructional training is a technique described by Meichenbaum in the 1970s. The individual has to learn steps to cope with the task and to calm down, as well as to learn to reinforce him/herself after small advances. Self-instruction training applied to people with intellectual disabilities has been shown in previous studies to be effective in promoting adaptive behaviors and reducing maladaptive behaviors (Benson *et al.*, 1986; Verdugo, 1984; Whitaker, 2001).

According to Verdugo (1984), the use of this technique requires the person to have a certain level of linguistic development.

Next, we will talk about the objectives of self-instructions, the phases with which self-instructions training is performed, what is the effectiveness rate and finally when the application of this self-instructions training is recommended.



2. What are the objectives of self-instructions?

- To encourage self-regulation of behavior.
- To increase belief and self-confidence in one's effectiveness.
- Modify the person's internal dialogue so that it does not interfere when faced with a task or conflict.

3. How are self-instructions trained?

During the whole process the two most important figures are the person who acts as a model and the observer, in this case the person with ID. The trainer must be aware that this process will take place throughout the course and in subsequent meetings; therefore, the trainer and subsequent facilitator in the self-management groups must have a confrontational attitude towards the task serving as a model for the clients.

The self-instruction training consists of 5 phases:

- Cognitive modeling
- Participant modeling
- Self-instructions aloud
- Self-instructions in a low voice
- Covert self-instructions

4. The phases for self-instruction training are:

First, the trainer explains, as we have seen in the previous learning outcome, the importance of thoughts and verbalizations in calming us down and helping us to find a solution to a task or conflict. The client needs to understand that he can say things to himself which help him to function successfully and improve his self-esteem.

The steps, as described by Meichenbaum, involve the person acting as a model saying the verbalizations to him/herself as he/she goes through the task, so that at the end of the process the individual can say guiding thoughts to him/herself without the need to listen to them.

1. Modeling

The trainer carries out the entire task by saying aloud the appropriate instructions. The customer listens and observes.

The individual is in front of a puzzle making task and he/she says aloud:

- "Relax, you are going to try to do it and if you fail you will ask for help."
- I will not say negative things to myself
- Start with what you know how to do. When you put a piece in, you say "very good, you are doing well". And little by little the puzzle is completed.

When dealing with interpersonal conflicts we can say:

- What concerns me?
- "If I am calm and collected, I am sure it will work out better. I will breathe".
- "If I am still nervous I will count to 10 or apply the technique of touching the corners of the square.
- "I am going to rely on myself."

This guide will always be a reminder when tackling a task.

2. Participant modeling

The trainer carries out the verbalization of the instructions while the client performs the task.

The model tells himself positive phrases, positive self-instructions in order to improve self-confidence. This will increase efficiency.

3. Self-instructions aloud

The client is the one who performs the task while verbalizing the instructions out loud, overtly.

The trainer reinforces the client's verbalizations and accompanies him/her in the execution, but the one who carries out the puzzle or task is the client.

4. Self-instructions in a low voice

The client performs the task by verbalizing the instructions in a low voice, almost whispering as he/she performs the task and at the same time reinforces him/herself in small steps.

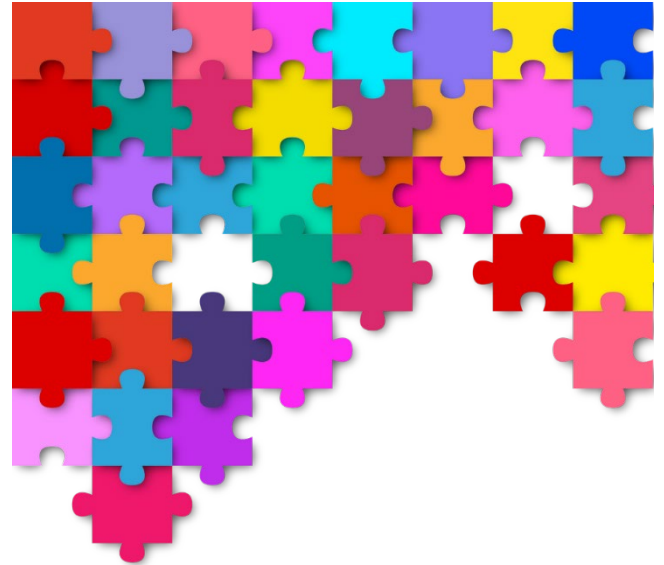
The educator observes and reinforces.

5. Covert self-instructions

The client performs the task while saying these motivational verbalizations internally.

Activity 1. Let's make a puzzle.

The educator will follow all the steps in a simple task such as making a puzzle.
Let's follow the phases before a simple task like making a puzzle.



Activity 2: Mary is faced with an unfamiliar task

She has gone to the stationery workshop because her teacher has been ill and is absent. She hardly knows anything about stationery. The teacher in that workshop tells her to cut out some papers and then glue others on top of them. Mary gets nervous and begins to think that she is not going to do it well.

How can we all help Mary?

What can Mary be said to make things better?

- What should I do?
- Where do I start?
- It is okay if I am wrong.
- I am not going to say ugly things to me, everyone has the right to be wrong.
- When she begins to do so she says to herself: "All right, you are trying". She encourages herself to continue.
- Each step is reinforced.



2.5. Didactic unit 5: problem solving and decision making.

DIDACTIC UNIT 5

Problem solving and decision making

1. Pedagogical sheet

2. Exercises

Exercise 5.1. The problem-solving cycle.

INTRODUCTORY ACTIVITY. Annex 1. For printing.

Exercise 5.2. Decision making.

ACTIVITY 2. Annex 2. For printing and student use

ACTIVITY 3. Annex 3. For printing and student use

Exercise 5.3. Group decision making.

UNIT 5. Problem solving and decision making

Contents	<ul style="list-style-type: none"> • Cognitive strategies to solve problems. • Decision-making process: variables to consider, pros and cons. • Apply the problem-solving cycle when making a decision. • The mental process of decision making: from the simple to the complex; from the individual to the collective.
Duration	3 sessions
Learning outcomes	<p>5.1. The PWID has a general idea of the problem-solving cycle.</p> <p>5.2. He/she applies the problem-solving cycle when making a decision.</p> <p>5.3. He/she is capable of making individual and group decisions.</p> <p>5.4. He/she knows how to make decisions by following a mental strategy.</p>
Unit description	<p>The objectives of this unit are:</p> <ol style="list-style-type: none"> 1. Acquire mental strategies involved in the process of making choices. 2. Decision making. 3. Learn a guided mental approach to problem solving and apply it in the context of a self-advocacy group.
Unit exercises	<p>5.1. The problem-solving cycle.</p> <p>5.2. Decision making.</p> <p>5.3. Group decision making.</p>

UNIT CONTENTS

1. Problem solving cycle.

This unit is an introduction to the problem-solving cycle as a whole.

Since this concept is new to the PWID and the "problem-solving cycle" means nothing to them at this point, we want to elicit this knowledge from the group, from any concrete activity.

Exercise 5.1. is composed of three activities in order of progressive difficulty, from more concrete problem situations to a more abstract situation.

We **should not rush** into problem solving, but rather do it in a **thoughtful** way, taking into account the possible options for solving the problem and the outcome which is important for success.

When facing the resolution of a task, we will apply the mental strategy of the three-step cycle:

Step 1: Mental orientation.

The activities in this part refer to the first important step: we must **prepare** ourselves and think about "What **is the problem**" and "how **can we deal with it**"; **we ask these questions** before we start working on the problem. "Wait a minute, let me think first". This helps not to be impulsive.

Questions in this first step which may help you are:

1. Am I aware of something "strange"?
2. What is going on here? What's up? Why do I feel uncomfortable?
3. What exactly is the problem?
4. What is the reason/cause for this problem?
5. What can help here? Is there anything in the past that I did before that could *help me? What solutions do I have in mind?*
6. What are the pros and cons of each solution? Which solutions do I choose?
7. What to do first? And what will be the next step? What is my plan? And what do I do?
8. *Do you need to be able to use this plan?*

Step 2. Doing and following up.

In this phase we apply a plan (the one you have developed in the *preparation* step). While making this plan, you will have to check yourself and ask yourself if you are still working according to this plan. And, at the same time, you must check whether your plan is a good plan; will it lead to the result you had in mind?

The main objective of this second step of the problem-solving cycle is to **work according to your plan**, but at the same time **adapt this plan** in case you feel you will not succeed (**be flexible**).

Questions in this second step which may help you are:

- *I did the first step, I have chosen a way to deal with the problem. Now, I am going to use this plan. Let's go!*
- *Am I still working according to my plan?*
- *How am I doing? Will I find the result I had in mind? Will it solve my problem?*
- *Do I need to revise my plan?*

Step 3. Evaluating (testing)

This step consists of verifying the outcome (whether your plan was successful and you realized the objective) and how you realized this outcome. It is a good strategy to look back to discover what you can do better or differently next time when you have the same type of problem, or to discover what you did right to succeed!

This third step consists of **evaluating** the **result** of your work, but also the **process**. Also, this is the time to think about “next time” and thus make the **transfer** to future situations, similar or slightly different. You learn to understand the **principle** or **rule** (abstract thinking) from the concrete learning situation.

Questions in this third step which may help you are:

- *What about the result? Is it good? Did I achieve my goal? Is this what I expected?*
- *What about "how" it was? Was this a good or the best approach? Can I achieve my goal in a better way? What did I learn from this situation?*
- *How can what I have done/learned be useful next time?*
- *How can I use this in a similar situation?*
- *What principle or rule can I derive (together with my practitioner) from this experience?*

2. Making choices

This content is covered in exercise 5.2. This exercise includes three different activities in their level of abstraction and/or complexity. The educator will have to develop more activities: one set will vary in the level of abstraction (concrete versus abstract), another one will vary in the number of alternatives: choosing between two alternatives versus choosing between many alternatives.

This exercise is an introduction to the decision-making process, based on the problem-solving cycle presented in the previous lesson. To do so, the educator is expected to tell a story about a particular choice he or she had to make. He explains that he had a problem and had to make a decision. He will say that he had to think about alternatives and evaluate the alternatives before choosing an option, in order to carry it out. This means that you will add more content to the first step in the problem-solving cycle (PREPARING) by focusing on generating alternatives and evaluating them, before making a decision. This option will be performed in the second step of the troubleshooting cycle (DOING). At the end, the result will be verified.

The educator says that *"we often make decisions; sometimes this is easy, sometimes this is difficult, and sometimes we make good decisions, sometimes we make wrong decisions. But there may be a way to help us make good decisions. I will tell you about a choice I made and how I tried to find the best option"*.

The educator invites the PWID to think about situations in which decisions must be made.

- *"Can you think of situations in which you had to choose? Do you think about your job? And at home? And during your free time?"*
- *"Was it easy? Difficult? Did you feel you made the right choices?"*
- *"Next time we are going to practice decision making. I will show you some tasks you can do at home, later or tomorrow, you will probably have a moment when you will have to make decisions. When you return to this training, I will ask you when it happened that you had to make a decision, and I will ask you to tell about it"*.

3. Decision making

This section is an introduction to the entire decision-making process with a group. The cognitive concepts are not new, as they are covered in exercises 5.1 and 5.2. But, an additional step refers to the need to go **beyond** individual choices and find a way to conclude, if a common and unanimous decision is not found. The introductory exercise is a way to find and make explicit the additional steps and final strategy.

Exercise 5.3. features 3 activities requiring group decision making in a progressive order of difficulty.

All participants are invited to propose activities. (GENERATING ALTERNATIVES)

The educator writes the suggestions on a whiteboard. A template similar to the one shown in section 5.2 can be used. All suggestions should now be reviewed one by one (CHECKING). The educator helps to define some criteria.

Activities are checked one by one, and some of them can be cancelled immediately. For example, working in the library would be an independent job and, therefore, this activity is not contributing to the goal of teamwork to strengthen the connection between the workforce.

The educator invites to generate or propose a strategy to find an option which is right for everyone (DECIDING): each member can indicate two preferred options. If one option is indicated by all participants, then it is easy, as this will be the decision. If there is not an option indicated by all, the one with the most votes will be discussed to find out why someone or some members did not choose this option. After discussing and talking about the activity, someone may change their mind and agree to vote for this option. Also the second (and third) options can be discussed in this way, and the preference may change. If after discussion, one option can be supported by all, the decision can be made. Otherwise, the educator asks to agree with the proposal that, after discussion, the option with the most votes will be the activity to be organized.

Eventually, and after some shifting preferences, the martial arts workshop is found to be the winning option.

The educator checks if this is OK for all participants, so that they can "shake hands". Now, the next steps of the troubleshooting cycle can be established. (DOING)

Exercise 5.1.

The problem-solving cycle



Contents

Instructions for the educator

Problem solving cycle: introductory activity

Problem solving cycle: Step 1. Mental orientation (getting ready)

Activity 1: breakfast

Activity 2: arrive at the occupational center

Activity 3: the sad friend

Problem solving cycle: Step 2. Make and follow up

Activity 1: breakfast

Activity 2: arrive at the occupational center

Activity 3: the sad friend

Problem solving cycle: Step 3. Evaluate

Activity 1: breakfast

Activity 2: arrive at the occupational center

Activity 3: the sad friend

Instructions for the educator

Quality of life dimension	Self-determination. Personal development.
LifeComp model subcompetencies	Learning to learn competency: <ul style="list-style-type: none"> - Critical thinking. - Learning management.
Duration	2 hours each activity.
Expected learning outcomes	PWID understands the 3 steps of the problem-solving cycle and is able to give a simple concrete example. 5.1. The PWID has a general idea of the problem-solving cycle. 5.2. He/she applies the problem-solving cycle when making a decision. 5.4. This individual knows how to make decisions following a mental strategy.
Instructions for the educator	Exercises can be done in a group setting with the benefit of peer observation; an individual training setting is another option. By teaching the 3 steps of the problem-solving cycle, it ensures that clients are familiar with the context/content. If not, you have to adapt it to a context and content they are familiar with. The bridge (transfer) should always be taken into account. Use a mediating teaching style (think together, do not give answers immediately...).
Difficulty level	For each of the three steps of the problem-solving circle, activities are presented in three levels of difficulty: always start with the first level and advance to higher levels. 1. Concrete. 2. Moderate complex. 3. Abstract.
Transfer	The adult educator invites the PWID to think of problems where he/she can use the three steps. Are there situations at work in which those individuals can solve the problem with the three steps? Are there situations at home? The educator gives everyone time to reflect on this in a group discussion or, if done individually, helps the PWID to imagine where these three steps could be implemented.

Introductory activity: PROBLEM-SOLVING CYCLE

This exercise is an introduction to the problem-solving cycle as a whole. As this concept is new to customers, and the "problem-solving cycle" means nothing to them at this point, we want to gain this knowledge from the group, from a concrete activity.

For this introductory activity, the educator can find the Annex 1 as a complementary pedagogical material.

Activity: let's cook soup together

Tools: kitchen utensils, recipe book and ingredients for cooking soup. If necessary, a pictogram version of the recipe should be used (see attached file).

The person states that he/she is hungry and feels that his/her stomach hurts. Expect to hear more from the group, inviting someone to define this as a problem or as a starting point for the initiative.

He may ask: *"When my stomach is growling, what does it mean? ... I may be hungry. What should I do?"*

The group is invited to make several proposals for solutions: eat cookies, buy a sandwich, make soup... (if "soup" is not mentioned, they can always adapt their activity and change the recipe, or else add their solution, but only at the same time).

The educator summarizes: *"Ok, let's make soup!"* And he sits and waits. After a moment he asks: *"So, when you want to make soup, what do you do?"*

The group can come up with several answers, or even start by looking in the kitchen and gathering what they need.

If you have not already done so, open the recipe book and choose zucchini soup, write down the ingredients ...

He/she asks the group: *"So, if we want to make soup, what is the **first** step we just did now?"* (The group has to come up with ideas such as: we have to know what we want to do; we have to make a plan, we have to find a recipe, *"We have to **BE PREPARED!**"*)

Then he/she remains silent and if the group does not take the initiative to start cutting vegetables, etc., he/she asks: *"So we have a plan, what do you think we need to do next?"* If the group is aware that they can start cooking according to the recipe, they can start.

While cooking, the educator asks several questions: *"What do we have to do next? Let's see the next step in the cookbook".* Or: *"What can help us? Where can we find out what we need to do now and what is the next step?"*

When the soup is simmering, the educator can ask: *"OK, we had a plan, and now, what is the second important step we just did now?"* The educator gives the group enough time to come up with ideas. We can expect the group to come up with ideas like: do, execute, act, start, act ... but never "blindly". but... never "blindly", *"we have to review the*

things we do, we have to review the steps we set up, we have to check if we are doing things right... ". The educator summarizes in her own words: "Yes! We have to **DO** and **FOLLOW UP** on what we are doing".

When the soup is ready, the educator can ask: "So, did we do a terrific job? Were we successful? What can we do with what we did? With the soup?" The group is invited to take the initiative to taste the soup, to gather soup bowls and spoons ...

Maybe they are enthusiastic about how the soup tastes, maybe they are not. The educator may ask: "So, how many stars would you rate this soup with?" The group says several scores. And he/she can ask: "What are we doing when we are giving stars or ratings?" The group has to come up with ideas how to evaluate, say what is good or not... "Yes, we are **CHECKING** (or **EVALUATING**) if we have cooked a tasty soup! He/she may also ask: "What do you think about how you prepared the soup? Did we do teamwork? What went well? What went wrong?" He/she then asks again: "If we talk about what went right and what went wrong, what are we doing?" The group has to come to the idea that this is also an assessment. "So you can evaluate **WHAT** you have done, but also **HOW** you have cooked the soup". The result and the process: "That is the third important step".

The educator can now summarize and introduce (for example) the image below. "Whatever we are doing, we can do it by establishing three steps:

1. **Preparing,**
2. **Making and following up**
3. **Assessing.**

This helps us to succeed.





Problem solving cycle: Step 1. Mental orientation (PREPARING)

Justification: This exercise tries to teach a way of thinking which will enable us to solve problems, whether they are easy or difficult. The important thing is that we learn a mental strategy (**3 important steps**) which will be useful to solve problems **by ourselves**.

We should **not rush** into problem solving, but rather do it in a **thoughtful** way, taking into account the possible options for solving the problem and whatever is important for success.

The activities in this part refer to the first important step: we must **prepare ourselves** and think about “What **is the problem**” and “how **can we deal with it**”; **we ask these questions** before we start working on the problem. “Wait a minute, let me think first”. This helps not to be impulsive.

Questions in this first step which may help you are:

Am I aware of something "strange"?

What is going on here? What happens? Why do I feel uncomfortable?

What exactly is the problem?

What is the reason/cause for this problem?

What can help here? Is there anything in the past which I did before that could help me?

What solutions do I have in mind?

What are the pros and cons of each solution? Which solutions do I choose?

What to do first? And what will be the next step? What is my plan? And what do I need to use this plan?

Activity 1: Breakfast

Difficulty: *concrete

Situation:

You have decided that this morning you want to eat cereal with milk for breakfast. When you open your refrigerator, you take the already opened milk carton and put it on your table. There is an unpleasant odor coming from the box.

With the help of the following questions we will find the first step of the problem solving cycle.



Is there something wrong here? What is this smell?

Can you define the problem? What happens?

What is the reason for this problem?

How can we solve this?

Let's brainstorm and find as many solutions as possible to this problem. We can draw or write down all our solutions.

Let's review each solution, are they useful?

Which solution would you choose? Why? And what may be your plan and steps?

Activity 2: How to get to the occupational center

Difficulty: **complex-moderate

Situation:

Mary usually takes the bus to the occupational center Monday through Friday, from 10 a.m. to 4 p.m. The radio announces that public transport is on strike today. She really wants to go to the center.

With the help of the following questions we will address the first step of the problem-solving cycle.

What happens? Is there something wrong here? Is this a problem?

Can you define the problem?

What is the reason for this problem?

How can we solve this?

Let's think and brainstorm to find as many solutions as possible to this problem. We can draw or write down all our solutions.

Let's review each solution and think about the pros and cons of the alternatives.

Which solution would you choose? Why? And what can your plan be?



Activity 3: the sad friend

Difficulty: ***abstract

Situation: Mark works in an occupational center. His best friend, Joseph, always works with him and they laugh a lot. Today Mark meets Joseph, but does not talk to him. Joseph cries and for the rest of the day he is very quiet. Mark goes home thinking about his friend.

With the help of the following questions, we will find the first step of the problem-solving cycle.

What happens? Is something wrong? Is it a problem?

Can you define the problem?

What is the reason for this problem?

(additional question) How is this problem different from the other problems we have seen before? What could make this exercise more complex?

Let's brainstorm and find as many solutions as possible to this problem. We can draw or write down all our solutions.

Let's review each solution, what are the pros and cons.

Which solution would you choose? Why? And what can be your plan (steps)?



Problem solving cycle:

Step 2. Making and following up

This exercise consists of applying a plan (the one you have developed in the *preparation* step). As you make this plan, you will need to follow up and ask yourself if you are still working according to this plan. And, at the same time, you have to check if it is a good plan; will it lead to the result you had in mind?

The main objective of this second step of the problem-solving cycle is to **work according to your plan**, but at the same time **adapt this plan** in case you feel you will not succeed (**be flexible**).

Questions in this second step which may help you are:

I made the first step; I have chosen a way to deal with the problem. Now, I am going to use this plan. Let's go!

Am I still working according to my plan?

How do I feel, is it going well? Will I find the result I had in mind? Will it solve my problem?

Do I need to revise my plan?



Activity 1: Breakfast

Complexity: *concrete

Situation: This morning you want to have cereal with milk for breakfast. When you open your refrigerator, you take the already opened milk carton and put it on your table. There is an unpleasant odor coming from the box.

In the first exercise you already chose a solution to this problem and you have a plan. You have decided to go to the store and buy another carton of milk.

Now, let's act! We will carry out our plan and we will be attentive to the difficulties which may arise. In this case, we will have to adapt our plan to...

While you are shopping and carrying out your simple plan (taking money, going to the store, getting milk, buying what you need and go home) different things can happen.

Example: you need money to pay, but the cash you brought with you is not accepted, they only want you to pay by card.

Example; If you are at the store and realize that your favorite milk is not available.

Would you change it and how will you change your plan?



Activity 2: How to get to the occupational center

Complexity: **moderate complexity

Situation: Mary usually takes the bus to the occupational center Monday through Friday, from 10 a.m. to 4 p.m. The radio announces that public transport is on strike today. She really wants to go to the center.

In the first exercise you already chose a good solution for this problem. You have a plan.

Now let's act. And let's think about the difficulties which may arise so that you will be in a better position to adapt your plan...

Example: You have chosen to call a cab to go downtown, just for this time.

Example: You need money to pay the cab driver. The address of the occupational center must be indicated. If the cab driver takes a different route than the bus driver, would you tell him?



Activity 3: The sad friend

Complexity: *** abstract

Situation: Mark works in an occupational center. His best friend, Joseph, always works with him and they laugh a lot. Today Mark met Joseph, but did not talk to him. Joseph is crying and for the rest of the day he has been very quiet. Mark goes home thinking about his friend.

In the first exercise you already chose a good solution for this problem. You have a plan.

Example: You opted to talk to Joseph and call him to ask him what is going on.

Example: You have chosen to send Joseph a card to show him that you are still his friend, even when he is sad.

Now, let's act! And let's think about the difficulties which may arise so that we can adapt your plan.

Problems which may arise: Joseph does not want to talk to you. He is not in the mood. Joseph is still crying. You do not know Joseph's address to send the card. You cannot find any stamp to send the card.

How are you going to deal with all this?



Problem solving cycle

Step 3. Evaluation (CHECKING)

This exercise is about verifying the outcome (whether your plan was successful, whether your objective was achieved) and looking back at how this outcome was achieved. It is a good strategy to look back to discover what you can do better or differently the next time the same type of problem arises or to discover what you did to be successful!

This third step consists of **evaluating** the **result** of your work, but also the **process**. Also, this is the time to think about “next time” and thus make the **transfer** to future situations, similar or slightly different. You learn to understand the **principle** or **rule** (abstract thinking) from the concrete learning situation.



Activity 1: Breakfast

Complexity: ★concrete

Situation: This morning you feel like having breakfast cereal with milk for breakfast. When you open your fridge, you take the already opened milk carton and put it on your table. There is an unpleasant odor coming from the box.

In the first step: you decided to buy a new carton of milk.

In the second step: you went to the store and followed up on your plan.

Now, in the last, third step, you are expected to evaluate and verify the result and how this result was achieved.

What happens to the result achieved? Is it good? Did I reach my goal and have fresh milk for my cereal? Is this what I expected?

What about how it went? Was this the best approach? What did I learn from this?

How can what I have done/learned be useful next time?

How can I use this in a similar situation?

What principle or rule can I derive from this experience? (Example: "If we... that we...")

Principles which can be learned from this learning experience:

1. If I check my refrigerator from time to time, I can make a list of what to buy/what I need to buy on time (concrete).
2. Before I go shopping, I look through what is in my refrigerator, check my purse, grab a shopping bag... (concrete)
3. Before acting, I make a plan (summary).
4. ...

Activity 2: How to get to the occupational center

Difficulty: **moderate complex

Situation: Mary usually takes the bus to the occupational center Monday through Friday, from 10 a.m. to 4 p.m. The radio announces that public transport is on strike today. She really wants to go to the center.

In the first step, you decided to call a cab.

In the second step, you were in the cab.

Now, in the last, third step, you are expected to evaluate and verify the result and how this result was achieved.

What happens to the result? Is it good? Did I reach the occupational center (my goal)? Is this what I expected?

What about how it went? Was this the best approach? What did I learn from this?

How can what I have done/learned be useful next time?

How can I use this in a similar situation?

What principle or rule can be derived from this experience? (Example: "If we... that we...")

Principles which can be learned from this learning experience:

1. When the buses are on strike, I can call a cab (concrete).
2. If one solution does not work, I can think of an alternative (summary).
3. It is always good to have a plan B (summary).
4. ...

Activity 3: The sad friend

Difficulty: ***abstract

Situation: Mark works in an occupational center. His best friend, Joseph, always works with him and they laugh a lot. Today Mark met Joseph, but did not talk to him. Joseph has been crying for a long time and for the rest of the day he is very quiet. Mark goes home thinking about his friend.

In the first step, you decide to talk to Joseph.

In the second step, you talk to him and adapt what you say/do according to his reaction.

Now, in the last, third step, you are expected to evaluate and verify the result and how this result was achieved.

What about the result? Is it good? Did I reach my goal (to have a conversation with Joseph)? Is this what I expected? (maybe I was happy with it, maybe not).

What about how it went? Was this the best approach? What did I learn from this?

How can what I have done/learned be useful next time?

How can I use this in a similar situation?

What principle or rule can I derive from this experience (e.g., "If ... that we ...")?

Principles which can be learned from this learning experience:

1. If we ask and listen to a sad friend, we might understand what their problem is.
2. The next time I see someone crying, I will take time to talk and listen.

Problem solving cycle: TRANSFER

Activity:

During the previous exercises and activities, you have learned a lot about three important steps, which are always useful for any small or big problem, for any task you have to do, at home or at the workplace... The steps are useful whenever you are not sure how to solve a problem or when a task is new or complex.

Let's think about problems or things you had to do in the past, recently. May you have been able to solve these problems!!! Can you think of reasons why you were successful? What was useful?

And also, can you recall recent tasks or problems which were not very successful?

Can you think of reasons why, in the end, the problem was not solved?


Do you think you will be able to use the "three steps" in the future? Can you think of situations where you might consider using all three steps?



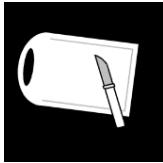



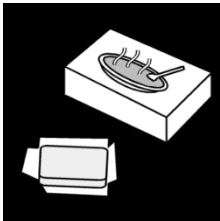

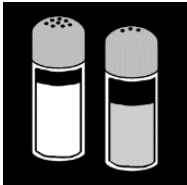

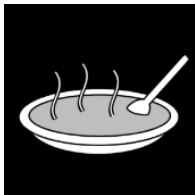

At home?

At work?

And finally, now that you have done these exercises, do you already feel able to use all three steps, or one or two of these steps? And what can be difficult for you?

INTRODUCTORY ACTIVITY. Annex 1. (Ready for printing)

 	MAKING VEGETABLE SOUP
  	BUYING VEGETABLES AT THE MARKET
	WASHING YOUR HANDS
	RINSING THE VEGETABLES
      	ONIONS POTATOES LEEKS CARROTS PEPPER CELERY TOMATOES

   	<p>VEGETABLES CASE CUTTING STEWING</p>
 	<p>SOUP PAN FILLING WITH WATER</p>
	<p>ADDING BOUILLON CUBES</p>
	<p>COOKING THE SOUP FOR 20 MINUTES</p>
 	<p>SALT PEPPER</p>
 	<p>ENJOY YOUR MEAL!</p>

Exercise 5.2.

Making choices



Content

Instructions for the educator.

Introduction to activities 1, 2 and 3.

- Activity 1: Shopping.
- Activity 2: What to do in my free time.
- Activity 3: Mark's problem.

Instructions for the educator

Quality of life dimension	Self-determination.
LifeComp model subcompetencies	Learning to learn: Critical thinking. Learning management.
Duration	1 hour each activity
Expected learning outcome	<p>The PWID understands that the problem-solving cycle can be used to make decisions. However, special attention should be paid to the process of generating and evaluating alternatives. In order to make well-considered decisions, the PWID must be able to evaluate alternatives in terms of feasibility, availability and pros and cons.</p> <p>In the end, the customer has to be able to give a concrete example of how they made a well-considered choice.</p> <p>5.1. The PWID has a general idea of the problem-solving cycle.</p> <p>5.2. He/she applies the problem-solving cycle when making a decision.</p> <p>5.4. He/she knows how to make decisions by following a mental strategy.</p>
Instructions for the educator	<p>The exercises are conducted with a group of PWID, so as to benefit from the many ideas which can be generated. A group also creates the opportunity to "learn from each other".</p> <p>When teaching the three steps of the problem-solving cycle, make sure clients are familiar with the context/content, as this exercise focuses on the process. Content may not be a challenge for the customer.</p> <p>You will find examples of activities, but you will be invited to adapt the content to the group, as is also the case with the tools.</p> <p>Always keep the bridge (transfer) in mind, so that the PWID can understand that they can use the strategy in different and future situations.</p> <p>The use of a mediating teaching style (thinking together, not giving answers immediately...) is recommended.</p> <p>The educator will be invited to be creative and to develop and/or use tools helping to make the choice and decision process more concrete and visible (see examples in the activities below).</p>

Difficulty level	This exercise includes three activities, different in the level of abstraction and/or complexity. The educator will have to expand the number of activities: one set will vary in the level of abstraction (concrete versus abstract); another set will vary in the number of alternatives: choosing between two alternatives versus choosing between many alternatives.
Transfer	<p>The educator invites the PWID to think about situations in which decisions must be made.</p> <p><i>"Can you think of situations in which you had to choose? Do you think about your job? And at home? And during your free time?"</i></p> <p><i>"Was it easy? Difficult? Did you feel you made the right choices?"</i></p> <p><i>"Next time we will practice decision making. I will invite you to do some homework at home: later today or tomorrow, you will probably have a moment when you will have to make decisions. When you come back to this training, I will ask you when it happened that you had to make a decision, and I will ask you to tell about it."</i></p>

Introductory activity: making choices

This exercise is an introduction to the decision-making process, based on the problem-solving cycle presented in the previous lesson. To do so, the educator is expected to tell a story about a particular choice he or she had to make. It is explained that he had a problem and had to make a decision. He will explain that he had to think about and evaluate the alternatives before choosing an option.

This means that it will add new content to the first step in the problem-solving cycle (PREPARING) by focusing on generating alternatives and evaluating them before making a decision. This option will be performed in the second step of the troubleshooting cycle (DOING). At the end, the result will be verified.



1. Introductory activity: making decisions to go see my mother

The educator can refer to the activity carried out during the previous lesson: Mary had to find another way to get to the occupational center, since there was a strike and she could not count on the bus she takes every day. Mary had to find another way to get to the center. She had to make a decision!

The educator comments that *"we often make decisions; sometimes this is easy, sometimes difficult, we occasionally make good decisions and at times we make the wrong ones. But there may be a way to help us make good decisions. I will tell you about a choice I made and how I tried to find the best option"*.

"I am visiting my mother every Sunday; she lives alone and appreciates when I take the time to visit her. She lives in a city, about 25 kilometers from where I live. I usually drive my car to get to his house, but my car is now in the shop getting repaired. And I want to visit her and not disappoint her. So, I have a problem: how can I solve this problem?" At this point, the educator can show the pictures of the three-step problem-solving cycle.

"I have to find another option to travel to my mothers' home".

Since I do not have my car, I had to think of other ways to travel.

And I found these options:



- *Public transportation (bus or train).*
- *A cab.*
- *Calling my friend and ask him if he can take me to my mother's house.*
- *Asking my neighbor.*

The educator does not have to name all the options, but can already ask the PWID, after naming an option, if they visualize other options.

"So, I found 3 or 4 options, but ... Now, what may be the best option? How do I know which is the best option? Well, I went through the options one by one, and asked myself some questions.

I was thinking about the cab: this is always a possibility, you call, they come to pick you up and the problem is solved. But a cab is expensive... and so, I do not feel good about this option.

I also thought about public transportation. The train is not an option, because there is no train station where I live. A bus may be an option, and to know if this is an option, I have to check the schedule. I have discovered that I can travel by bus every hour to where my mother lives, and also, I can take the bus back. The bus stop is about a kilometer from where I live, but this is not a big problem to walk to that bus stop.

I also considered asking a friend or neighbor to help me.

At this point, the educator can invite the PWID to think about these options together: "What might the options be? Cons? Are they available?"

After having considered all of the above options, the educator can ask the PWID to rate the option they have chosen.

"Which option did I choose? And why do you think I chose this option and not the other options?"

The educator can help summarize the pros and cons, and invite those individuals to name the best option, which the educator has also chosen.

Now the educator can explain that the final option is the one he/she has to make; he/she must plan this option concretely, before moving on to the second step of the problem-solving cycle (DOING).

The educator, if relevant, introduces a new image, one visualizing "option generation" and "decision making".

It is important when you have to make a decision, that you do it in a well-considered way: think about alternative options, think about these options (pros, cons, like, feasible...).



Transfer

The educator invites the PWID to think about situations in which decisions must be made.

"Can you think of situations in which you had to choose? Do you think about your job? And at home? And during your free time?"

"Was it easy? Difficult? Did you feel you made the right choices?"

"Next time we will practice decision making. I will give you some tasks you can do at home: later today or tomorrow, you will probably have a time when you will have to make decisions. When you return to this training, I will ask you when it happened that you had to make a decision, and I will ask you to talk about it."

Activity 1: Shopping

Difficulty: *concrete.

During the day, at work, at home... everywhere and continuously we have to make decisions. Very often these choices are easy to make, because we are very familiar with the options, or there are only a few alternatives, or it is easy to predict which option will give us the best result.

Very concrete situations and choices are made in the same way as more complex or difficult situations, but we are not always aware of how we make a choice, because it is made quite automatically. However, we always take into account some "criteria" to make a choice. They can be very personal: what I like, how I feel about things... or very objective: fresh fruit versus moldy fruit, cheap or expensive...

Situation: Being in a supermarket and choosing the vegetables I need to prepare dinner. I need peppers for a "Provençal sauce".

When I have found the peppers in the market, I have seen both green, yellow and red peppers. Therefore, I must make a decision.

"What are the options?"

The choices I have are clear: yellow, green and red peppers.

"What can help you make a decision?"

According to the recipe, I need red peppers. And so, I will select the red peppers and ignore the yellow ones; I will buy red peppers. And now, I am realizing that I am making other decisions at the same time. I choose peppers looking fresh and not shriveled.

"What did you take into account in making your choice?"



Situation: you are invited to a birthday party for the youngest of your nephews and you want to buy a gift. You go to the mall to buy a toy. Being in the right department, you find a lot of toys, so you have to make a decision.

I have already decided to buy a toy. But there are many options: games, puppets, puzzles..., so I have to decide which one I am going to keep.

"What will you take into account in making this decision?"

Well, it is for my nephew, so I need a toy for a boy. I also know what he likes: puzzle! I have to be careful with the price, I cannot spend more than 20 euros.

"Ok, now you can check all the options, to make a choice".

OR

"Now that you know the options and what I should consider, what is the next step I should take?"

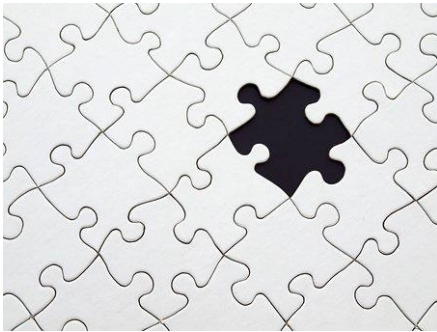
I will not buy a puppet, as it seems that it is not age appropriate. I will not buy games either, as he does not like this very much. He likes puzzles, so I can choose a puzzle. The price of all the puzzles is less than 20 euros, so I have a lot of options. Now I find that there is a puzzle with 20 pieces, but also a puzzle with 100 and even 1,000 pieces. I saw him working on with a 24-piece puzzle, so

I will choose one which is a little more difficult to solve. Perhaps a 48 or 64 is a good option.

"Can you define what happened in both situations and what led the person to make the decision to pick red peppers and buy a 64-piece jigsaw puzzle?"

"What is important to make a well-reasoned choice?"

"Would you have made the same decision?"



Activity 2: What to do in my free time

Difficulty: **moderate complex

Situation: Mary attends the occupational center Monday through Friday. She would like to do some activity in the evenings, as she is bored and has gained some weight. Some people in her group have encouraged her to sign up for activities. She has been asking around, has heard about activities near her home and does not know what to sign up for.

"Imagine you are Mary. Let's take an overview."

See Annex 2.

"What are the options? What do we know that will be organized in the center or in the city? What do you have in mind?"

"Now, let's review these options. What do we like? What is good for you? Is it suitable for your physical fitness? Where is it organized? Can I find this place? What is the price? Can I pay for it? When is it organized? Can I go to this activity?"

Now, we must try to choose an option. What seems to be the best option? Which one do you prefer the most? And now, check this one with the price, isn't it too expensive? Check it against your schedule, don't you have work to do?"

"Now you have made a decision. Let's see how we can realize this!"

Let's think about this exercise. Was it easy? Difficult? What is difficult for you? Is an overview useful to you? Do you think you can now make decisions when it comes to choosing a leisure activity?

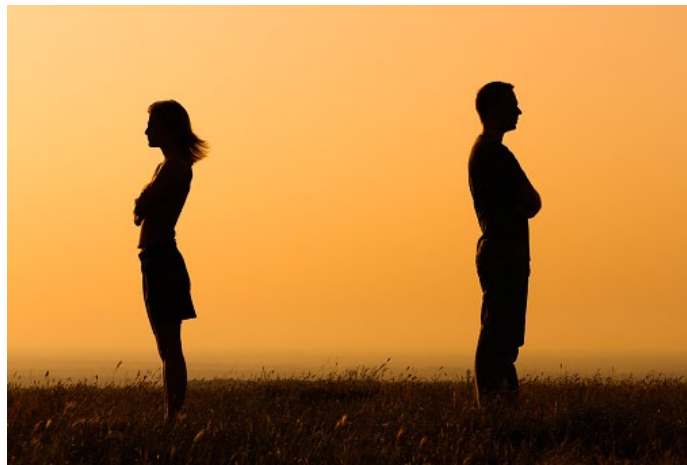


Activity 3: Mark's problem

Difficulty: ***abstract.





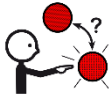

Situation: Mark is a 24-year-old boy who attends an occupational center where he meets Mary, a 25-year-old girl. They became sweethearts and have been a couple for three years.

A few months ago, the relationship started to go bad, and Mark decided that he did not want to be Mary's partner anymore, that he preferred to be just friends. He told Mary about it but she insists that they should remain boyfriend and girlfriend. Since then, she keeps calling and texting him on his cell phone, insisting that she wants to get back together with him, as she is in love with him. Mark feels overwhelmed, he does not know what to do to make her stop this attitude and accept that they are no longer a couple. On the other hand, every day he meets her at the center, and it is quite uncomfortable for him because she always wants to be with him at all times.



The group is invited to define what is going on and what bothers Mark. They can understand that Mark wants a good solution to this situation; they are invited to think of approaches to deal with this situation. The group may find several approaches, which will be considered and evaluated. The most important thing is to find the pros and cons of each one. In this activity, the "abstract" level refers to the need to predict and "imagine" the outcome of each option and, at the same time, to adopt Mary's perspective, so as to find out if the option can have the desired outcome.

This template is another example of a tool designed to address the (general) problem-solving process and the process of finding well-considered options in a systematic way. (Annex 3)

1. What is the problem? 		
2. I think about solutions. 		
3. I evaluate the positive and negative aspects of each alternative.	For 	Against 
Alternative 1: Talk to her and tell her how you feel.		
Alternative 2: The mediator seeks a suitable solution both for Mary and Mark.		
Alternative 3: Block her phone number.		
4. I choose an option. 		
5. I put it into practice and evaluate the results. 		

Making decisions: TRANSFER

During the previous exercises and activities, you have learned that a well-reasoned choice is based on thinking about options and evaluating options before deciding.

Let's think about other applications:

Being at home: can you think of situations where you think this strategy of reasoning through the options might be useful?










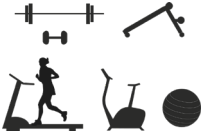
What about your workplace?

Try to imagine how you would use this strategy when:







- you have to decide the menu you want to prepare next Saturday for your best friend.
- you wish to travel to a country in the southern part of Europe.
- Your boss asks you to change jobs within the same company.
- You want to move to another city.

Do you feel more competent to make decisions now? What is difficult and what is easy for you? What kind of support do you need to be highly competent in making decisions?

ACTIVITY 2. Annex 2. For printing and student use

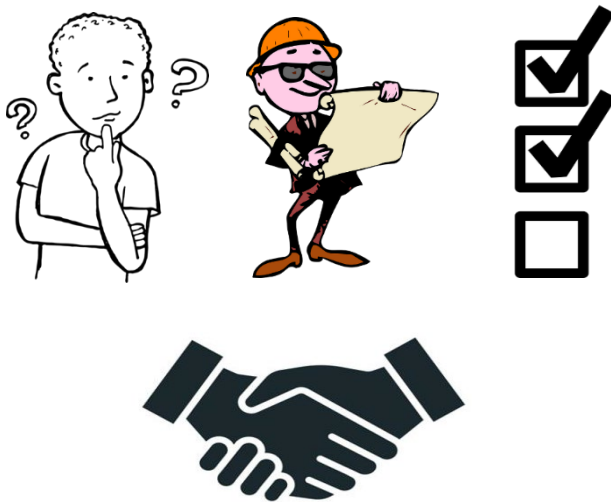
OPTIONS	DO I LIKE THEM?			HOW DO I FEEL PHYSICALLY?	WHAT IS THE PRICE?	CALENDAR
						
 SWIMMING						
 HIKING						
 THEATER						
 GYMNASIUM						

ACTIVITY 3. Annex 2. For printing and student use

<p>1. What is the problem?</p> 		
<p>2. I think about solutions.</p> 		
<p>3. I evaluate the negative and positive aspects of each alternative.</p>	<p>For</p> 	<p>Against</p> 
<p>Alternative 1: Talk to her and tell her how you feel.</p>		
<p>Alternative 2: The mediator seeks a suitable solution both for Mary and Mark.</p>		
<p>Alternative 3: Block her phone number.</p>		
<p>4. I choose an option.</p> 		
<p>5. I put it into practice and evaluate the results.</p> 		

Exercise 5.3.

Group decision making



Contents

Instructions for the educator.

Group decision making: an introductory activity

- Activity 1: rules of coexistence

Instructions for the educator

Quality of life dimension	Self-determination
LifeComp model subcompetencies	Learning to learn: Learning management
Duration	1 hour
Expected learning outcome	5.2. The PWID puts the problem-solving cycle into practice when making a decision. 5.3. He/she is capable of making individual and group decisions. 5.4. He/she knows how to make decisions following a mental strategy.
Instructions for the educator	<p>The group exercise will focus on the decision-making process and the consideration of different options. In addition to the mere problem-solving approach, a concluding step should be included. This means that the group has to define or explain how, at the end of considering the alternatives, the decision will be made (e.g., by voting, etc.).</p> <p>Interpersonal and communication skills will be addressed during the process, but are covered in Unit 3.</p> <p>The group should be familiar with the content of the exercise presented, which is an example and should be adapted to the experiences of the group members. The level of complexity and abstraction needs to be adapted to their cognitive needs.</p> <p>Furthermore, as usual, the bridge (transfer) must be taken into account.</p> <p>Use a mediating teaching style (think together, do not give answers immediately...).</p> <p>The educator will need to be flexible: sometimes the support will focus on the group, sometimes it will address individual needs.</p>
Difficulty level	An activity is presented. Its content is concrete, but the task of finding a common solution makes the exercise even more abstract. It can be important to practice this skill, starting with situations with only a few options, or situations which have already happened in the past (to make things concrete), before moving on to situations which are "new" and therefore difficult to "see" the outcome.
Transfer	The adult educator invites the PWID to think of other situations in which he/she has to make a group decision. In what other contexts can this strategy be used? (With family gatherings, activities with friends, as a member of a self-management group, as a co-worker...) You can discuss this in the next lesson.

Group decision making: introductory activity

This exercise is an introduction to the entire group decision-making process. The cognitive concepts are not new, as they are covered in exercises 5.1 and 5.2. But an additional step concerns the need to go **beyond** individual choices and find a way to conclude, if a common and unanimous decision is not found. The introductory exercise is a way to find and make explicit the additional steps and final strategy.

Activity: Let's choose a "team building" activity.

The educator is aware that the ceramics workshop employees want to organize a team building activity in order to strengthen the connections between employees and contribute to a positive work environment.

He organizes a meeting so as to decide on the activity to be planned.

Once the entire staff is present, the educator defines the problem to be solved: *"Management is very pleased with what you do in the workshop and would like to show their appreciation by paying for a "team building" activity. We can decide among the entire staff what this activity will be".*

The whole group is encouraged to propose activities. (GENERATING ALTERNATIVES) The proposed list of suggestions includes: a day at the beach enjoying paella, a day learning about martial arts, eating at a famous restaurant, working for a day in a library....

The educator writes the suggestions on a whiteboard. A template similar to the one in exercise 5.2 can be used.





All suggestions should now be reviewed one by one (CHECKING). The educator helps to define some criteria: does the activity contribute to the objective of "team building"? what are the pros and cons of this activity? is the activity feasible for everyone (if someone is unable to participate due to health or physical problems... this activity will be cancelled)? is it too costly?... and also consider what is important for the whole team.

Activities are checked one by one, and some of them can be cancelled immediately. Example: working in the library would be an independent job, and, therefore, this activity is not contributing to the objective of teamwork to strengthen the connection between employees.

The educator encourages the participants to generate or propose a strategy to find an option suiting them (DECIDING): each member can indicate two preferred options. If one option is indicated by all, then it is easy, as this will be the decision. If there is no option indicated by all participants, the one with the most votes will be discussed to find out why someone or some members did not choose this option. After discussing and talking about the activity, someone may change their mind and agree to vote for this option. Also the second (and third) options may be discussed in this way, and the preference could change.

If after discussion one option is supported by the entire group, that decision can be accepted. If not, the educator will ask for agreement with the proposal and, after discussion, the option with the most votes will be the activity to be organized.

In the end, and after some change of preferences, the martial arts workshop was the winning option.

The educator checks if this is okay for the whole group and, in this way, can "shake hands".

Now, the next steps of the troubleshooting cycle can be established. (DOING)

Activity 1: Rules of coexistence

Situation: living with other people in the same house can be a challenge; just as in a family, not everyone can do what they want at any given time. It is good to agree on dinner time, on the time to use the bathroom individually, on the choice of what to eat, to watch TV, on how to be respectful when someone wants to go to bed early, etc. It is important to reach agreements in order to ensure a cozy atmosphere in the house.

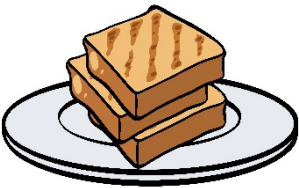
The educator can introduce the task by saying: *"Living together with four people in the same house means we have to be mindful of each other and learn to cooperate. We cannot do whatever we want at any time. We need to reach agreements and find ways for everyone to do household chores and live together in a welcoming way. Otherwise, we will be selfish and we will be likely to end up fighting all the time. Agreements can contribute to making us feel at home and create a good atmosphere..."*

This exercise may require several sessions, each time dealing with different topics related to coexistence. This should be considered as opportunities to reinforce the strategic parts of group decision making. Some of these topics are of a practical nature (meal times and how to deal with not being able to make it to lunch or dinner on time; how to deal with individual bathroom use in our home...) others will be more about interpersonal issues, or may be related to respecting the integrity of others.

"Let's think about how we are going to organize our meals" What is a good time for breakfast, for lunch or for dinner? What do you think about this? (GENERATING OPTIONS). This question aims to find out what PWID expect. And what is important to them? And if what is expected is feasible and achievable. For example, it may not be necessary to have breakfast all at the same time; otherwise, it may be important to have dinner together.

After the options have been checked (CHECKING), a common agreement can be reached. If there is no consensus, the educator may introduce a strategy aimed at finding the outcome or may invite the group to find a way to decide. (DECIDING)

For other issues, the process may take longer. Other skills, such as interpersonal skills or being aware of multiple perspectives, may be important, so you can encourage the educator to support and reinforce these skills as well. Responsibilities have to be discussed; and duties have to be distributed. The educator is leading the discussion to ensure that everything has been taken into account so as to reach clear agreements on when, who and what.



However, for any issue, alternatives must be generated, verified, and then a final choice made; for this, a strategy may be necessary in case the final choice is not clear after the verification process.

Principles which can be applied in this learning experience:



- Living together means that we all have to contribute.
- Sometimes we will have to agree with a decision which we do not like very much.
- It is important to think about someone else's suggestions and not just think about my own suggestions.
- In order to reach a decision which is appropriate for everyone involved, it may be important to think about how to find an alternative when we do not find a unanimous conclusion.
- Making decisions for a group is almost the same as making decisions for yourself. If a choice is not right for the group, we have to find a way to decide anyway.

Problem solving cycle: TRANSFER

Activity:

During the previous exercises, you have learned that working to make a decision pleasing to everyone in a group is not easy. All the people involved may have another opinion or prefer something different. However, we often have to decide and make a choice which is right for everyone.

Let's think of other situations which are similar to the one we discussed during this lesson.

The adult educator may ask for examples from the group or may make suggestions if the group does not express an opinion:

Example:

1. At home: you have to decide on a travel destination.
2. At home: you have to agree on what to eat tonight.
3. At home: you have to decide which movie you want to watch.
4. At work: you have to agree on the division of tasks (who will do what?)
5. During your free time: you and your friend want to do the same sport and you should agree on which sports club you want to join.

For the next lesson, try to remember situations in which you need to think together with your family or your colleagues in the workshop about something which, in the end, everyone has to agree on. Let's analyze all this together during the next lesson.

2.6. Didactic unit 6: participation and social inclusion

UNIT 6

Participation and social inclusion

Pedagogical sheet

Exercises

Exercise 6.1. Areas of participation.

ACTIVITY 1. Annex 1. To be printed and used by students.

ACTIVITY 1. Annex 2. To be printed and used by students.

ACTIVITY 3. Annex 3. To be printed.

Exercise 6.2. The role of the representative.

ACTIVITY 1. Annex 4. To be printed and used by students.

Exercise 6.3. Learning about the voting process.

UNIT 6: Participation and social inclusion

Contents	<ul style="list-style-type: none"> • Participation: where, how. Areas of participation. • Understanding the different areas of participation: personal, organizational and community. • Making decisions about participation in an organization. • What it is to be a representative and how to elect representatives. • How to make elections by voting. • Create groups of self-advocates. • How we communicate with other organizations. • How we participate in the community. • Self-defense groups in the community.
Duration	3 sessions
Learning outcomes	<p>6.1 The PWID knows and describes the different areas of participation: personal, organizational and community.</p> <p>6.2 He/she knows and decides if he/she wants to participate in these areas.</p> <p>6.3 He/she understands and describes the role and functions of the representatives.</p> <p>6.4 He/she can participate in real or simulated situations (for instance, mock elections in a self-defense group).</p> <p>6.5 He/she looks for information on social networks.</p> <p>6.6 He/she is familiar with the most important platforms related to those individuals and the defense of their rights.</p> <p>6.7 He/she identifies at least two self-defense groups in the community.</p>
Unit description	<p>The objectives of this unit are:</p> <p>To create a group of self-advocates in the center, such as knowing resources, entities and platforms for the defense of the rights of PWID, to be able to participate in them, as well as to interact with other self-advocacy groups throughout the year. From this moment on, we can form the group as a self-advocates one. We understand that the course has prepared for this and once it is over, the group should continue to meet to address the issues they deem appropriate.</p> <p>In this unit the student:</p> <ul style="list-style-type: none"> - Will learn about the different areas of participation. - Will seek information on resources, associations, etc. - Will decide if he/she wants to be part of an association or if he/she wants to participate in a committee in his/her work or occupational center. - Will know the process of making elections and how to elect representatives. - Will discover what makes a good representative. - Will interact with other groups of self-advocates.
Unit exercises	<p>6.1. Areas of participation</p> <p>6.2. The role of the representative</p> <p>6.3. Learning about the voting process</p>

UNIT CONTENTS

1. Areas of participation

The unit begins with an explanation of the different areas of participation. During the three activities, the person will have a better understanding of the three important levels of participation:

- Personal
- Organizational
- In the community

Once we know the different areas of participation in the organization and community, the person can decide if he/she wants to gather more information about any of them and if any of them are of particular interest to him/her.

In order to do so, it is important to think:

- What are my interests, if any, I am interested in?
- How much time do I have, timetable
- Can I travel there? How could this point be resolved?
- How do I register as a volunteer or member of this group? Gathering information

With the help of the trainer each person will decide whether he/she wants to participate in something or not, as well as collect information on how to participate in that entity or association and what is needed.

Exercise 6.1.

2. Functions of a representative and a leader

A representative is the person elected by the group in order to speak on behalf of the group, to defend the interests that the group has conveyed to him/her.

A leader is the person directing and motivating the group to achieve a goal. It is not the person who leads because he/she is in that position, but the leader is elected, appreciated and admired by the group. A boss may be hired by others or he may be chief because he is the owner of a company and may not listen to others.

Being a representative is something very important as it implies:

- Collecting the proposals and concerns of my colleagues.
- Be at organizational and community meetings where he/she will speak up for the group and not just for his/her own interests.
- A representative will be highly aware that the rights and duties of the PWID in the organization and the community are being fulfilled.
- He/she will advocate for getting the support and resources the group needs to do its job well or to improve its quality of life.
- He will keep a close eye on the achievement of the objectives.
- Must support and defend the team

Characteristics required for being a good representative:

- Listening skills. Recalling topic on active listening.
- Inspiring confidence, so that others trust him.
- Being tolerant and accept other people's opinions.
- Ensure that the other people in the group feel at ease.
- Being very polite
- Having the ability to reach agreements and defend a position.
- He/she needs to be able to resolve conflicts calmly and assertively.
- Being hardworking and strive to deliver what he/she have said
- Making decisions whenever any member of the group does not comply with what has been agreed.

Exercise 6.2. (It includes two activities).

3. Learning to Vote

This block of content aims to show the voting process through the projection of an explanatory video about voting and elections. The educator will show the video and explain each part by discussing it with the PWID and asking supporting questions:

1. What is voting?
2. How do we choose our representative?
3. What do representatives do during the campaign?
4. What is the first step before voting?
5. What is a ballot?

The answers will be discussed as a group.

Note: The video is about the U.S. elections and reminds PWID that each country has its own procedure, but overall, most countries follow similar steps.

In the **voting process there are three steps:**

Step 1: MEET THE CANDIDATES

The first step of this activity is to choose 3 candidates, each person will need to make a small campaign in which they will have to convince the rest of the group to vote for them. The educator can guide the nominees by asking them these questions:

1. Why do you think you could be a good representative? What are your strengths?
2. In case you win the vote, what changes will you make to improve the situation of your group?
3. What would you suggest to the professional staff working with you to change or add in the organization?

Step 2: LET'S VOTE!

Once the campaign is completed, the educator may move on to the next step, which involves voting. First of all, each person must be given an index card to be used as a ballot, on which the names of the three candidates will be written and each person will have to select only one of them in order to represent him/her. Remind participants that this is a private vote so they can feel free to choose the most suitable candidate to lead or represent. Have one or two people collect the ballots and place them in the ballot box.

Step 3: ANNOUNCE WHO HAS WON

Once voting has been finished, the educator may count or have someone from the student body count the votes received by each candidate and write the result on the board.

Transferring what you have learned

The training as such ends and the group of self-advocates must be formed.

It is recommended to do the following:

- To prepare a record of each meeting and in the first one, list the members of the group, who is the secretary.
- To schedule meetings, time and place.
- To draw up an agenda for a meeting.
- To consider that the members of the group are representatives of other people in the organization and one of their assignments is to gather the proposals of their colleagues.
- Once the group has been formed, objectives can be set for the organization to work on, e.g., improvements in the center, advocacy, accessibility of content, etc.
- To be aware of the movements of associations for the defense of the rights of PWID and be able to raise their voice to them.
- It is important to carry out joint tasks with other self-advocacy groups.

Exercise 6.1.

Areas of participation



Content

Instructions for the educator

Introduction to activities 1, 2 and 3

- Activity 1: Areas of participation
- Activity 2: I make my poster
- Activity 3: Participation is a decision

Instructions for the educator

Quality of life dimension	Law and social inclusion
LifeComp model subcompetencies	Social development competence <ul style="list-style-type: none"> • Empathy • Communication • Cooperation
Duration	1 hour
Expected learning outcome	<p>6.1. The PWID knows and describes the different areas of participation: personal, organizational and community.</p> <p>6.2. He/she knows and decides if he/she wants to participate in these areas.</p> <p>6.5. He/she looks for information on social networks.</p> <p>6.6. He/she is familiar with the most important platforms related to those individuals and the defense of their rights.</p> <p>6.7. He/she identifies at least two self-defense groups in the community.</p>
Instructions for the educator	This exercise aims to ensure that the person learns about the areas of participation and identifies them.
Difficulty level	<p>The exercise consists of 3 activities:</p> <p>Activity 1: Areas of participation</p> <p>Activity 2: I make my poster</p> <p>Activity 3: Participation is a choice</p> <p>In the first and second activities, the person analyzes, with support, which type of area each example refers to, from the personal to the community, and seeks information about the associations in the community.</p> <p>In the third one, he/she looks for specific information about the activities he is interested in and with this information he can decide whether he wants to participate in them or not.</p>
Transfer	<p>Being informed of the different areas and levels of participation is essential to put into practice the right to participation and social inclusion.</p> <p>The person will apply what he/she has learned in his or her daily life, both in terms of individual rights and participation in the organization.</p>

Introduction to activities 1, 2 and 3: Participation and social Inclusion

The main objective of these exercises is for people with disabilities to be able to identify and recognize the different types of situations in which they may participate as individuals.

Note:

The hypothetical situation is used as a starting point, but if someone wants to present another similar real situation, they can also include it, as long as the group agrees.

Activity 1. Areas of participation

We present some cards (Annex 1) representing situations in which people with disabilities have the right to participate. Its mission is to reorder the cards and place them in the corresponding area (personal, organizational or community) (Annex 2). The exercise should be performed individually and the results discussed collectively. The PWDI or the educator can give or add more examples of the situations.

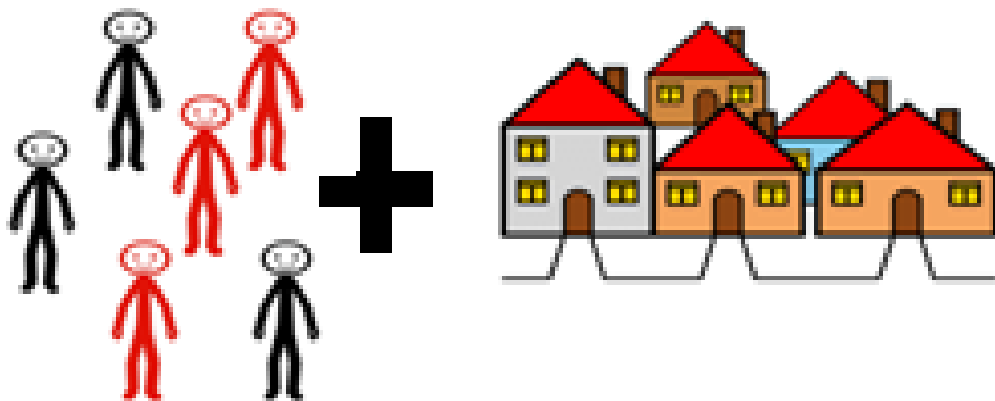


Activity 2: I make my poster

In this activity, the PWDI will make a poster of the different places or situations in which they participated or wish to participate in the future and present it to the rest of the group. This exercise aims to make them think about situations in which they can contribute and learn about new ones by listening to the rest of the students. Some of them will need help, so the educator or caregiver can guide them by asking them the following questions:

- Do you go to any association/organization?
- Do you know of any associations in your neighborhood?
- What would you like to do in that association/organization?
- Are you doing/have you done volunteer work?

Once you have gathered all the information you will be able to make the poster. All the required material will be provided (printer, laptop, pen, poster sheets...).



Activity 3: Participation is a decision

Once we know the different spheres of participation in the organization and community, I can decide whether I want to participate in any of them.

To do so, I have to think:

- What are my interests, if any, I am interested in?
- How much time I have available, timetable.
- Can I travel there? How could I resolve this point.
- How do I register as a volunteer or member of this group? Gathering information.



With the help of the trainer each person will decide whether he/she wants to participate in something or not, as well as collect information on how to participate in that entity or association and what is needed.

We may fill in the form of the association/activity of participation which I like (Annex 3):

Name of the association or entity	
What do they do?	
Where are they?, address	
Contact person and telephone	
Can I go to the site and how do I get there?	
What does it take to become a member?	
Do I have to pay a fee? How much?	

ACTIVITY 1. Annex 1. For printing and student use



TO VOTE



**TO MAKE DECISIONS
ABOUT MY PRIVATE
LIFE**



**TO GIVE FEEDBACK
ON THE CENTER'S
EVENTS**



VOLUNTEERING



**TO PARTICIPATE IN
NEIGHBORHOOD
ACTIVITIES**



**MY FAMILY TAKES
INTO ACCOUNT MY
OPINION AND MY
PERSONAL
PREFERENCES.**



**COLLABORATE IN
THE REALIZATION
OF PROGRAMS OR
ACTIVITIES IN THE
ASSOCIATION/**




**TO GAIN ACCESS TO
COMMUNITY
SERVICES**



**TO PARTICIPATE IN
PARTNERSHIP
MEETINGS**

ACTIVITY 1. Annex 2. For printing and student use

PERSONAL AREA	ORGANIZATIONAL AREA	COMMUNITY AREA
		

ACTIVITY 3. Annex 3. To be printed

Name of the association or entity	
What do they do?	
Where are they?, address	
Contact person and telephone	
Can I go to the site and how do I get there?	
What does it take to become a member?	
Do I have to pay a fee? How much?	

Exercise 6. 2: The role of the representative



Content

Instructions for the educator

Introduction to activities 1 and 2.

- Activity 1: Characteristics required to be a representative
- Activity 2: To be a representative

Instructions for the educator

Quality of life dimension	Rights and social inclusion
LifeComp model subcompetencies	<p>Social development competence</p> <ul style="list-style-type: none"> • Empathy • Communication • Cooperation
Duration	1 hour
Expected learning outcome	6.3. He/she understands and describes the role and functions of the representatives.
Instructions for the educator	<p>In this exercise, the person must know what it means to be a representative of other people, what are the characteristics of a good one and what are his or her functions.</p> <p>We can play a video about what representatives are.</p>
Difficulty level	<p>The exercise includes two simple activities, carried out as a group, through which the characteristics that a good representative should have will emerge. It is important to understand that to represent others is not to state one's personal opinion but what the majority says.</p> <p>In order to reinforce the contents, viewing a video is optional.</p>
Transfer	<p>Once the person knows the functions of a leader, he/she will know what issues he/she can consult or express to him/her, and he/she will be able to consider whether he/she wants to be a representative in his/her organization.</p>

Introduction to the exercise

1. What is the role of a representative and a leader?



A representative is the person elected by the group in order to speak on behalf of the group, to defend the interests that the group has conveyed to him/her.

A leader is the person directing and motivating the group to achieve a goal. It is not the person who leads because he/she is in that position, but the leader is elected, appreciated and admired by the group. A boss may be hired by others or he may be chief because he is the owner of a company and may not listen to others.

Being a representative is something very important as it implies:

- Collecting the proposals and concerns of my colleagues.
- Be at organizational and community meetings where he/she will speak up for the group and not just for his/her own interests.
- A representative will be highly aware that the rights and duties of the PWID in the organization and the community are being fulfilled.
- He/she will advocate for getting the support and resources the group needs to do its job well or to improve its quality of life.
- He will ensure that the objectives are achieved.
- Must support and defend the team.



Characteristics required for being a good representative:

- Listening skills. He/she remembers the topic of active listening.
- He/she inspires confidence, so that others trust him.
- He/she is tolerant and accepts other people's opinions.
- He/she ensures that the other people in the group feel at ease.
- To be very polite.

- He/she must have the ability to reach agreements and defend a position.
- He/she needs to be able to resolve conflicts calmly, with assertiveness.
- He/she is hardworking and strives to deliver what he/she has said.
- Whenever any member of the group does not comply with what has been agreed upon, decisions must be made.

Activity 1: Characteristics required for being a good representative:

As a group, people are invited to express which characteristics are typical of a good representative and which are not. We will emphasize communication skills and the ability to speak on behalf of the group (see Annex 4).

A GOOD REPRESENTATIVE WILL BE:	A BAD REPRESENTATIVE
	

Activity 2: To be a representative

Read the following case:

Martha has been chosen as one of the representatives of the occupational center she attends. They had freely chosen her by election. The group has trusted that she is going to represent them and she is going to make sure that everyone gets better.

The representatives are going to meet with the entity's management and beforehand Martha has to ask for the concerns and issues that the group is worried about.



At the meeting held with the group to gather proposals, what happens will be the following:

Charles tells her that he does not like the food at the center, as he would like it to be more varied. Martha does not want to write down this proposal and tells him that she does like the food.

Laura says she would like to volunteer at an animal protection association. Martha tells him that this is not important, as there are other more important volunteer activities such as food distribution.

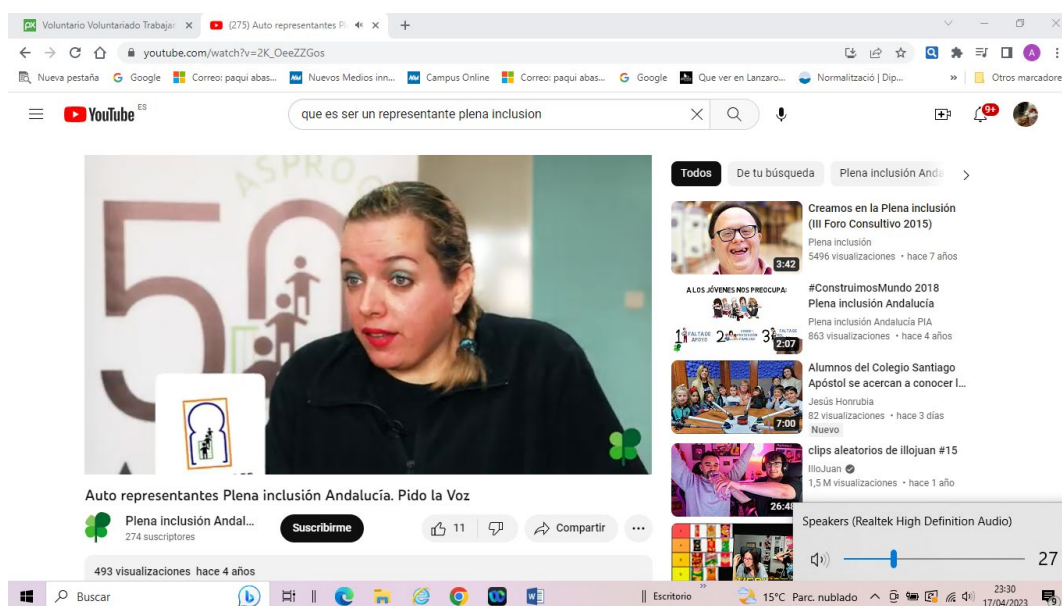
When Inés is about to speak, Martha starts talking on her cell phone and does not hear her.

Anne tells her that she is not listening to her colleagues and Martha gets angry and replies that she is the representative and decides.

Answer to the following questions:

- How might the group be feeling about this situation?
- Can Martha improve her behavior? How can she do it?
- Do you think Martha is being a good representative or do you think she needs to change her behavior to help her team?



To reinforce the contents we can view the following video about the representatives:



https://www.youtube.com/watch?v=2K_OeeZZGos

(subtitles available in different languages)

ACTIVITY 1. Annex 4. For printing and student use

A GOOD REPRESENTATIVE WILL BE:	A BAD REPRESENTATIVE
 <p>designed by freepik</p>	

Exercise 6. 3: learning how to vote



Contents

Instructions for the educator

Introduction to activities 1 and 2.

- Activity 1: Voting and elections.
- Activity 2: Campaign, register and vote.

Instructions for the educator

Quality of life dimension	Rights Interpersonal relationships Social inclusion
LifeComp model subcompetencies	Social development competence <ul style="list-style-type: none"> • Empathy • Communication • Cooperation
Duration	2 hours
Expected learning outcome	6.3. He/she understands and describes the role and functions of the representatives. 6.4. He/she can participate in real or simulated situations (for instance, mock elections in a self-defense group).
Instructions for the educator	The following exercises deal with voting; however, the educator can freely change it as long as the new exercises guarantee the expected learning outcomes.
Difficulty level	The exercise consists of 2 activities. In the first one, after watching a video, the group answers the questions shown. In the second one, an election is simulated, with candidates, voting, vote counting and results. Both the contents and the simulation will be adapted to the characteristics of the group.
Transfer	The person acquires the basic notions about the process of elections and voting of representatives. This information will be useful for you to make elections and elect representatives in your entity.

Introduction

This activity aims to show the voting process through the projection of an explanatory video about voting and elections. The educator will show the video and explain each part by discussing it with the PWID and asking supporting questions:

1. What is voting?
2. How do we choose our representative?
3. What do representatives do during the campaign?
4. What is the first step before voting?
5. What is a ballot?

The answers will be discussed as a group.

Note: The video is about the U.S. elections and reminds PWID that each country has its own procedure, but overall, most countries follow similar steps.



<https://www.youtube.com/watch?v=8FppWy1gao8>

Activity 1: Voting and elections.

Video viewing and discussion in response to the above questions.

Activity 2: Campaign, register and vote.

This activity aims to represent the voting process (role-playing). Instead of holding presidential elections, the election shall be of the person representing the group. Explain to the PWID that whoever wins will lead the group and will be their representative during the meetings.

Step 1: MEET THE CANDIDATES

The first step of this activity is to choose 3 candidates. Each person will need to make a small campaign in which they will have to convince the rest of the group to vote for them. The educator can guide the nominees by asking them these questions:

1. Why do you think you could be a good representative? What are your strengths?
2. In case you win the vote, what changes will you make to improve the situation of your group?
3. What would you suggest to the professional staff working with you to change or add in the organization?



Step 2: LET'S VOTE!

Once the campaign is completed, the educator may move on to the next step, which involves voting. First of all, each person must be given an index card to be used as a ballot. The names of the three candidates will be written on it and each person will have to select only one of them in order to represent him/her. Remind participants that this is a private vote so they can feel free to choose the most suitable candidate to lead or represent. Have one or two people collect the ballots and place them in the ballot box.



Step 3: TO ANNOUNCE WHO HAS WON

Once voting has been finished, the educator may count or have someone from the student body count the votes received by each candidate and write the result on the board.

When voting for the candidates, for those who are not literate, a sheet with name and photo of the candidates can be provided for them to put a cross on which they choose (also, this process is similar to any community vote). We may also make a cardboard ballot box as similar as possible to a voting process; we will appoint a person in charge of keeping the lists of participants and controlling who has voted and who has not, checking the ID of the voters.



Appendix 1. Self-Inca tool: competences assessment tool.

SELF-INCA TOOL

Each of the statements below refers to a set of skills. Please read each of them and indicate to what extent you consider the participant in self-management learning programs as able to perform them adequately.

To enable us to analyze the data, please provide the information requested below. Your answers will be treated as strictly confidential.

TRAINER'S NAME: _____ Age: ☐ Male ☐ Female

PARTICIPANT IN SELF-MANAGEMENT LEARNING PROGRAM

NAME: _____ Age: ☐ Male ☐ Female

Please, express your point of view rating from 0 (Not yet competent) to 6 (Expert). And, of course, you can use the numbers in the middle if your position falls between the extremes.

Please use the following scale to rate the level of competence for each item.

0= Not yet competent, not yet demonstrated appropriately

1= Beginner demonstrated but beginning stage of development. Numerous inconsistencies and inaccuracies in performing this skill.

2= Advanced Beginner demonstrated but in the early stage of development. Some inconsistencies and inaccuracies in performing this skill.

3= Competent, demonstrated meeting standard for competence. No inconsistencies or inaccuracies in

	Not yet competent						Expert
	0	1	2	3	4	5	6

CRITICAL THINKING - the ability to use strategies that increase the possibility of achieving a desirable outcome.

1. They express concepts, been able to give some examples.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. They identify crucial points of a topic.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. They judge whether a topic is relevant, applicable, or has any implications in a specific situation.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. They use different strategies to solve problems.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. They describe the strategy used to decide reasonably.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

EMPATHY - the understanding of another person's emotions, experiences and values, and the provision of appropriate responses.							
6. After being with a friend who is sad about something, they can show empathy.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. They get caught up in other people's emotions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. They can tell how people feel.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. They can identify when people are happy.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. They notice right away when a friend is angry.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ASSERTIVE COMMUNICATION- the ability to directly state your feelings and needs in a respectful manner.							
11. They ask appropriately for information and clarifications without being excessively intrusive.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. They adequately support their points of view even in the presence of those who think differently.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13. They can say no in assertive way to someone without making them feel bad.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14. They criticize something or someone in a friendly way.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15. They share both positive and negative feelings with others.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
EFFICIENT COMMUNICATION - use of relevant communication strategies, domain-specific codes and tools depending on the context and the content.							
16. They can describe to others their point of view of an issue or subject.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17. They can present oral speeches to others.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
18. They use new technologies to communicate to others more effectively.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
19. They can identify the components of the non verbal communication (such as look into the eyes).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
20. They can identify the components of the verbal communication.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

SELF-REGULATION - awareness and management of emotions, thoughts and behavior.							
21. They can be calm when facing stressing situations.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
22. They can manage compromising situations.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
23. They take responsibility to find solutions to problems and difficulties.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
24. They are able to identify the supports needed to achieve their goals.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
25. They are able to identify the 3 components (thoughts, emotions and behaviours) producing discomfort.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
FLEXIBILITY- the ability to manage transitions and uncertainty, and to face challenges.							
26. They show interest in new things.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
27. They are willing to try something new.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
28. They come out with original ways to solve difficulties or problems.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
29. They can look for information using different sources to start new path.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
30. They are able to look for new ideas and opportunities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
COLLABORATION - engagement in group activity and teamwork acknowledging and respecting others.							
31. They describe the different areas of participation: personal, organizational and community.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
32. They search for information on social networks.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
33. They know platform related to PWID and the defence of their rights.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
34. They identify 2 self-advocacy groups in the community.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
35. They can describe the functions performed by the representative person of a self-advocate group.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
36. They share tasks and resources with others.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
37. They willingly work together with others providing the necessary contributions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

38. They provide opinions, help and advice on what to do to others.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
39. They show respect and appreciation for the work of others.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
40. They ask what to do to others.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
GROW MINDSET - belief in one's and others' potential to continuously learn and progress							
41. They are able to monitor their own learning process.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
42. They are responsible for their learning process.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
43. They come up with different strategies to achieve their goals.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
44. They are able to verbalize the mental strategy used.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
45. They identify rights to learn in a group activity.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
LEARNING MANAGEMENT - the planning, organising, monitoring and reviewing of one's learning							
46. They use diagrams or drawings to connect one thing to another.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
47. When they learn something new, they ask questions to see if they are right.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
48. They participate actively in meetings, group discussions and stimuli proposed by the educator.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
49. They complete exercises and activities that have been proposed.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
50. They plan their own learning process.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>