Psycho-Educational Kit
Trainer's Manual & Trainee's Workbook

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PSYCHO-EDUCATIONAL AND SOCIAL INTERVENTION PROGRAM FOR PARENTS

PSYCHO-EDUCATIONAL KIT: TRAINER'S MANUAL AND TRAINEE'S WORKBOOK

Coordinator **Aurora Adina COLOMEISCHI**

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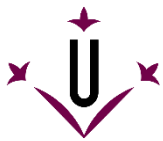
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Part I

1. Psycho-Educational and Social Intervention Program for Parents (PESI) - Benefits of Parents' Education and Training

Aurora Adina Colomeischi

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The psycho- educational & social intervention program is developing an interdisciplinary approach to address the psychological, educational and social needs of the parents of children with special needs in order to strengthen their personal, social-emotional skills and their parenting skills, so that they will experience a growing social inclusion and wellbeing. The general aim of the project is pursued through a double way intervention: first it is addressing the parent's personal needs for social—emotional development, coping strategies learning to face the stress and promoting social inclusion, enhancing their resilience and experiencing wellbeing; second it is addressing to their parental role and it meets the need of parenting skills development for becoming a real resource for their children with special needs.

The PESI Program will comprise psychological, educational and social approach for promoting social inclusion of the families parenting children with special needs Their psychological needs will be addressed through psychological evaluation of their personal, social-emotional competencies and through proving specialized training for social-emotional learning in order to attain wellbeing and to master coping strategies.

Their educational needs will be addressed through providing opportunities for learning coping strategies and parenting skills useful in dealing with children with special needs. The psycho – educational intervention will be assured by providing training programs for parents in order to enhance their wellbeing through enabling them to have healthy coping strategies to stress and developing their social-emotional skills.

Their social needs will be addressed through fostering social inclusion by integrating them into support network for sharing knowledge and experiences on parenting a special child. The social dimension of the intervention program will be covered by the developing a support group for parents so that they will extend their social network and they could benefit from knowledge and experiences sharing, and they could receive a specialized guidance as well.

The PESI Program involves instructing parents in such a way that they can use the knowledge, instruments, skills and techniques to enhance their wellbeing and their parental practice. The program has a preventive goal in order to enhance the protective factors within family and the parent-child dyad, and to modify or eliminate the risk factors within the family and the parent-child relationship.

The stages of the PESI Program will be:

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• initial assessment (stress, social-emotional competence, resilience, wellbeing, parenting social representation),
• training of parents,
• post-training assessment,
• and follow-up through involving the parents in support groups, followed by a final assessment.

What are the benefits of participating in such a training program?

Expected results for the target group: parents of children with special needs

• Parents will experience individual changes on the level of social-emotional skills, coping skills, wellbeing;
• Parents will enhance their wellbeing, resilience through learning stress coping strategies;
• Parents will improve their social-emotional competence through social-emotional learning within training groups;
• Parents will receive useful information about raising children with special needs;
• Parents will extend their knowledge about the specific of social-emotional development of children with special needs;
• Parents will raise their awareness upon their active role in facilitating wellbeing for children & family;
• Parents will gain experience through active participation at support group meetings;
• Parents will become resources for their peers through their involvement into support network for parenting children with special needs;

As we already know, the trainer himself/herself experience a personal development moment.

Expected results for trainers and staff

• The trainers will be enabled with strategies to work with parents for promoting resilience, coping skills, wellbeing of families with disabled children;
• The staff will enhance their abilities of teamwork within an intercultural environment, so they will experience an intercultural competence raise;
• The staff will exercise and will improve their research and training skills;

Llewellyn and Leonard (2009: 6) point to the importance of family to children and young people with disabilities that is why this intervention is focused on strengthening the family wellbeing through training and education.

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The PESI Program consists in twelve units as following:
- Unit 1. Initial assessment. Personal strengths
- Unit 2. Family strengths
- Unit 3. Stress within family. Stress management
- Unit 4. Resilience within family
- Unit 5. Self-esteem and self-confidence
- Unit 6. Self-management
- Unit 7. Self-efficacy
- Unit 8. Social-emotional learning within family
- Unit 9. Emotional competence
- Unit 10. Social competence
- Unit 11. Emotional Intelligent Parenting
- Unit 12. Final assessment. Evaluation

The PESI Program is intends to provide a social – emotional learning opportunity for the parents, based on the CASEL principles and theoretical framework.

Social and emotional learning (SEL) is a broad term used to describe the process of developing fundamental social and emotional competencies in children (CASEL 2005: 5), which in turn would have a positive impact on academic performance (Durlak et al 2011: 406).

Within this approach, integrated efforts to develop five core social and emotional competencies:
➢ Self-awareness: including having a realistic assessment of one's own abilities and a well-grounded sense of self-confidence.
➢ Social awareness: understanding what others are feeling, being able to take their perspective and appreciating and interacting positively with diverse groups.
➢ Self-management: dealing with emotions so they facilitate rather than interfere with tasks at hand, being conscientious, delaying gratification to pursue goals and persevering in the face of setbacks and frustrations.
➢ Relationship skills: including dealing with emotions in relationships effectively and resisting inappropriate social pressure.
➢ Responsible decision-making: based on an accurate consideration of all relevant factors and the likely consequences of alternative courses of action, respecting others, and taking responsibility for one's decisions. (Durlak et al 2011).

PESI Program promote a strength – based approach, an active learning framework and experiential learning approach.

Strength based approach:

According to the *The Wiley Blackwell handbook of the psychology of positivity and strengths-based approaches at work* (p. 9) the strengths perspective means to look for what is working well, how individuals are leveraging strengths, seeking optimal performance – compared to traditional approaches which may be diagnostic, problem-solving, seeking root causes, and so on. A

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strength-based approach is often contrasted with a deficit-based approach. It is an approach where one aims to approach the positive, rather than escape or avoid the negative. It is an approach where the presence of positive attributes is what is sought, not only the absence of negative attributes. It is one in which we guard against the negativity bias, one in which revenue is considered important and not only cost reduction, one in which human and environmental contribution becomes paramount.

The strengths-based thinking that underpins the approach suggests that we are invited to think in terms of resources, skills, competencies, goals and preferred futures about our clients, their lives, the communities they belong to.

Strength based approach:
- Focuses on understanding how change occurs in clients' lives and what positive possibilities are open to them; - Elicits detailed descriptions of goals and preferred futures. - Person is seen as more than the problem, with unique talents and strengths and a personal story to be told. - Focuses on identifying 'what's right and what`s working on strengths, skills and resources in individuals, families and communities. - (Client as expert in their own lives)

According to John Sharry (2004), there are studies which lend evidence for strengths-based approaches to therapy that aim to build upon clients' own actions, resources and social supports in the process of positive change. Underpinning a strengths-based approach to therapy is a belief that clients possess (either personally or within their social networks) most of the resources and strengths they need to change and reach their goals. This is consistent with belief within the person-centered approach in the existence of a self-healing potential in all people (Rogers, 1986).

A strengths approach begins with "efforts to label what is right" within people and and is built upon the assertion that every individual has talents or psychological resources that can be leveraged toward the attainment of desirable outcomes in many areas of life (Anderson, 2005; Saleebey,2006). This perspective affirms the development of strengths as a legitimate avenue for invoking academic and vocational success, well-being, and personal growth. (Park, Schueller, 2014). It suggests that strengths-oriented practitioners may aid in the process of uncovering their clients' suppressed areas of potential or resilience (Barnard, 1994; Saleebey,1997 apud Park, 2014) and help people cultivate the ability to apply personal resources or skills to solve a problem or attain a goal (Aspinwall & Staudinger, 2003, apud Park, 2014).

Active Learning Framework

According to *The Wiley Blackwell Handbook of Psychology of Training, Development and Performance Improvement* active learning is usually described as an approach that ascribes the trainee an active role in the learning processes, for example, exploratory training in which trainees explore and experiment with the training tasks. (p. 93) Additionally, active learning is often

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contrasted with more traditional, more proceduralized, and more structured approaches that view trainees as rather passive recipients of instruction (Bell & Kozlowski, 2010; Keith & Frese, 2005 apud Kraiger et all., 2015).

According to Kraiger (2015) the basic dimensions of active training interventions include
Exploration and experimentation A major ingredient of active training is active exploration and experimentation by trainees during training. In active training, rather than receiving detailed step-by-step guidance about correct procedures as in traditional proceduralized training, participants actively explore the training material on their own ***Amount of information provided*** Active training interventions often provide only little task information. Rather, trainees are encouraged to explore and infer the information that is necessary to solve the training tasks. ***Methods of provision of information*** In active training, information may be provided (a) prior to the practice phase (instruction), (b) it may be made permanently available during training (permanent access), or (c) it may be delivered in terms of individualized evaluation (feedback). ***Permanent access***. During the practice phase of active training, trainees usually explore and experiment on their own without access to additional task information. ***Learner control*** Learner control implies that learners are given the opportunity to make "choices in both what and how to learn" (Kraiger & Jerden, 2007, p. 65 apud Kraiger, 2015, p. 95).

Experiential Learning Framework

Experiential learning is the process of learning through experience, and is more specifically defined as "learning through reflection on doing". According to Kolb, experiential learning is deploying through four stages: concrete experience, reflection and observation, abstract conceptualization and active experimentation. There are some conditions to be fulfilled in order to be a "good experiential learner" established by Kolb:

• The learner must be willing to be actively involved in the experience;
• The learner must be able to reflect on the experience;
• The learner must possess and use analytical skills to conceptualize the experience; and
• The learner must possess decision making and problem solving skills in order to use the new ideas gained from the experience.

Each unit will be explained and presented in details in the second part of the trainer`s manual.

Overall, the PESI Program intends to provide a safe and growing environment, for every person to find his/her inner strength and to build upon it resilience. The program is person-focused and try to offer opportunities for self-disclosure, self- empowerment and developing personal resources.

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2. The Adult Learning Theory – Andragogy

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The universe of gogy is composed of 3 distinct concepts regarding target populations, their methodologies, and, in particular, learning strategies. Thus, Pedagogy refers to the formation and learning in childhood, the Gerontogogy that concerns the formation of the elderly, or caregivers of the elderly, and Andragogy.

Andragogy or adult learning theory, it is presumed that adults have specific learning requirements, suggesting that the best learning environments are the ones that are collaborative and utilize a problem-based approach. This concept, firstly mentioned by Alexander Kapp (1833) and recovered by Malcolm Knowles (1913 – 1997), means adult education, thus andragogy refers to any form of adult learning (Kearsley, 2010), and Knowles (1984) added to this kind of "gogia", what we usually call by the 5 andragogic assumptions.

1. Self-Concept - As a person matures his/her self-concept moves from one of being a dependent personality toward one of being a self-directed human being.

2. Adult Learner Experience - As a person matures he/she accumulates a growing reservoir of experience that becomes an increasing resource for learning.

3. Readiness to Learn - As a person matures his/her readiness to learn becomes oriented increasingly to the developmental tasks of his/her social roles.

4. Orientation to Learning - As a person matures his/her time perspective changes from one of postponed application of knowledge to immediacy of application. As a result his/her orientation toward learning shifts from one of subject-centeredness to one of problem centeredness.

5. Intrinsecal or Autotelic Motivation to Learn - As a person matures the motivation to learn is internal (Knowles, 1984:12).

The Knowles' 4 Practical Principles of Andragogy - In 1984, **Knowles** suggested **4 principles** that must be applied in adult learning:

1. Adults need to **be involved in the planning and evaluation** of their instruction.
2. **Experience (including mistakes) provides the basis** for the learning activities.
3. Adults are most interested in learning **subjects that have immediate relevance** and impact to their own work, joband mainly in their personal life.
4. Adult learning is **problem-centered** rather than content-oriented. (Kearsley, 2010)

The 6 Main Characteristics of Adult Learners

There are 6 main characteristics of adult learners according to this author:

1. **Adult learning is self-directed/autonomous -** Adult learners are actively involved in the learning process such that they make choices relevant to their learning objectives. As

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such, adult learners also direct their learning goals with the guidance of their mentors. As an educator, it is important to facilitate the process of goal-setting. Trainees need to be given the freedom to assume responsibility for their own choices. When it comes to workload, they also need to be proactive in making decisions and in contributing to the process.

2. **Adult learning utilizes knowledge & life experiences -** Under this approach educators encourage learners to connect their past experiences with their current knowledge-base and activities. Learners are taught ways to bring to their current placement past knowledge, opinions, and experiences. Educators need to be well-versed in how to help trainees in drawing out relevant past knowledge and experiences. In addition, educators must know how to relate the sum of learners' experiences to the current learning experiences.

3. **Adult learning is goal-oriented -** The motivation to learn is increased when the relevance of the "lesson" through real-life situations is clear, particularly in relation to the specific concerns of the learner. The need to acquire relevant and adequate knowledge is of high importance. With this in mind, adult learning is characterized as goal-oriented and intended learning outcomes should be clearly identified. Once the learning goals have been identified, it is now imminent to align the learning activities such that these objectives are fulfilled within a certain period of time. This approach is a great way to maximize a trainees' learning experience.

4. **Adult learning is relevancy-oriented -** One of the best ways for adults to learn is by relating the assigned tasks to their own learning goals. If it is clear that the activities they are engaged into, directly contribute to achieving their personal learning objectives, then they will be inspired and motivated to engage in projects and successfully complete them.

5. **Adult learning highlights practicality -** Placement is a means of helping trainees/Treinees to apply the theoretical concepts learned inside the classroom into real-life situations. **It is very important for educators to identify appropriate ways and convert theoretical learning to practical activities**! Learning is facilitated when appropriate ways of implementing theoretical knowledge in real life situations are made clear.

6. **Adult learning encourages collaboration -** Adult learners thrive in collaborative relationships with their educators. When learners are considered by their instructors as colleagues, they become more productive. When their contributions are acknowledged, then they are willing to put out their best work. Also check some insights on *how adult learning is growing*.

In andragogy place-learning context we have 8 Adult Learners' Traits

1. **Self-direction -** Adults feel the need to take responsibility for their lives and decisions and this is why it's important for them, to have control over their learning. Therefore, self-assessment, a peer relationship with the instructor, multiple options and initial, yet subtle support are all imperative.

2. **Practical and results-oriented -** Adult learners are usually practical, resent theory, need information that can be immediately applicable to their professional needs, and generally prefer practical knowledge that will improve their skills, facilitate their work and boost

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their confidence. This is why it's important to create a course that will cover their individual needs and have a more utilitarian content.

3. **Less open-minded and therefore more resistant to change -** Maturity and profound life experiences usually lead to rigidity, which is the enemy of learning. Thus, instructional designers need to provide the "why" behind the change, new concepts that can be linked to already established ones, and promote the need to explore.

4. **Slower learning, yet more integrative knowledge -** Aging does affect learning. Adults tend to learn less rapidly with age. However, the depth of learning tends to increase over time, navigating knowledge and skills to unprecedented personal levels.

5. **Use personal experience as a resource -** Adults have lived longer, seen and done more, have the tendency to link their past experiences to anything new and validate new concepts based on prior learning. This is why it's crucial to form a class with adults that have similar life experience levels, encourage discussion and sharing, and generally create a learning community consisting of people who can profoundly interact.

6. **Motivation -** Learning in adulthood is usually voluntary. Thus, it's a personal choice to attend school, in order to improve job skills and achieve professional growth. This motivation is the driving force behind learning and this is why it's crucial to tap into a learner's intrinsic impetus with the right thought-provoking material that will question conventional wisdom and stimulate his mind.

7. **Multi-level responsibilities -**Adult learners have a lot to juggle; family, friends, work, and the need for personal quality time. This is why it's more difficult for an adult to make room for learning, while it's absolutely crucial to prioritize. If his life is already demanding, then the learning outcome will be compromised. Taking that under consideration, an instructional designer needs to create a flexible program, accommodate busy schedules, and accept the fact that personal obligations might obstruct the learning process.

8. **High expectations -** Adult learners have high expectations. They want to be taught about things that will be useful to their work, expect to have immediate results, seek for a course that will worth their while and not be a waste of their time or money. This is why it's important to create a course that will maximize their advantages, meet their individual needs and address all the learning challenges.

How to Motivate Adult Learners?

Adults, unlike children, teenagers and trainees, in most cases, have a lot of things on their minds and your **learning course** is probably the last one of them. In addition, **adult learners** don't see the rewards of their efforts as soon as they would expect, and giving them candy doesn't work as it works with children. Also, academic habits, they once possessed are also long forgotten. Least but not last, a lot of the **learners** are often forced to take on this **eLearning course** to enhance their skills, keep their job, get a job, or continue further with their career plans. All this makes it difficult to motivate learners and make them active participants.

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So, we should consider these **17 Strategies to Motivate Adult Learners:**

1. **We must create useful and relevant learning experiences based on the age group, problems and interests of this kind of learners –** We must **e**mphasize on the **practical knowledge**. It is important to design a course that provides immediate relevancy. Learning materials that can be put into practice. Adult learners appreciate more practical knowledge, rather than extraneous facts and theories.

2. **We must facilitate exploration -** Even though children are famous for their exploratory nature and curiosity, adult learners, too, sometimes like to take the opportunity **to construct knowledge in a way that is meaningful to them**. For this reason, we should have all sorts of materials, references, infographics, short videos, lectures, podcasts and free resources available. In such a perfect learning environment **learners are more likely to get inspired or find something that makes them want** to learn more.

3. **We must have to build community and integrate social media -** Keep in mind that **social media websites are a powerful tool for collaboration**, commenting and sharing: facilitate group discussions and communities. People will quickly start exchanging knowledge, and will also have fun, social media is fun!

4. **A voice behind the video is not enough -** Add a personal touch. The course, in our PESI, needs to have a face. We need to make ourselves availables to people, inviting subject-matter experts, authors, professors and other specialists in live online discussions and question and answer sessions.

5. **We must to challenge through games -** Come up with different problem solving exercises and life real situations or case studies. We need to make our learners look for and find solutions or help them to find some answers to their own issues.

6. **We must use humor! -** Humor would work great even with the most demotivated learners on our course. When or if our trainees know we have a funny way to stay in learning plaecement and we are funny, they will listen to our material carefully, cause they wouldn't want to miss on our witty sense of humor. We can never lose with that.

7. **We must to chunk information – We must to presente the contentes in parts.** Chunking is essential: it helps trainees to remember and assimilate information. Small bits are easier to process.

8. **Why not add suspense? –** If we see that it causes discomfort, it is preferable don't give out everything our course is about in the beginning. Yes, we need an overview, but we must keep some interesting points until the time is right.

9. **We must to accommodate individual interests and career goals -** Empower learners to work on these goals and individualize the training to suit their needs.

10. **Stimulating our learners -** Encourage them to think by either providing them with brain teasers, or by asking thought-provoking questions.

11. **Let learning occur through mistakes -** According to a German proverb "*you will become clever through your mistakes*". We must think of the expression: "*Walker, there is no way. The way is made walking ...!*" (António Machado). And on our life way, we learn by trial and error. Errors should be used, as examples of self reflection, to find alternatives or improved strategies to solve personal problems.

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12. **Make it visually-compelling -** Did you know that 83% of learning occurs visually?

13. **Get Emotional – emotion is a natural bridge to learning!** If we don't sound inspiring, if our materials are not exciting, how can we motivate our trainees/ learners? So, lets get them emotionally involved too – come up with controversial statements, tap on memories, add real-life stories.

14. **Get examples of our workplace –** Our learners may not always remember to associate what is learned with its application at the workplace. Sometimes they might need reminders and a clue to help them make that connection.

15. **Be respectful to them -** An adult is someone with many learnings through their own experiences. All that an adult needs in his or her learning path, is to find someone to think about, someone to make a catharsis and to review some steps of his path. An Human Being is a intire word we need to learn with.

16. **Ask for feedback -** It is motivating to know that our opinion contributes to the course.

17. **Present the benefits of undertaking the course -** We must find practical, concrete, visible ways of making known the benefits of training, for the daily life of the trainees. It does not matter to any adult to acquire knowledge by knowledge alone. This is only important for the learner if it results in wisdom for life.

Experiential Learning

Is the process of learning through experience, and is more specifically defined as *"learning through reflection on doing"*. Experiential learning is distinct from rote or didactic learning, in which the learner plays a comparatively passive role. It is related to, but not synonymous with, other forms of active learning such as action learning, adventure learning, free-choice learning, cooperative learning, service-learning, and situated learning.

Experiential learning is often used synonymously with the term "experiential education", but while experiential education is a broader philosophy of education, experiential learning considers the individual learning process. As such, compared to experiential education, experiential learning is concerned with more concrete issues related to the learner and the learning life context.

Eight Principles of Good Practice for Experiential Learning Activities

Regardless of the experiential learning activity, both the experience and the learning are fundamental. In the learning process and in the relationship between the trainer and trainee(s) of learning, there is a mutual responsibility, and we mus play attention to the following:

1. **Intention -** All parties must be clear from the outset why experience is the chosen approach to the learning that is to take place and to the knowledge that will be demonstrated, applied or result from it. Intention represents the purposefulness that enables experience to become knowledge.

2. **Preparedness and Planning** - Participants must ensure that they enter the learning experience with sufficient foundation to support a successful experience. They must also focus from the earliest stages of the experience/program on the identified intentions, and, the resulting plan should include those intentions, and at the same time, it should be flexible enough to allow for adaptations as the experience unfolds.

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3. **Authenticity -** The experience must have a real world context and/or be useful and meaningful in reference to an applied setting or situation. This means that is should be designed in concert with those who will be affected by or use it, or in response to a real situation.
4. **Reflection –** Reflection, even as a catharsis, is the element that transforms simple experience to a learning experience. For knowledge to be discovered and internalized, the trainee must test assumptions and hypotheses about the outcomes of decisions and actions taken, then weigh the outcomes against past learning and future implications. This reflective process is integral to all phases of experiential learning, from identifying intention and choosing the experience, to considering preconceptions and observing how they change as the experience unfolds. Reflection is also an essential tool for adjusting the experience and measuring outcomes.
5. **Orientation and Training** - For the full value of the experience to be accessible to both the learner and the learning facilitator(s), and to any involved organizational partners, it is essential that they be prepared with important background information about each other and about the context and environment in which the experience will operate.
6. **Monitoring and Continuous Improvement** - Any learning activity will be dynamic and changing, and the parties involved all bear responsibility for ensuring that the experience, as it is in process, continues to provide the richest learning possible, while affirming the learner. It is important that there be a feedback loop related to learning intentions and quality objectives and that the structure of the experience be sufficiently flexible to permit change in response to what that feedback suggests. Monitoring and continuous improvement represent the formative evaluation tools.
7. **Assessment and Evaluation** - Outcomes and processes should be systematically documented with regard to initial intentions and quality outcomes. Assessment is a means to develop and refine the specific learning goals and quality objectives identified during the planning stages of the experience, while evaluation provides comprehensive data about the experiential process.
8. **Acknowledgment** - Recognition of learning and impact occur throughout the experience by way of the reflective and monitoring processes and through reporting, documentation and sharing of accomplishments. All parties to the experience should be included in the recognition of progress and accomplishment.

Cooperative Learning

Cooperation learning practice means working together to accomplish shared goals. Within cooperative situations, individuals seek outcomes that are beneficial to themselves and beneficial to all other group members. Cooperative learning is the instructional use of small groups so that trainees work together to maximize their own and each other's learning goals. In every classroom, instructional activities are aimed at accomplishing goals and are conducted under a goal structure.

Types of Cooperative Learning in Adult Trainees Context

A - Formal Cooperative Learning - Formal cooperative learning consists of trainees working together, for one class period to several weeks, to achieve shared learning goals and complete jointly specific tasks and assignments (Johnson, Johnson, & Holubec, 2008).

1. **Making preinstructional decisions**. Trainers (a) formulate both academic and social skills objectives, (b) decide on the size of groups, (c) choose a method for assigning trainees to groups, (d) decide which roles to assign group members, (e) arrange the room, and (f) arrange the materials trainees need to complete the assignment.

2. **Explaining the instructional task and cooperative structure**. Trainers (a) explain the academic assignment to trainees, (b) explain the criteria for success, (c) structure positive interdependence, (d) structure individual accountability, (e) explain the behaviors (i.e., social skills) trainees are expected to use, and (f) emphasize intergroup cooperation.

3. **Monitoring trainees' learning and intervening to provide assistance** in (a) completing the task successfully or (b) using the targeted interpersonal and group skills effectively.

4. **Assessing trainees' learning and helping trainees process** how well their groups functioned. Trainers (a) bring closure to the lesson, (b) assess and evaluate the quality and quantity of trainee achievement, (c) ensure trainees carefully discuss how effectively they worked together (i.e., process the effectiveness of their learning groups), (d) have trainees make a plan for improvement, and (e) have trainees celebrate the hard work of group members.

B - Informal Cooperative Learning - Informal cooperative learning consists of having trainees work together to achieve a joint learning goal in temporary, ad-hoc groups that last from a few minutes to one class period (Johnson, Johnson, & Holubec, 2008). Two important aspects of using informal cooperative learning groups are to (a) make the task and the instructions explicit and precise and (b) require the groups to produce a specific product (such as a written answer). The procedure is as follows: **Introductory Focused Discussion, Intermittent Focused Discussions** and **Closure Focused Discussion**.

C - Cooperative Base Groups - Cooperative base groups are long-term, heterogeneous cooperative learning groups with stable membership (Johnson, Johnson, & Holubec, 2008). Members' primary responsibilities are to (a) ensure all members are making good academic progress (i.e., positive goal interdependence) (b) hold each other accountable for striving to learn (i.e., individual accountability), and (c) provide each other with support, encouragement, and assistance in completing assignments (i.e., promotive interaction). In order to ensure the base groups function effectively, periodically trainers should teach needed social skills and have the groups process how effectively they are functioning.

Integrated Use of all Three Types of Cooperative Learning

These three types of cooperative learning may be used together (Johnson, Johnson, & Holubec, 2008). A typical class session may begin with a base group meeting, which is followed by a short lecture in which informal cooperative learning is used. The lecture is followed by a formal cooperative learning lesson. Near the end of the class session another short lecture may be delivered with the use of informal cooperative learning. The class ends with a base group meeting.

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Basic Elements of Cooperation

Not all groups are cooperative (Johnson & F. Johnson, 2009). Placing people in the same room, seating them together, telling them they are a group, does not mean they will cooperate effectively. To be cooperative, to reach the full potential of the group, **five essential elements need to be carefully structured into the situation:** positive interdependence, individual and group accountability, promotive interaction, appropriate use of social skills, and group processing (Johnson & Johnson, 2005).

The first and most important element is positive interdependence. Trainers must give a clear task and a group goal so trainees believe they "sink or swim together; **The second essential element of cooperative learning is individual and group accountability**: The group must be accountable for achieving its goals. Each member must be accountable for contributing his or her share of the work (which ensures that no one "hitch-hikes" on the work of others). **The third essential component of cooperative learning is promotive interaction, preferably face-to-face.** Promotive interaction occurs when members share resources and help, support, encourage, and praise each other's efforts to learn.

The fourth essential element of cooperative learning is teaching trainees the required interpersonal and small group skills. In cooperative learning groups trainees are required to learn academic subject matter (taskwork) and also to learn the interpersonal and small group skills required to function as part of a group (teamwork). **The fifth essential component of cooperative learning is group processing**, when group members discuss how well they are achieving their goals and maintaining effective working relationships. Groups need to describe what member actions are helpful and unhelpful and make decisions about what behaviors to continue or change.

These five elements are essential to all cooperative systems, no matter what their size. When international agreements are made and when international efforts to achieve mutual goals (such as environmental protection) occur, these five elements must be carefully implemented and maintained.

Social and Emotional Learning (SEL)

After the disclosure of the concept of emotional intelligence, and with Daniel Goleman's expression, about the possibility that emotional competencies can be learned throughout our lives, people in general, and education systems in particular, began to look education in a completely different way.

The classical formation, which was always centered on contents linked to the scientific areas of logic and mathematics, and less on the internal component of the students, lived an insight: they started from the perspective of the "open school" puerocentrism and began to consider training in internal skills of the student.

Social and emotional learning (SEL) through a variety of educational approaches, promote trainees' capacity to integrate thinking, emotion, and behavior to deal effectively with everyday personal and social challenges. In a simple way, this concept of personal development, starts from the initial concept of emotional intelligence, and refers to the training course in emotional education, in the sense that someone, and people in general, becomes emotionally competent, through their own development.

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As the circle in the center of figure 1 shows, the immediate outcomes of SEL proposed by the Collaborative for Academic, Social, and Emotional Learning (CASEL) are organized around five competence clusters that include a variety of thoughts, attitudes, and behaviors: self-awareness, self-management, social awareness, relationship skills, and responsible decision-making. This integrated framework promotes intrapersonal, interpersonal, and cognitive competence. There are **five core competencies** that can be taught in many ways across many settings.

Figure 1 – SEL competence clusters representation

https://medium.com/inspired-ideas-prek-12/5-guiding-principles-of-social-emotional-learning-2f9fb554edad

1. Self-awareness is the ability to accurately recognize one's own emotions, thoughts, and values and how they influence behavior. The ability to accurately assess one's strengths and limitations, with a well-grounded sense of confidence, optimism, and a "growth mindset." This ability is expressed by Identifying emotions, Accurate self-perception, Recognizing strengths, Self-confidence and Self-efficacy

2. Self-management is the ability to successfully regulate one's emotions, thoughts, and behaviors in different situations - effectively managing stress, controlling impulses, and motivating oneself. The ability to set and work toward personal and academic goals. This hability is expressed in behaviors with Impulse control, Stress management, Self-discipline, Self-motivation, Goal-setting and Organizational skills.

3. Competence in social awareness involves the ability to take the perspective of people with different backgrounds or from different cultures and to empathize and act with compassion toward others. It also involves understanding social norms for behavior and recognizing family, school, and community resources.

4. Relationship skills represents the tools needed to establish and maintain healthy and rewarding relationships and to act in accordance with social norms. Competence in these skills

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involves communicating clearly, listening actively, cooperating, resisting inappropriate social pressure, negotiating conflict constructively, and seeking help when needed.

5. Responsible decision-making requires the knowledge, skills, and attitudes to make constructive choices about personal behavior and social interactions, whatever the setting. Competence in this area requires the ability to consider ethical standards, safety, and the norms for risky behavior; to realistically evaluate the consequences of various actions; and to take the health and wellbeing of yourself and others into consideration.

Programs that promote SEL now operate in thousands of US schools and in many other countries. have established policies to foster young people's social-emotional growth alongside academic growth, and federal legislation increasingly supports educating the whole child. Studies are presenting that promoting social-emotional competencies affects a range of academic and behavioral outcomes, interventions to enhance SEL can be found in numerous fields, including education, psychology, and public health. Both interventions that promote health and those that seek to reduce specific risk behaviors (such as using drugs, bullying, or anxiety) include strategies to develop personal and social competence. Research has shown that when evidence-based SEL programs are effectively implemented, they lead to measurable and potentially long-lasting improvements in various domains of children's lives.

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3. Parenting a Child with Special Needs

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The family is the most important influence on a child's development. All families are unique and offering a variety of ways for families to be involved is important so that the maximum number of families benefit. Developing a representation or schema of their child's actual, in contrast to their wished for abilities facilitates parents' ability to respond sensitively to their child, thereby promoting a secure relationship with their child. At various levels of awareness, all potential parents have fantasies about their children and their child's future.

If you are a parent of a child with special needs, you undoubtedly have bigger challenges to overcome than you ever thought possible. There may be days where you feel all alone in your struggle. Maybe you've been so busy taking care of your child's needs, in addition to the rest of your family, that you have not had the opportunity to seek encouragement from those who have trekked a similar road. Whether you're raising a child with various physical, developmental or emotional challenges, we hope you'll find comfort in this collection of stories from parents who are living the joys and trials of raising special-needs children.

The theory of emotional intelligence has elicited great interest both in the academic and the nonacademic world. Therapists, educators, and parents want to know what they can do to help children develop their emotional intelligence. However, most of the research in this field has investigated adults' emotional intelligence.

Common parental reactions to news of child disability:

- Shock, denial, numbness, and disbelief.
- Feeling devastated, overwhelmed, and traumatized by the news.
- Feelings of crisis and confusion when attempting to cope with news of their child's diagnosis.
- Sense of loss for the "hoped for child".
- Experience grief reactions similar to those experienced by individuals who lose someone through death.
- Expectations and hopes for the future are challenged or destroyed.
- Feelings of guilt, responsibility, and shame.
- Strong anger directed toward the medical staff and professionals involved with child.
- Wondering whether things would be better off if the child dies.
- Decreased self-esteem and efficacy as parents' senses of themselves as providers and protectors are severely challenged.
- Marital and other family relationships become severely strained.
- Family routines are disrupted.

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Parenting is a challenging task under any circumstances. However, when a child is born or diagnosed with special needs, parents or their primary caregivers can face with even more unexpected challenges.

Challenges

Parents of special needs children have to deal with a number of challenges and one of them involves managing the physical demands of the child's condition. They also need to understand and manage the child's emotional needs as well as their own. Although their experiences may differ, many parents have similar emotional dynamics. Therefore, parents have to be aware of the various emotions involved, learn how to address them and realise that their experiences and feelings are normal.

Parents may grief the loss of the 'perfect baby'. They could be filled with a sense of inadequacy because they feel ill-prepared to cope with both their 'loss' and the child's disability. Parents could feel anger towards themselves or the child for the condition, and overwhelmed whilst managing the child's various medical appointments or when administering medication. There may also be a sense of guilt for the child's suffering or in the inability to protect him. Depression and resentment towards others with 'normal children' may arise, causing them to avoid interaction with others before the feeling of isolation sinks in.

How to cope

How do parents cope in such a situation? Folkman (2010) mentioned that the relationship between hope and coping is dynamic and reciprocal. Each in turn supports and is supported by the other, particularly in managing uncertainty and coping with a changing reality. One way for a person to have hope during challenging times is to have goals. With goals, parents would be able to focus on their child's achievements, however tiny these successes are, such as being able to drink two sips of milk instead of one. Over time, as the child and his/her parents absorb more information and their implications, they would in turn begin to formulate more realistic expectations and shift their focus from hoping for unrealistic outcomes, such as a cure, to hoping for more plausible outcomes, such as hope in living longer than expected, being well cared for and supported, having good pain and symptom control, and hope of getting to certain milestones.

Adler (Ansbacher & Ansbacher, 1964) introduced the term 'organ inferiority' to explain his view of looking at disabilities. It refers to one's internal frame of reference that determines the significance of events and life forces. Adler further concluded that the responsibility of failure cannot be placed completely on hereditary or physical conditions. He believes that it is the method of educating the child that must shoulder the burden of failure not a child's physical disability. In other words, the better the training received by the child, the greater the hope for the child's ability to contribute and belong to society. Hence, parents must refrain from

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overindulging or overprotecting the child, as such behaviour can take away the very experiences that will help the child adapt to life successfully.

Besides that, various literatures have suggested a myriad of ways for parents to cope. One of them is to find a support system by meeting and interacting with other families of children with special needs. Learning from one another can be very empowering for the parents as they go through similar journeys in caregiving. They need to surround themselves with nurturing people that are accepting of the child and parenting choices. It is also helpful to equip themselves with the relevant knowledge and skills in taking care of their children, via books, the Internet or engaging in active discussions. Utilising religious or spiritual resources or beliefs could also be helpful.

Conclusion

Other than providing unconditional love, parents should learn to accept the child for who he/she is, identify what the child has instead of what he/she lacks, as well as to acknowledge the child as an individual who may have different life goals. It is also important to focus on the present instead of the future, as the saying goes 'It is the journey that counts, not the destination'. Parents may need to gain an understanding that their life is about change and that they will be facing a range of different challenges related to their children. It is also important for parents to accept the need to take care of themselves.

Recognising the challenges that parents of special needs children are facing, SPD has introduced a Parent Support Group (PSG) targeted at parents and caregivers whose children are in the Early Intervention Programme for Infants and Children (EIPIC). The PSG is a five-session programme held at SPD's Building Bridges EIPIC Centre in Tiong Bahru and Jurong. Facilitated by trained social workers the PSG not only provides support and respite for parents and caregivers, it also aims for all in the group to form friendships, share information and knowledge, and more importantly, for them to know that they are not alone in the caregiving journey.

The usual challenges of parenting are compounded for parents and primary caregivers of children with special needs.

Among the many challenges are:
• Learning about the disability
• Researching, locating and accessing effective treatments and resources
• Coping with the emotional and physical demands of caring for an individual with a disability
• Getting to the innumerable appointments with medical providers, therapists, advocates, and school personnel
• Advocating for appropriate school interventions, accommodations, and/or placements
• Paying for the many treatments and interventions not covered by health insurance or the school system.

Stress

The burden of stress is great for parents of those with special needs. A recent study found that mothers of adolescents and adults with autism had levels of stress hormones comparable to soldiers in combat.

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Finances are often a source of stress. Frequently one parent, usually the mother, sacrifices her career to attend to the child's needs with a resulting loss of income for the family.

The emotional impact is enormous and may include:

- Fear and worry about:
  - The child's pain and suffering
  - The child's future
  - The question of whether you are doing enough or doing the right things to help the child

- Guilt over:
  - The limits of your ability to protect the child
  - The loss of attention toward other children, your spouse and aging parents
  - Your jealousy and resentment of those with "normal" children

- Feelings of isolation because you:
  - Miss out on many family-oriented activities because your child's disability prevents her/him from successfully participating
  - Encounter criticism and judgment of your parenting from others who don't understand your child's disability
  - Feel like an outsider around parents of typically developing children

- Grief over:
  - The loss of hopes and dreams you had for the child
  - Not having the parenting experience you'd imagined
  - Recurrent reminders of what your child misses out on leading to chronic sorrow.

Self-Care and Support

Parents of children with special needs are often exhausted and frequently become depressed. Their reserves of time and resources for self-care are even more depleted than those of parents of typical children. Yet their need for refueling is also greater. To be sustained through the marathon of caring for a child with special needs, it is essential that parents attend to their own needs. There is useful information throughout this website on caring for one's self and well-being.

Often the most beneficial support and information parents receive is from other parents of children with special needs. In recognition of this, a group of parents at BU founded a peer support network to help parents connect with other BU faculty and staff who are caring for a child with a disability. The network created a secure website (with access requiring a Kerberos password) where parents share their stories and invite other parents to contact them for support, resource information, and guidance. The website contains a Get in Touch link through which additional parents can join the network.

Other sources of information and support are:
- Books by other parents of children with special needs

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- Internet discussion boards or online parent support groups
- Local support groups (consider starting one if none exists)
- Advocacy groups, both general and disability specific
- School district Special Education Parent Advisory Council (SEPAC)
- The PACER Center for children with disabilities: http://www.pacer.org/
- Sign up to receive news from the Neuropsychology & Education Services for Children and Adolescents (NESCA) group practice blog

20 Things Every Parent of Kids with Special Needs

1) You are not alone.

There may not be anyone else with the same constellation of symptoms as your child but there are people with similar challenges. Find those people. I have never met anyone with all of these same challenges as my kid but I have a strong network within each separate diagnosis. We have made wonderful friends and have found—and I hope provided—a great deal of support within each of these. I just have to pop onto one of my Facebook groups and I'm immediately reminded, I'm not alone.

2) You too deserve to be cared for.

We are placed in a position of caring for others nearly constantly. However, you still need and deserve to be cared for. That entails asking friends or family to bring a meal by every now and then, or going for a pedicure, or a date night, or whatever else you enjoy doing. Whatever makes you feel special and taken care of, take the time to enjoy it, you are worth it!

3) You aren't perfect—and that's ok!

No one is perfect. We all make mistakes. We can wallow in our goof-ups or move on! Try to shift your thinking, maybe there was a good reason you missed that appointment, that you were sure was on Tuesday but apparently was on Monday. Maybe your kiddo had a tough day at school and just needed the night off. Who knows? But beating yourself up isn't going to change the situation, so try to move on.

4) You are a superhero.

You may not leap buildings in a single bound or run faster than a speeding bullet but you are a superhero none the less. Everyday, you manage situations that a regular parent would think are impossible. You stretch tight muscles, remember pills, inject and infuse medicine. You hold hysterical children during horrendous medical procedures. You deal with tantrums and melt downs. And most often manage not to have a tantrum or melt down yourself. You encourage your child to do things doctors told you they would never do but you never gave up hope. You are a therapist, nurse, doctor, friend and confidante. You are no regular parent.

5) Therapy is play.

Having sat in on several therapy sessions, I have been frustrated by what I thought was premature discharge from therapy on more than one occasion. Since then, I have grown, I have learned and I have come to understand. For children, therapy is play and play is therapy. What I mean is that the best therapists find ways to make my son engage in challenging activities that he

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otherwise would have balked at, by making it a game that he wanted to play. We took a page from their book and did the same at home.

6) Play is therapy.

Yes this is different from number five. After discharge from therapy, we sought extra curricular activities for my son that would offer therapeutic benefits. He played sled hockey, runs on a track team, learned to shoot archery and takes swim lessons. All of this is therapy. He's learning, having fun and getting stronger. Win, Win and Win!

7) Make time to enjoy your kids

We super parents tend to be fairly busy and often over scheduled. However, while everything on your calendar is important, it's also important to make time to play, laugh, be silly and just enjoy your kids. Read to them, snuggle with them, engage with them with what's important in their worlds. Make memories outside of hospital walls.

8) You will be obligated to make heart wrenching decisions.

You will have to make painful decisions that hurt your heart and leave you questioning everything you thought you knew or understood. Know that you are doing your best, remember number three. I am guilty of agonizing over these types of decisions, they can become really overwhelming to me. Talk about your conundrum with others who get it and trust yourself to make the best decision. Make it move on and once it's made don't rethink it. Easier said than done, but worth a try!

9) You won't always get it right.

Many of the choices you are forced to make have no right answer, just the lesser of the hard and painful wrong choices. You will do your best but you won't always get it right no matter how many sleepless nights you spend agonizing over how to handle a situation.

10) Forgive yourself.

Yes, you will screw things up sometimes despite the very best of intentions. No amount of torturing yourself will make you feel better, nor will it help you to make better choices. Remember many of the toughest decisions have no right answer.

11) Being a parent is hard. Being a parent to a child with extra needs is extra hard.

It can also be extra rewarding. Make us extra passionate. And will almost always make life extra interesting. With the challenges come the rewards. Sometimes you have to search your heart for the rewards but they are there if you look for them.

12) Parenting a child with extra needs is like a marathon.

For those folks who are trying to win a marathon, there are no breaks. If you want to stay in the race, you eat, drink and even pee while running. But our marathon will go on for the foreseeable future and beyond. So remember, you don't need to win, just make it to the end. The guy who comes in last place in the marathon, he took breaks, he stood and drank some water, grabbed a quick bite and used the porta-john for his business, then got back on the road. Give yourself those moments—however brief—that are for yourself. Goodness, you might even get to pee in peace every now and then.

13) Don't lose yourself.

Don't let being the parent of a special needs child create or reshape your identity. We are many things, being the parent to a child with special needs is part of our identity. But it shouldn't be all of our identity. When you focus all of your life, all of your contacts, all of yourself around your child and their needs, who you are can get lost. Find things in your life you enjoy doing, a glass of wine, a hobby, shopping for yourself.

14) Keep your sense of humor.

Certain things get under my skin, we all have our buzz issues, one of mine is people first language. But if you're not careful, you can become overly sensitive to so many things that people start to avoid your company. Many colloquialisms like "I almost had a stroke", or "I nearly had a heart attack" are disconcerting to parents whose children have in fact had a heart attack or a stroke. However try to remember that people are not making these comments to offend or upset you.

15) Celebrate the little things!

Brag about those accomplishments that might seem small to others but are huge for our kids! Our kids develop on their own clock, they learn many skills late and some they never master. A wiggled toe that couldn't wiggle before, a word, a sentence, a smile, a hug, whatever that milestone may be, share it with those who love you and your child.

16) Don't let typical parents get you down.

I know how hard it is to hear from parents that their child six months younger than yours is walking and yours isn't. Or dealing with the well meaning stranger who asks why your 2-year-old is scooting around on their butt rather than being up on their feet. Try to remember that these people lack the context that we are constantly embedded in. Explain, teach, be patient, raise awareness amongst those who just don't get it. And remember, typical parents deserve the right to brag too and their pride at their child's accomplishments is not meant as a knock to your amazing kiddo.

17) Don't compare.

This is another challenging one folks, but worth the work. All kids are different, typical, or with extra challenges and they will grow and develop at their own pace. If a developmental milestone isn't met as you think it should be, certainly talk to your child's doctor. Comparing, siblings, cousins, kids in the daycare class, or even comparing kids within the same disability type rarely serves to make you feel better. Your child is unique, and will have their own individual strengths and challenges.

18) You don't have to be "THAT" parent.

You know the one who clearly spent 10 hours creating the amazing snack shaped like an animal with licorice whiskers. The one who sends adorable treat bags for every holiday. The one who finds the coolest gifts for the teachers every year. And whose child is always dressed in the cutest outfits that somehow never get dirty. If that's the mom you are led to be, more power to you! However, I have found that there are always enough of those mom's in my kid's classes to

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keep them in cute snacks and treat bags. Since I have bigger fish to fry, I let them have all the glory!

19) Make time for your marriage.

Marriage is hard work, period. Parenting is hard work, period. Parenting a child with special needs, is especially hard work, period! For those of you who are married or in a relationship, make time for that relationship away from your children.

20) Trust your instincts.

You know your children best. Doctors, teachers, therapists are all fantastic resources but if you don't feel like you're being heard, or your child's needs are being met, it's very reasonable to get a second opinion. Don't be afraid to fight for your child and their needs. While the professionals are experts in their areas, you are the expert on your child.
(https://www.abilities.com/community/parents-20things.html;
https://www.parents.com/health/special-needs/4-life-lessons-from-parents-of-kids-with-special-needs/ ; https://www.unicefusa.org/mission/protect/disabilities ;
https://www.psychologytoday.com/us/blog/insight-is-2020/201310/empathy-parents-special-needs-children-coping-help ; https://www.areadne.eu/course/towards-the-inclusive-classroom-best-practice/ ; http://www.specialneeds.com/activities/general-special-needs/five-ways-help-students-special-needs ; https://www.healthline.com/health/books-special-needs-parenting#3 ;
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4. Group dynamics and group methods

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Introduction

Psychology of learning and psychopedagogic models constitute essential and key ingredients to properly understand an educative intervention. Learning can actually be defined as a group of processes that enable us to modify and elaborate specific behavioural skills (Martí, 2012). These abilities improve our adaptation to the environment and enable us to respond more efficiently, with new skills, knowledge or actions, to our daily demands. This, at the same time, helps improving our cognitive skills.

Along the XX century, psychological models referring to the learning processes have become key elements for the development of educative trainings, since they provide a wide range of interpretative frames. From these underlying theories arise the didactic principles that guide the educative training.

It is important to note that in the teaching activity it will be necessary to possess the knowledge for a specific science, but it will also be just as relevant to have a base on educative psychology backgrounds. That is, it is important to know *how* the subject learns and by which means.

Constructivism approach about education and learning changed forever the educative world. This pedagogic movement deeply modified the conception of the roles of the teachers and trainers, as well as the view of students and trainees.

This newer approach, constructivism, supports the idea that knowledge is not a static fact, but that it is in constant process of concepts acquisition. However, as in any other process there are different factors that will be explained in the following paragraphs.

Significant learning

Piaget, Ausubel (1963) explained the acquisition of knowledge by direct exposition to the direct stimulus, instead of discovery of the environment. That is, their theories defend that the understanding of concepts, principles and ideas can be achieved by means of reasoning in a deductive way. A cognitive vision that summarizes the idea of significant learning that Ausubel defined in 1968.

This kind of learning is one of the principal objectives of the current educative system and the prevailing vision in the current learning process. This approach encompasses the learning done step by step, integrating all the knowledge by the individual himself. Thus, his intellectual "baggage" will be enriched while elaborating, consolidating and organizing the information that arrives from the environment. This, however, only takes place, if the learning process is understood and is developed in a significant way (Luque, 1989).

With the significant learning, as Ausubel (2000) suggests, the person gives meaning to everything that can have a meaning and that can be understood. All this kind of stimulation must be in the so-called Zone of Proximal Development (ZPD). In this sense, the significant learning gives to the subject those elements that are useful for the anchoring of the new concepts.

In order to accomplish everything suggested by Ausubel, it is essential that in all teaching and training practices one takes into account all the previous knowledge that the person has. In this way, the person will be able to connect the new ideas with the ones that were acquired previously and will achieve a real and significant learning.

Role of the trainer

In line with the view of constructivism, one of the principal functions of the trainers is orienting and guiding through the new acquisition of knowledge in an explicit way.

Additionally, it is fundamental that the trainer helps the learners chain the new knowledge of his students with the previous one. That means that the person that is directing the trainer has to provide the necessary conditions to help the learners feel comfortable in the learning process. This is why the actions of the trainer must be oriented to strengthen the logic structure of the discipline's content, that is, the content has to be coherent, clear, concise and well organised.

There may be occasions when the contents have more general or abstract schemes, other times, schemes may be more concrete and specific. It is important that the trainer knows which level of depth and abstraction the contents have, as well as the relationship within the content. This organisation will help learners to understand which conceptual tissue exists between the concepts that have been worked upon the training.

Another important factor that must be taken into account is the psychological structure of the students. In order to do that, it is necessary to start with the existing knowledge of the learners. After that, it will be essential to generate conceptual maps and new knowledge. The trainer should always bear in mind that his apprentice carries a "bag" full of experiences, knowledge and adventures that will necessarily have an effect in the construction of the learning of the group. This means that it is of the uppermost importance to transcend the academic content and to immerse in the social and personal learnings, since the conditions that the student finds himself also have an effect in his learning process. In so doing, if the student keeps a positive and favourable attitude, he will be more motivated and will give meaning to all those concepts that he will assimilate.

There are a number of characteristics that constructivism has pervaded in both, the trainers and the students. One of them is that a professional trainer has to be a good communicator. This means that the educator or trainer has to have a certain amount of awareness about the characteristics of the people in his "audience". The trainer needs to know the needs of his students, and why they are undergoing the training. Additionally, a good trainer needs to know how to assertively communicate with other people, taking into account the needs and interests of the others. In other words, the trainer needs to be *empathic*.

Empathy can be defined as the capacity to identify ourselves and to share his or her feelings. This is actually considered one of the most important features of trainers and educators. Only when being empathic, a trainer can develop the potential of the group to the maximum.

Also, a positive attitude will benefit in a great extent the learning process of the students. This will enhance a positive climate, which will ensure a perfect and comfortable environment for learners, who will find it easier to participate, enjoy and get involved in the sessions of the training.

In addition to these skills and characteristics, the trainer should obviously have a certain amount of maturity and emotional stability. When working with human beings, emotions have a specific and relevant function, so they are part of the dynamics of the training. This is particularly important when there are children with special needs. Parents and families of children with special needs will possibly face a higher amount of challenges and complex situations than those families with a standard development. Stress, which will take place very often, is a component that may have a direct relationship with health and well-being of parents and families. Because of this, all the characteristics mentioned before gain particular relevance in the trainings addressed to parents and families with special needs.

Type of activities

A few ideas…

Flipped Classroom

In contrast to traditional classes, where only one-way communication takes place and the student sees the information for the first time and studies it a posteriori, flipped classroom methodology contemplates the process inversely. Thus, when working with this methodology students get the first exposure to a topic on their own. Having engulfed these contents, they use the class time to analyse, synthetize and solve problems.

There are important advantages of this kind of methodology (Chilingaryana & Zverevab, 2017), including:

- Increase of responsibility of the trainee and self-reliance of the trainer
- Personified approach to each learner
- Trainee can work at his own pace
- Increased creativity and critical thinking
- Positive transformation of teacher/students' role relations
- Increased motivation of the trainee
- Improvement of the atmosphere in the classroom

If that methodology offers that many advantages, how can it be implied? Which are the needed steps to apply it? Although steps can vary slightly, the following steps are mandatory:

1. Trainees need to gain exposure and study the topic.

2. Trainees must get incentives or positive stimulus to go through the material.

3. Results need to bed evaluated in order to know how well has every individual trainee has understood the lesson.

4. Trainers should suggest in-class activities that focus on higher-level cognitive activities, in order to help students understand each topic.

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Digital assessments

Nowadays, it is difficult to understand any kind of behavior or activity without new technologies. Trainings are not an exception. Digital assessment tools are software applications that allow educators and trainers to rely activities, polls, questions and exercises in real time to their students' computers or mobile devices. These software's can even give the results right after the activities are finished. This area of education technology has the potential to transform the classroom and change the way the training is designed.

Importantly, trainers can get a continuous and immediate feedback about the performance of their trainees. That allows the trainers to modify the class up to the minute and taking into consideration the achievements of the trainees. At the same time, this continuous follow-up allows the trainer to easily detect which students require further explanations or tutoring. Thus, educators no longer need to rely on their instincts or on unreliable feedback, but on a tool that gives all the feedback that is needed in a very fast and efficient way.

Examples of these tools include real time chats, or comments forums, that allow students to communicate with one another, as well as with teachers.

Recommendations for a proper performance of group training

Let us imagine that we are explaining the importance of emotions in stressful situations. Let us also think that we decide to carry out a training by using problem resolution strategies. Probably, we will generate a certain amount of positive expectatives regarding the results of our training. It is even possible that we have organized the activity in order to ensure that everything is solved and learnt fastly and successfully.

However, what would happen if the people that are receiving the training do not find the solution to the problem that we have raised? What could cause that situation, which at the same time, would generate a big frustration for the trainers?

There are numerous variables that could be participating and that would prevent us from performing an adequate learning process. A relatively common casuistry that we could encounter would be the existence of someone highly critical with the training. Or maybe someone who is totally the opposite and is tremendously shy and does not participate at all. We could even have in our class someone who decides to use humour in the worst moment.

In order to avoid this kind of situations in a training with a group, we should know in depth the possible problems that we could find. Among others, we must consider the following ones:

<u>Weak leadership.</u> The trainer must try to have control over the group and lead in a balanced and fair way.

<u>Not knowing the different roles</u> of the group can constitute a problema for the learning, as well. The trainer must identify those people who, in one way or another, add difficulties to the learning process. Among the different problematic roles we can find:

o *the aggressor* (tends to frequently show disagreement in a very explicit way).

o *the negator* (often critical of others' ideas)

o *withdrawer* (it happens when one or more of the trainees don't participate in the discussion)

o *the joker* (when someone of the class introduces humor at inappropriate times)

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o *the recognition seeker* (when a group member tries to focus all the attention in himself during the training)

Opportunism. This situation happens when some of the members of the class rely on others to lead the way and do not participate. This limits the resources that they bring to the group and to the training (social loafing). That said, one can state that there are a number of factors that conditions the existence of a successful training or learning process. Although not all of these factors can be easily controlled, there are a few recommendations which can be very useful to solve situations that block the training and improve the learning environment. Some of the most relevant ones are:

Break Down Barriers. Doing activities to build a strong bond among the members of the group are always useful. Achieving a better cohesion among the members favours in a great extent the dynamics of the group and their learning process.

Getting to know the group. The trainer needs to know how to lead the development and learning process of the group. It is necessary to understand the particular characteristics of the members of the group and the general development that the group follows during the trainer in order to achieve the maximum potential.

Tackle Problems Quickly. If a trainee of the class has adopted a behavior that is affecting the group unhelpfully, it is important to act quickly to challenge it. Providing *feedback* will constitute a key action to redirect the behaviour and provide alternatives of higher benefit for the learning of the group.

Defining roles and responsabilities. Groups that do not have a clear objective show a poor learning and a more negative emotional climate among peers and colleagues. It is important to define the responsabilities and aims of the group, as well as the training, which will always need realistic goals.

Communication. It is of the highest importance to enhance communication among group members, and also with the trainer. A smooth, relaxed and efficient communication will benefit the learning process in a great extent.

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5. Trainer's skills

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This chapter focuses on the skills that are necessary for trainers that would help them be effective during a training course. Being a trainer requires skills that facilitate communication, motivate and increase the participation of the trainees. Some of the essential skills that are important for developing good training environment are described below.

1-Questioning Skills

Gathering information is an important human activity to have a successful interpersonal communication. Why do we gather information? We obtain information to ask questions and answer questions. Questioning is a fundamental part of human activity to gather more information, to reduce misunderstandings, to solve problems, and to make a decision, etc.

Types of questions

Questions can be found in either closed or open forms. Closed questions require easy and short answers. They are used to test your understanding, make a decision, or conclude a discussion. On the other hand, a misplaced closed question may harm the conversation and block the flow of the conversation.

Open questions require longer answers and allow the participants to develop, share, and extend their ideas and opinions. It also provides more information and a variety of answers. They begin with "what, why, how" prompts.

Types of Questions		
Closed Questions		**Examples**
	"Yes" or "No" answer": Because of the nature of such questions, they require short, focused, and easy answers. It can be used effectively at the beginning of the conversation to build rapport and encourage the participant to be part of the communication. They usually require "yes" and "no" answers.	"Are you hungry?" "Is she tired?"
	Making a choice from a list: Some close questions require the respondent to make a choice among a list of items.	"How would you like to have your coffee? Black or with milk or cream or with sugar or sweetener?"
	Requiring a specific answer: Closed questions can also be asked to get a simple answer that can be used for certain information.	"What time do you go to bed?"

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Open Questions		Examples
	Leading Questions: They usually are undesirable because it indirectly forces the participant to answer the question in a way that may result in false or deviated information. When using leading questions with **children**, especially in court cases, one must be very careful because children are very susceptible to such questions. Studies have shown that children are very attentive to the cues coming from adults and may answer the question based on what the question implies.	"Do you have any problems with your…?" "Tell me about your relationship with your….?" **Example:** "How fast was the red car going when it hit the blue car?" - leading question that implies that the red car was faulty. "How fast each car was going when the accident happened?"—does not indicate any prejudgment
	Summarizing Questions: Summary: includes important content and main point, key information.	"Was there anything that really bothered you? Why?" "Why did you decide to do this?"
	Clarifying and Probing Questions: **Clarifying questions:** They are **s**imple questions that aim to eliminate ambiguity, confusion and misunderstanding. Clarifying questions are used to clarify the problem and provides necessary parts that would lead to probing questions. These type of questions help the person better understand information and reduces confusion during the conversation, discussion. **Probing questions**: They are used when follow-up questions are asked. We ask follow-up questions when we are not sure if we correctly understand a response, or when we receive vague or ambiguous response, or when we seek further information in a specific way.	"Is this what you said?" "Did I correctly understand you when you said ….?" "Is that what you might be saying?" "Could you please tell me about your….?" "I am not sure if I understood you correctly. Could you tell me more….?" "You said that…… Could you tell me more about that?" "Could you give me an example of ….?" "You just told me that…. What makes you think that way?" "I'd also like to know about what you think .."
	Recall and Process Questions (W questions) Recall questions require something to be remembered from memory. Process questions require more thought and analysis.	"What is the capitol city of Canada?" "What are the advantages and disadvantages of …….?"

Socratic Questioning Method

Clarification	Have respondents be clear about their thinking. Ask for more clarification. "Tell me about it more." Why did you say that? How is that different? Could you be clearer about it?"
Challenging assumptions	Challenge the participant's statement that would lead to further thinking. "Is it always valid?" "What if it was untrue?" "What would happen if you choose another action?"
Prompting evidence for argument	Ask the respondent to provide evidence for his/her argument. "How do we know that this is valid?" "Why do you believe that this is true?"
Asking for different viewpoints and perspectives	Have respondents think about other views, possibilities, and perspectives. " "Is this the only way to this problem? "

Why do we ask questions?

This list outlines some of the common situations that we use questions.

When do we ask questions	Description	Application
To obtain information	The chief function of a question is to obtain information.	For example, "What is your name?"
To take a control of a conversation	When asking a question, you take a lead and control the way the conversation goes. This helps the person gain more information with no unnecessary details that affect the health of conversation. For example, the respondent may say something that is completely irrelevant to your question or may want to change the way the conversation goes.	For example, "what are we focusing on? " "I don't want to talk about this now because…" (you show reason) "Let's think about it and explore this idea"
To show an interest in the other person	This type of questioning is very useful when attempting to build rapport and show interest in the other person.	For example, " I am wondering what X (person's name) is thinking about this topic"
To make a point clear	This type of questions is commonly used to clarify something that appears to be unclear by the listeners. It aims to reduce the misunderstanding between the speaker and the listener. It is used to establish effective communication.	For example, "what I have learned from this…" "I am telling you this story because…" "The point of this story is…"

To clearly understand the personal standings of a person and/or difficulties that a person may experience	This type of questions is used to better understand the person's feelings, opinions, beliefs, attitudes, and difficulties that s/he may experience.	For example, in a doctor office, a doctor may question the patient in order to accurately diagnose her/his illness. "Where do you feel the pain?"
To examine the knowledge of the person	This type of questioning allows us to examine the knowledge of the person about a certain topic. For example, all sorts of tests, exams, and quizzes	"Who created Cubism, an art movement, which also influenced literature and architecture in the 20th century?"
To encourage people to think about something more deeply	Questions are used to force someone to think about something more deeply and thoroughly.	"Why do you think global warming is threatening the world climate?" "Give me three reasons that are the most influential on world's climate change"

What to do when asking questions?

What to do when asking questions	Description	Application
Show that you are listening	Demonstrate that you are keenly interested in what it is said.	Non-verbal signals such as smiling, nodding, keeping eye contact, etc.
Encourage different responses when a question is asked	When a question is asked, encourage different responses, provide support, and ask for clarification if the response is not clear. Participants should feel free and welcomed for different interpretations when a question is asked.	Could you tell us a little bit more about your opinion? Would you be able to clarify your statement?
Extent the wait time	When there is a silence, after a question is asked, show your patience by waiting for the response. Respondents should know why you are waiting so that they would know that you are giving some wait time for them. Give enough time to the person when a question is asked. Never avoid a question.	Non-verbal signals will be useful when waiting for a response. Such as nodding, smiling, showing interest or providing encouragement will reduce discomfort in the participant. Yes, I am listening to you… We have time, don't worry…
Be careful when providing	Encourage responses but avoid excessive, insincere praises. Avoid	"Yes, this is good." "An interesting view."

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feedback	very general feedbacks such as "you are very smart", "good job", "it's wonderful." When providing feedback, you need to be specific and positive about what you are saying and it should be stated immediately. Be positive and make sure that the participant feels safe. Importantly, your feedback shouldn't embarrass or make the participant look stupid in front of others.	"Does anyone want to add anything different?"
Encourage the participant to talk more	To encourage dialogs between participants, redirect responses or opinions.	Does anybody would like to say anything regarding this idea? What else you can add more to this?
Start with clever questions that would generate a dialogue and thinking (Thunks)	Use smart, fun starters in order to spark thinking or dialogue. You also can use such questions to move the audience to the target topic or subject.	If a tree falls in the forest and no one is there, does it still make a sound?
Some Questioning Techniques		
	Use different questioning techniques such as PPPB or APPLE.	
Pose, Pause, Pounce, Bounce (PPPB)	**Pose** a question, **pause** to give respondents some time to think, **pounce** on the person (to keep students be alert), and then **bounce** the respondent's response onto another person.	
APPLE	**A**sk the question:	Have your questions ready beforehand
	Pause:	Give the participants some time and let them think about what you are asking. Rule of thumb, give them at least 3-5 seconds to respond before you move to the another participants
	Pick:	When you ask a question, always call the participant with his/her name. Do not pick always the same individuals.
	Listen:	Listen to the participant, give some time, and encourage the response. Make an eye contact and use non-verbal signals that would encourage

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		the respondent. Try to use some encouraging words that would be rich and genuine. Whenever a respondent answers the question, try to use different praise and encouraging words. Avoid using always the same words that might appear to be insincere. For example, "very good", "great", "smart answer"
	Expand and **E**xplain	Expand the participant's response and start a dialog based on that response If the response is incorrect, redirect the question to other participants. Say "This is one way of answering the question. But I am looking for other responses, too. Can anyone provide a different view to tackle with this perspective?"

Activities: (Taken and adapted from Deliberation for Global Perspectives in teaching and Learning)

- Students should sit in pairs facing each other. There should be two lines of students- e.g., Line A and B.
- Make a statement such as: "………………………"
- Allow a short amount of time for the student pairs to get together and ask them to come up with one related **clarifying question** and one related **probing question**.
- Pick one of the pairs to share their questions with the class. If their questions were correctly formed as clarifying and probing questions, congratulate them. If not, offer them help and help them understand clarifying and probing questions. Have them come up with other questions until they ask the questions correctly.

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2- Effective listening skills

Listening is to give one's attention to make sense of speech sounds. However, the act of listening is an active process which is not limited to only spoken language, it also includes other sounds around us. Listening skills are crucial for interpersonal communication and include complex affective, cognitive, and behavioral processes.

Effective listening requires an open mind and empathy for others. Effective listening should be free of judging, interruptions, justification or pre-supposed solutions.

Keys to effective listening

	Poor listener	**Good listener**
Determine the areas of interest	Does not show any interest to the topic if it is poorly managed	When listening a topic**,** search for new ideas and any learning opportunities.
Pay attention to the content, not how it is delivered	Does not listen if the topic is poorly presented	Evaluates and judges the content, does not overemphasize delivery errors.
Be patient and hold your horses	Tends to get into argument very easily	Does not judge until it is complete.
Listen for ideas and thoughts	Pays attention and listens to the facts	When listening, focuses on the main theme.
Be a skillful note taker	Is busy with form, skips the content	Makes sure to take notes based on the topic and its organization.
Listening at work	Shows no energy and pretends he is listening	Shows alertness and interested in the topic
Avoid distractions	Is easily distracted	Knows how to concentrate and resists distractions.
Choices for mind exercises	Seeks for easy material and avoids difficult material	Accepts and enjoys more difficult, challenging material.
Be open minded	Shows reactions to emotional words	Understands emotional words and interprets them correctly.
Controls thoughts and use language carefully	Appear to be daydreaming if the speaker is slow	Knows the rules of effective listening. Evaluates, mentally organizes, and takes into accounts other forms of nonverbal communication.

Steps for Effective listening

Make an eye contact	It shows that you are listening. Stay focused and use verbal and nonverbal signs that indicate that you are listening.
Avoid interruption and wait for the right time	Allow the speaker to finish the talk. Do not jump into another question or conclusion, before the speaker finishes his/her speech. This could be very frustrating and cause the speaker to lose his/her chain of thoughts.

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Be ready to listen	Be comfortable and relax. If cannot do this, it will be difficult to focus on the speaker. Show that you are listening. Your physical engagement also sends a message to the speaker.
Stop your mind from wandering	We can be easily distracted by inner thoughts, plans, or other things. When you are not focusing on the conversation, it can be easily noticed by the other person. Clear your mind during the conversation.
Be open-minded	Don't judge, don't interrupt, don't offer presumptuous solutions.
Practice the art of mirroring	Show that you are interested in the conversation by your body language. Show appropriate and sincere reactions to what it is said. This assures the person that you really are listening and engaged in the conversation.
Give positive nonverbal feedback	Facial expressions are direct indicators of your thoughts and be careful with your body language.

Common factors that affect the efficiency of listening

Listening more than one conversation at a time: Being on a phone while talking to other person; having TV or radio on while talking to somebody;

The physical appearance of the person that you communicate: You may pay more attention to a person who has an attractive physical appearance rather than what s/he is saying.

Topic is not interesting: You are bored or not interested in the topic.

Distracted and not focused: Being easily distracted, appear to be day-dreaming, fiddling with your hair or gazing out of the window. Focusing on other things than the speaker.

Being unwell or tired: Being affected by physical reasons- being tired, hungry, sleepy, thirsty or feeling the need to use the toilet

Not empathizing: Not being able to walk in the other person's shoes. Understanding what you hear, but being able to feel any empathy toward the person. Not being able to control internal self-dialogue and switch to "Them" or "you" than "I" or "me". Not being able to put yourself in the position of others.

Being biased or prejudiced: being biased by race, religion, gender, age, etc. Effective listening requires being open-minded to the ideas and people coming from different backgrounds and experiences. Prejudgments or biased thoughts will affect your listening and you will not give importance to what it is said to you.

Past experiences: We all are influenced by our previous experiences that lead to misconceptions, misjudgments. When we respond to people based on our stereotypes and personal judgements, we become less objective and we therefore tend not to listen to other person. Personal appearance, previous personal encounters may negatively affect our behaviors toward a certain person.

Preoccupation: When we are too busy with our thoughts, we fail to listen to others effectively. Especially, when we feel stressed, overwhelmed or worried about issues.

Having a closed mind: For an effective listening, we need to open our minds. Attempt to understand others and having a truly open mind about why people act differently will help us gain a better understanding of each other.

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3 -Non-verbal communication

Nonverbal communication is a process of understanding and interpreting wordless messages. According to the experts, nonverbal signals and movements are a major part of our communication. Even though some of the nonverbal cues convey the same information in all cultures, the use of nonverbal signals and behaviors may show differences in different cultures, such as facial expressions. Nonverbal behaviors or cues convey a great deal of information to others when interpreting the actions of others around us. Nonverbal signals reveal important information to others without words. Even though some of the signals are used unconsciously, they can be used to make an impact on others in different situations. In daily life, we use postures, nodding, gestures, eye contact, facial expression, and tone of voice to convey our feelings, thoughts, and attitudes during interpersonal communication.

Facial expressions	They are commonly used in nonverbal communication. Facial expressions convey valuable information to people who are in the communication loop. For example, a smile or a frown with crossed arms may give a powerful and influential impact on the other person's behavior. Happiness, sadness, anger, and fear can be expressed by similar facial expressions and they show similarities in all other cultures.
Gestures	They are deliberate movements to convey information without words. Common gestures include waving, pointing, using fingers when indicating numbers. However, gestures may show differences and a great variety among cultures. The same gesture may indicate different meanings in two different culture, which if it is not known, it may create cultural misunderstandings.
Vocal communication	It is different than actual language. It includes factors such as tone of voice, stress, pitch or loudness, etc. These vocal components may have a great influence on the communication. For example, the stress or tone of voice that you utilize when speaking may suggest a lot of meaning that would contribute to the power of the communication.
Posture and movement	Posture and behaviors can also be called as body language. Such behaviors may convey a great deal of information. For example, arm-crossing, leg-crossing may be interpreted as defensive by others.
Personal space	It varies according to the cultures but it gives an important type of information to others. The amount of personal space that we need is determined by the cultural values, personal characteristics, and level of familiarity. When interpreting such factors, one has to consider all the

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	aspects of the personal distance.
Eye contact	Eyes are important information conveyers in communication. For example, looking, staring, rate of blinking are important nonverbal behaviors. However, this factor may also show differences in different cultures. Keeping an eye contact or not may have different meanings in different cultures.
Touch	Communication through touch may also show differences in different cultures. Touch may vary based on the status, gender or age of the person. For example, women tend to touch more often than men. This type of gesture may convey a different meaning for a woman than what a man does by touching.
Appearance	Clothing, hair style or our choice of colors may convey information and meaning to others. It is a powerful way of nonverbal communication. Appearance may have a powerful impact on the way we judge or interpret other people. We all know that the first impressions are very important especially in job interviews.

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4 - Barriers to effective communication

Interpersonal communication may fail because of many reasons. In many case, what it is said may not be correctly understood or interpreted by the other person. Active listening, clarification, and reflection are the skills that are necessary to improve the quality of the communication. Communicators must be aware of the barriers that may occur in any conversation.

Common barriers to effective communication

Use of jargon	Use of jargon or unfamiliar words may threaten the person and break the communication.
Emotional barriers and difficulty	Some topics may be taboo or difficult to talk. These topics may be politics, religion, sex, racism, and any opinion that might be considered inappropriate or unpopular.
Lack of attention and distractions	Sometimes we may have difficulty listening to others. We are distracted by many reasons and cannot pay the full attention to others.
Different viewpoints	Having different point of views may influence the communication and act as a barrier.
Physical disabilities	Physical disabilities such as hearing problems may affect communication negatively
Physical barriers that affect the nonverbal communication	Not being able to see nonverbal cues, body language, gestures may affect communication and message cannot be clearly understood. Also, text messages, or other communication methods that rely on technology may be less effective than face-to-face communication.

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Language differences and accents	Not being able to use language correctly may create difficulty in understanding unfamiliar accents.
Stereotypes and incorrect assumptions	People tend to hear what they expect to hear than what is said and jump to wrong conclusions.
Cultural differences	Cultural differences vary greatly in terms of norms for communication.

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5 -Factors that influence adult motivation and attention	
Strategies	**Description**
1. Built useful and relevant experiences based on the age group you work	Adult learners appreciate more practical knowledge than some theoretical knowledge. Materials designed for the training should be able to put into practice easily and provide relevance to the topic.
2. Facilitate curiosity and exploration	Like young children, adults also like to construct their knowledge by using meaningful and interesting tools such as videos, lectures, infographics, references, etc. In an attractive and explorative environment, learners are more likely to be inspired and more interested in learning new information.
3. Allow the use of social media	Social media tools are powerful tools for collaborations, sharing, and commenting about support or interest groups. Such tools are good for creating discussions in the interest groups. Through social media, people start sharing the information, learning new ways when dealing with difficult situations.
4. Enrich the learning environment with personal touch	Showing videos with no personal touch will not serve to the needs of the families. As a trainer, you need to invite professionals, experts, specialists as well as using videos for enriching the learning environment.
5. Use case studies when teaching certain problem-solving skills	Design a good learning environment that would facilitate to learn different problem-solving skills. Discuss various related case studies and teach skills that would help them
6. Use humor	Use humor when teaching because it will work great even with the most unmotivated learners.
7. Connecting information in a simple and meaningful way	Chunk the information that would lead to learning and connecting the new information in small steps. This would help the learner assimilate and understand the new information.
8. Add interesting/attractive pauses that would raise interest in the audience	When begin your talk, do overview of the talk but don't give all the attractive parts of the talk right away
9. Stimulate the learner	Encourage them to think differently and ask thought provoking questions
10. Use visual materials	Most learning occurs visually. Pay attention to this detail.
11. Be respectful to others	Show your respect and be sincere

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How to capture the audience's attention?
Tell an interesting story: Storytelling is one of the most powerful way of getting attention. It can be a personal story or a story of a person that would be inspiring. You can also tell a joke, a fable, an anecdote, etc. Through this way, you will captivate the attention of the audience.
Ask a thought provoking question: Arouse curiosity and motivate the audience to think about an answer to a rhetoric question.
State a shocking statistics: The statistical results should be relevant to your presentation. This catches the attention of the audience and respond to you positively.
Use a powerful quote: Start your talk with relevant and meaningful quotes. For example, "If two people agree on everything, one of them is unnecessary" Mark Twain
Show an eye catching photo: Use photos, instead of text as much as possible. A picture with good quality and eye catching relevance increases comprehension, stimulates the audience's imagination, and makes the message clearer and memorable.
Show a short video: Videos bring emotional responses. Unlike the text, it may influence people much faster and conveys the message to the hearts of the people.

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6 -Congruence and other components to build trustworthy relationship in a training session

Three basic concepts (congruence, unconditional positive regard, and accurate empathetic understanding) that are developed by Carl Rogers, are the main components of the therapeutic relationship between the client and the therapist. These core components are related to what a therapist does to show his/her acceptance to his client and value him as a human being.

According to Carl Rogers, three concepts or attributes are the main part of the interpersonal relationship, which includes "Congruence, unconditional positive regard, and accurate empathetic understanding."

Congruence: According to Rogers, this is the most important part of the interpersonal relationship. This implies that the therapist/trainer is genuine, real, and sincere in his/her interactions with the respondent. This will allow to establish a trustworthy relationship between

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the trainer and participants. This attitude will help the trainer deal skillfully with negative or aggressive behaviors of the participants. The trainer's positive, genuine attitude may make the participants feel welcomed and accepted, which leads to establish trust in their personal judgements.

Unconditional positive regard (UPR): It refers to the trainer's skills to show his/her genuine care for the participants. It is important to give the comfort of being accepted as they are by the trainer. The trainer has to convey the acceptance and valuing feelings to the participant, which will create a comfort zone for the participants and allow them be enthusiastic to be part of the session. UPR allows the participant to be open and speak freely about his/her difficulties with no fear of being judged.

Accurate empathetic understanding: This refers to the therapist's ability to sensitively and accurately understand the participant's feelings and experiences. It is important to draw attention to the point that the trainer should not be overly affected and lost by the respondent's feelings. Rogers (1975) describes accurate emphatic understanding as: "If I am truly open to the way life is experienced by another person...if I can take his or her world into mine, then I risk seeing life in his or her way...and of being changed myself, and we all resist change. Since we all resist change, we tend to view the other person's world only in our terms, not in his or hers. Then we analyze and evaluate it. That's human nature. We do not understand their world. But, when the therapist does understand how it truly feels to be in another person's world, without wanting or trying to analyze or judge it, then the therapist and the client can truly blossom and grow in that climate."

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7 -How to deal with difficult situations

Trainers face with many difficult situations during the training sessions and need to equipped with a wide range of techniques that would help them solve problems related to people or situations. Dealing with such people or situations may have some common points. Difficult people usually will not have similar opinions with you on many subjects and attempt to challenge you on those.

You also need to be careful with cultural differences, language barriers or other difficult people who are ready to challenge, interrupt, undermine, break the chain of thoughts or conversation, and deliberately jeopardize the peace of the session.

Some tips
• Start on time.
• Don't allow distractors to take the control of the session.

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How to deal with difficult situations	
Face-to-face skills	Three crucial skills should be used during in a face-to-face meeting: **listening, clarity, speaking**. Most people try to show their position and may not give enough time to listen to the other. Show the listener that you understand them. Understanding a person does not necessitate that you agree with that person. Make sure that the person feels that he/she is being listened and valuable.
Minimizing cultural conflicts	Many difficult situations arise from differences in culture or styles. Be alert and sensitive to the differences in people. Never insult or put down the questioner. Don't be sarcastic or rude.
Have a good control of your emotions	You need to be aware of your emotions and do not let them to be overpowering you. be skilled controlling your emotions and be aw
Dealing with conflicts	
● Competition-I will win	If you compete, there is only one winner. Avoid getting into subjective/personal/opinion arguments. Be assertive, not aggressive. If you don't know, accept it.
● Compromise	This requires assertiveness and cooperation. It reduces the tension. But never compromise something that you can't feel comfortable later.
● Collaborate	It requires mediation and you solve the problem with dignity and get something from the situation.
● Accommodation and avoidance	It is a strategy that includes some giving away, but accommodation should not be serving as being a doormat. Avoidance will not change anything and the problems will stay there.
● Handling aggressive or hostile questions	Need to stay rational. Show your understanding that you are listening and try to find something that you can agree with the questioner.
● Things to avoid	Avoid getting into argument. Never argue: As a last resort, "agree to disagree".
● Minimizing unrelated questions	Sometimes a participant may ask a lot unrelated questions. Be careful when leading questions appear to be unrelated to the topic. Be sensitive and alert to the questions that may be dominating the setting.

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8 -Feedback Giving and Receiving

"Feedback is the provision of information before, during and after an experience" (MacNaughton & Williams, 2004, p.96). A Feedback can be verbal as well as nonverbal such as, nodding, smiling, etc. Feedback can provide information with the participants regarding what

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he/she has done. Feedback informs the participants about their actions, allow them to evaluate what they are doing and decide if it is right or wrong. It provides clear information about their acts and helps them think about them. Verbal feedback can be more beneficial than nonverbal feedback as it is precise and don't lead to misunderstandings. Words may be more helpful than nonverbal behaviors because it will give a clear idea to the person about the behavior or action.

Verbal feedback is very beneficial when it describes what the person is doing rather than putting a value judgement on the action. Feedback will be most powerful when it describes the action, behaviors or a specific incident. It is also very important to give the feedback right away the behavior. This may help the person judge the act and evaluate the consequences of the behavior ((MacNaughton & Williams, 2004).

Guidelines for giving and receiving feedback
Giving feedback-do's

- Start with the positive, explain what went well
- Establish eye contact and listen actively
- Use silence correctly and timely
- Be attentive to cues (verbal and body language)
- Use clarification
- Be clear and concise
- Summarize
- Empathize
- Be ready to offer alternatives and be specific
- Do explore alternative approaches and allow time for discussion
- Encourage comments (no criticism without recommendation)
- Avoid negative terms and use positive terms (e.g., to be improved)
- Offer your observation and constructive criticism
- Use sentences starting with "… I wonder if you tried…. "or "…. perhaps you could have…." or "…sometimes I find… helpful…
- Be aware of the difference between the intention and the effect of a behavior or comment
- Be ready to discuss attitudinal and ethical issues when/if they arise
- Avoid being judgmental and use comments that should not awoke negative or defensive feelings (e.g., say "what you said sounded …" rather than "you are attacking him/her"

Giving feedback-don'ts

- Don't criticize without offering a constructive recommendation
- Don't comment or attack the personal attributes.
- Don't use generalization
- Don't be dishonestly kind and affectionate
- Avoid being defensive and argumentative

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6. The Training Program Structure

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The training program is the one suggesting information changing and, especially, attitudes towards life quality and possibilities to experiment the well-being in school and in the family. All these by taking part in the program prove that there are organizations that learn (Senge, 2016) and desire to involve the participants (teachers, family members, active organization persons etc.) within the learning process through collaboration, giving new learning opportunities, encouraging research, experiencing the collective well-being, in solving the problems systemically. In the training programs' structure we detail the thematic, the motivation of the training program choosing, the program's objectives, the conceptual frame and the structure of the training session.

1. The theme

Setting the theme for the training program is a very important element for its impact, for the way to do it and to choose the trainers teams. The approached thematic id chosen regarding the research and practice tendencies in the Educational Sciences field which might lead to a plus of quality in the life of the educational communities.

The theme suggested for the training session is set through a series of questions on identifying the matter which is concentrated in the answer to four questions (Leigh, 2006):

• In there a problem? Is it a significant one? (identifying the problem);
• If the problem is identified can there be found solutions through the training session? (describing the solutions);
• Can the training session help at solving the problem? (Training implementation);
• What does the training session aims at? (Setting the training objectives).

The central idea of the training program is also generated by the informational contents,the trainees to whom it addresses, which determined the training program's implementation, to which training need it corresponds and which is the general objective that details the central theme. The proposed theme will have to be addressed through the experiential learning structures and will lead to the development of meaningful learning.

2. Argumentation

The argumentation of the training program main idea is a presentation of it and represents both the informational contents and the training methods. Many of the decisions to take part in a training program depend on its authentic argumentation. An argumentation has to be well done, clear, and suggestive, to invite to discussions and finding solutions to actual educational problems.

The program's argumentation comprises the field, theme, scope, short presentation, the justification of the need for the training theme approach, training activities description, the target group the activity is addressed to, the estimated impact and efficiency of the training program.

3. Objective

The suggested objectives of the training program clearly express what is to be done in the project. These are key elements according to which the other components of the program are built: activities, ways to achieve, assessment techniques.

The training courses objectives are formulated as synthetic, operational, measurable, sentences consecutive to solving the problem. They express the results that have to be achieved through the training course and the problem solving. In order to correctly formulate the objectives we have to answer the following problems (Gherguţ & Ceobanu, 2009):

• What are we aiming through the training course?;
• Which is the group we want to form?
• Which is the direction of change we suggest? (Increment, decrement, improving, etc.);
• Which is the proportion of change?
• Which is the deadline to achieve the goals?

The programs objectives refer to the informational, procedural and attitudinal contents.

Formulating the training program's objectives can (Leigh, 2006):

• Establish the training direction (offers clear indications about what is aimed at through the course);
• Highlighting the training standards;
• Ensuring coherence (realizes the internal consistency of the program and the relevance for the training field of study).

The aimed results after graduating a training course can be:

• Analysing the updated specialty information;
• Reproducing and understanding the field of study and the relations with other disciplines and professional areas;
• Getting familiar with the most recent knowledge developments;
• Applying the specific methods for the field investigating;
• Abilities to synthesize and interpret an information set;
• Ability of basic problem solving and conclusions assessment;
• Ability to communicate and argue the chosen solutions.

In a study Vasile Chiş (2005) asserts that the educational structures should be centred on 'instrumental, interpersonal and systemic skills' achieving. Interpersonal skills suppose: critical and self-critical abilities, constructive attitudes and behaviours, the ability to collaborate with others, the ability to collaborate with specialists from various fields, positive attitudes towards diversity and multiculturalism, the ability to work in an international context, moral conduct. The systemic competences comprise: the ability to put into practice the information achieved at the training, research abilities, learning ability, the ability to adjust to new situations, to lead groups, to understand other nations culture and customs, to work by themselves, design knowledge and abilities, entrepreneurial spirit, interest for quality, high standards, success desire. We think that all these abilities which can be initial landmarks formed through more training courses.

For the European area, the results from the training programs are based not only in the study line of some very strict fields, but also on "knowledge transfer" (*le transfer de connaissances*). The researchers from educational sciences field (Ph. Mierieu, M. Develay, L. Resnick, Ph. Perrenoud etc.) debated the fundamental matter of knowledge transfer as a result for the trainers training. The researchers of the training fields operationalize the transfer through a series of affirmations and interrogations: The transfer nature: components transposition, adjustment, adaptation, knowledge reordering and reorganizing; which are the priorities between knowing the field of study or the methodology? Is there a matrix of knowing the subject? How can their acquiring be identified and purchased? How the transfer is situated towards the general knowledge acquirement? What relationship can be between the declarative and procedural knowledge? Is there common knowledge (interdisciplinary)? What is the researcher position regarding all these?" (Ph. Mierieu, 1996). Especially in the case of a training program its objectives need interdisciplinary approaches which involves experts in related fields and the re-framing of the new learning experiences conditions.

In addition to the cognitive finalities the affective, character, attitudinal objectives are of interest too, since it is, may be, the last institutional educational form which gives the possibility of the trainee's personality perfecting.

During recent discussions regarding what it should form, it is highlighted that the trainers can extend their services towards the community they live in. The training world is permanently adjusted both to the national and regional needs and requests. All this is because the students will actively and knowledgeably integrate in the existent community. Charles Temple, assures us that „since Comenius, the teachers noticed the need to relate academic learning to reality and developed the learning experience" (2003, p. 87). The democratic participation and the civic commitment can be shaped through „**service learning**" as well as the practical application of some theoretical concepts and ideas. In the courses that involve service learning the trainees are invited to work, for a while, inside local agencies of public institutions. It was found that the previous assessments tend to be as good as the involvement degree in these activities is greater. This commitment is more appropriate as the theme is related to family or the communities' psychical or physical health.

For the civic education, I. Neacşu considers that „liberal education" represents a challenge addressed to the social and the training courses. The author describes as results: „teaching in the spirit of civic education, intellectual virtues development (as: strong reasoning ability, independence and intellectual openness, disciplined reasoning, expressivity, tolerance, qualitative standards in critic, aesthetic sense, intellectual curiosity, positivity strong sense, life changing through continuous education ability), the development of the leader characteristics specific to the democratic society, the promoting and large use of the libraries and mass-media laboratories, profound commitment into the social".

The skills aimed at being formed through the training courses pencilled in the studies of J. Heywood, would be the ones that pursue moral training and to promote the ability to philosophize (*philosophical habit of mind*) in the moderation terms, calm and equity, but also the ones referring to forming a conception on truth („comprehensive view of truth") which surpasses the scientific disciplines, the link between them and respect for their value. That is why it would be best to suggest in these courses skills that could develop reflective judgment.

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It is accentuated the formation of the metacognitive skills especially for the trainees that already have expertise and a large experience whom could reframe the new concepts in the already formed information system.

The results of a training course have to keep in mind the adults learning characteristics because the trainees – adults have a great experience, and the results expected from the course can be situated the scope of their needs, to guide the participants to rapidly apply the given solutions, to act and reflect on the possible solutions, in using the multiple perspectives to be analysed and through opening permanent learning horizons (Clipa, 2017).

The stages are detailed by the author from the teacher's role, knowledge of the student and the assessment items perspective which can contribute to the objectives design. Knowing the **pshichological development stages of the trainees' personality, the trainer** should organize the course so that:

• They were given variants, materials that involve multiple interpretations, as well as the challenge to protect their own arguments,

• It is advisable to consult the colleagues opinions who have different point of view; this helps it adjust and built its own conviction;

• To be encouraged to reflect (in writing too) on the ways by which they reached those results.

J. Orrell (2005, p. 2) tries to give us a few landmarks regarding the trainees learning methods. The author realizes a possible taxonomy of the learning abilities, thus being able to reach high levels of study: researching (gathers, analyses, coherently organizes ideas and information), communicating (the ability of expressing coherently ideas and information), solving problems (asking research questions, hypothesis fixing and assessment), using mathematical and technical ideas, by their own management (planning, setting priorities and organizing activities), working in teams and with others, using diverse technologies and self-reflecting.

In order to operationalize the aimed results of the training course it is recommended the use of SMART characteristics (specific, measurable, achievable, relevant, and time-bound):

• specific – is directly related to the general objectives the course aims at forming;

• measurable – to be quantifiable, precise and allow their statistical approach,

• achievable – allow information gathering by reasonable costs,

• relevant – to address important issues, significant for the trainees and trainers;

• Accessible in due time –to allow the information gathering and accessing information in due time in order to influence the systemic decisions which can be made.

4. Conceptual frames

The training course's conceptual frame refers to its content and integration in the formation tendencies within the educational field.

If the results of the training course are diverse and reach profound personality structures and the suggested competences are complex, then the contents within the courses would better comprise themes in which:

• The structuring of the learning contents according to the logic of the scientific field, but also the **didactic logic**– which means that the trainer who knows very well its own scientific field should transform the lecture so that the trainees have easy access to the scientific notions (**didactic transposition**);

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• The structured content to use the skills to revisit past experiences and allow learners to view them in a new light (**retrospective learning**), learning parallel to teaching (**concurrent learning**) and learning that opens new horizons (**prospective learning**);

• The designing of the learning units should take into account the **interdisciplinary** relations which can be done, for the trainees to be used to thinking in larger frames then a very strictly specialized field and to be able to put into practice the solutions in varied contexts;

• The trainer can connect the action of education with reflection on it using the theories of learning after Kolb, 1984 and 2012; Revans 1982, Shon, 1983, Beard & amp; Wilson, 2006.

• The trainer should know and put into practice active **methods** specific to adults learning by which their experience should be taken into consideration. Thai is why, a training course implies a dynamic approach of the taught contents so that the graduates fix the updated information and solutions.

• The trainer has **to teach** not only information that were already processed but also **interrogations,** it has to stimulate the intellectual curiosity, try and solve specific problems, get the trainee used to adjusting to some varied situations**;** in the taught courses it would be best for problem situations to appear or the attitude during the course be a permissive one, appropriate to creating hypothesis and creative solutions;

• Another important theme of the training could refer to creativity stimulation methods which could be modelled to the **research/ innovation** methods of the field; the trainers will have to get the trainers used to critically interpret the bibliography too, respect intellectual property and have the courage of the responsibility and probity towards the suggested ideas and educational solutions (Wagner, 2014);

• The trainer should shape personalities and by using **communication stimulation methods in different contexts (e-communication)and by varied channels,** encourage communication skills on different ways and use multimedia spaces for it; these abilities are indispensable in the society of knowledge and new communication technologies discovery;

• Another training chapter is one referring to pursuing the goal of learning to live with others, co-operate, **working in teams (Senge, 2016)**; the last few years were focused on "re-building" the scientific truths by using team work, for this the university teachers can create true "intellectual effervescence workshops";

• Another capital theme is the one referring to training the trainees to be open to **intercultural challenges**; in order to succeed in the "global village" you have to be able to communicate in many foreign languages and adjust to different cultures then the native one;

• In order to be able to measure if all these objectives and contents have been reached we have to use adequate **methods, forms and assessment** types, that is why an adequate training course refers to innovative ways of measuring the resulted competences.

5. The training session

• introduction

In training sessions the paideutic act is carried out by means of the educational strategies. The methods are a very important variable in the education of a successful training activity. The didactic methods are message carrying between the two actors of the educational training. Most of the times the method has no value in itself, but "becomes" valuable through the trainer's artistry and creativity. That is why is very important for a trainer or future trainer to know, from

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both theoretical and practical points of view the methods box which an efficient trainer has. We will start the trip into the methodological field by defining the terms. The word „method" is etymologically derived from the Greek word „methodos" (*odos* = „path" and *metha* = „towards") meaning „path to...", „way .... to follow" in order to reach a determined goal or tracking, selection, researching, discovering way. It is in fact a path that leads to knowing the reality and its transformation. The finality of "the road to be followed" can be diverse: from the continuous training, to research, knowledge and personality development (creativity, intellectual training).

Thus, we could say that the training methods are close to the research methods, since both the training act and the learning one means cognition, re-cognition, innovation. The teacher offers through the methodology the opportunities of learning, rediscover some truths, find answers to problem situations, re-framing the actual encountered situations. In different training situations we can meet more limited techniques as action area which are named procedures. The procedure is a detail, a customization or a component of the method. We can say that the method is an ensemble (system) of procedures. This means that the method gets different colorations depending on the combination of constitutive processes. The procedures can change inside the method without affecting its value. The variety of the procedures energizes the method, gives it greater adjusting value (is circumstantial, depending on the situations and clear objectives). Between the method and the procedure there is a two-way relation, meaning that the procedure can be raised to the rank of method in certain conditions, but the method too can become a procedure within other method. These combinations of methods and procedures are useful especially in the training situations because the adaptability to the trainees' needs, the debates themes and the different experience determine a raise of the trainer's methodological and content flexibility. The didactic methodology gives a general frame to the trainers of ways which it can follow depending on its own personality, aimed objectives, training's events. Education, as we know, is both science and art. Efficient training does not reduce neither to theory nor to intuitively teaching, but implies the teacher's ability to combine them and adjust the known methods. „Any pedagogic method - Gaston Mialaret writes –results from the meeting of many factors and from this point of view, education will always stay an art: the art of adjusting to a precise situation, the general indications offered in the methodology literature". It is obvious that from the training's systemic approach perspective, the methods interact with the other curricular components (objectives, principles, assessment, contents) but also with the society's levels development, in general. Especially in the case of a training the accent is set on the trainee, its needs and experiences in learning, becoming a true learning resource. Hence the transformations that occur in the methodology, it is necessary to use activating methods which should form capacities and attitudes.

In constructivist pedagogy, it is highlighted that the formative valences of methods by which notionsare constructed, build on experiences shared with other partners in learning, teamwork (if we respect the "pillar" of education - "learn to live together" - J Delors).

Also, from the perspective of lifelong learning, the most commonly used methods are those focusing on self-training and self-education techniques and exercises, those that bring to light the practical part of the skills (learning to do) or learning abilities (learn to learn)

• training group - design of experiential learning (concrete experience, observation, reflection, query, conceptualization and action).

The experiential learning spiral describes the ongoing recursive operation of the experiential learning cycle of

- experiencing,
- reflecting,
- thinking, and
- acting.

The cycle is not a circle but a spiral since each trip through the cycle returns to the experience with new insight gained by reflection, thought, and action. Thus, the experiential learning spiral describes how learning from experience leads to development.
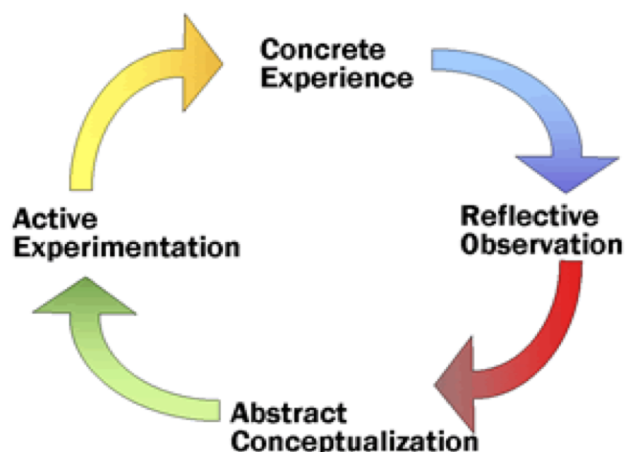
The reflection in action is those double loops (Morgan, 1996) which are initial in these stages and are added:

- reconsolidation - begins by thinking assumptions, reasoning,
- Re-framing - formulate new ideas and reflect if they will expand your skills.
- End of session

The evaluation is correlated with the objectives of the training course, the beneficiaries' assessment and the formative impact.

Several types of ratings are considered:

- Pedagogical assessment (involves reporting on the proposed training objectives, the procurement and skills of the trainer and the trainee, assessment during training),
- evaluation of the training period (evaluation at the end of the internship, balance sheet on the whole training)
- evaluation of the changes that the training course has produced (the evaluation carried out by the institutional beneficiaries of the training, carried out through impact assessments).

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Part II

PESI PROGRAM:
PSYCHOLOGICAL, EDUCATIONAL AND SOCIAL INTERVENTION PROGRAM FOR FAMILIES OF CHILDREN WITH SPECIAL NEEDS
TRAINING FOR PARENTS
UNITS

- ➢ **Unit 1**. Personal strengths
- ➢ **Unit 2**. Family strengths
- ➢ **Unit 3**. Stress within family. Stress management
- ➢ **Unit 4.** Resilience within family
- ➢ **Unit 5.** Self-esteem and self-concept
- ➢ **Unit 6**. Self-management
- ➢ **Unit 7.** Self-efficacy
- ➢ **Unit 8**. Social-emotional learning within family
- ➢ **Unit 9**. Emotional competence
- ➢ **Unit 10**. Social competence
- ➢ **Unit 11.** Emotional Intelligent Parenting
- ➢ **Unit 12**. Final assessment. Evaluation

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PROGRAM UNIT 1 - RESILIENCE WITHIN FAMILY

TIME NEEDED FOR UNIT: 2 hours

Anamarija Žic Ralić
Zagreb University

RATIONALE AND THEORETICAL BACKGROUND

Personal strengths (PS) are the characteristics of a person that allow them to perform well or at their personal best. (Wood et al 2011). Linley and Harrington (2006) define strengths as a natural capacity for behaving, thinking or feeling in a way that allows optimal functioning and performance in the pursuit of valued outcomes. Peterson and Seligman (2004) specify that strengths are intrinsically considered a moral quality, irrespective of benefits, a stable trait, enhances of other people when expressed (rather than harming them), and the focus of institutional development (e.g., in religious or educational settings).

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THE IMAGES
Related to the Program

Objectives	Resources	Preparation	Contents	Time	Notes

Groupings

Individual	Pairs	Small Group	Large Group	Lecture

MODULE PERSONAL STRENGTHS: WORKING MATERIALS FOR ACTIVITY

OBJECTIVES

1. To introduce parents to Personal Strengths.
2. Become aware of personal strengths in each parent.
3. Encourage using of personal strengths in each parent.
4. Encouraging parents to critical thinking.
5. Encouraging parents to be creative.

RESOURCES

➢ Room with 5 tables and respective chairs
➢ Multimedia
➢ Drawings of windmill with 10 blades for each parent
➢ Paper sheets, pencil and eraser

PREPARATION

Select contents and activities according to:
➢ Established objectives and contents to learn
➢ Find resources to the selected dynamic

CONTENTS

➢ Introduction
➢ Theoretical overview
➢ Activities
➢ Discussion

NOTE TO THE TRAINER

30 minutes

➢ Open the PPT with presentation of the PSI-Well project.
➢ Introduce PSIWell project with goals of the project and the goals of this program.
➢ Let each parent introduce themselves They should say their name, name/s of children, number of children, age of children, type of disability of a child, employment etc.

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1. GROUP WORK

25 minutes

a. ICEBREAKER- Short video – Introducing Personal Strenghts

Personal Mastery - Find Your Strengths –
https://www.youtube.com/watch?v=s_30jf4Zmlc

• Accuracy	• Generosity	• Patient
• Action oriented	• Gratitude	• Perseverance
• Adventurous	• Helpfulness	• Persuasiveness
• Ambitious	• Honesty	• Persistence
• Analytical	• Hope	• Practical
• Appreciative	• Humility	• Precise
• Artistic	• Humour	• Problem solving
• Athletic	• Idealism	• Prudence
• Authentic	• Independence	• Respect

• Caring	• Ingenuity	• Responsibility
• Clever	• Industriousness	• Self-assurance
• Compassionate	• Inner peace	• Seriousness
• Charm	• Inspirational	• Self control
• Communicative	• Integrity	• Spirituality
• Confident	• Intelligence	• Spontaneous
• Considerate	• Kindness	• Social intelligence
• Courage	• Knowledgeable	• Social skills
• Creativity	• Leadership	• Straightforward
• Critical thinking	• Lively	• Strategic thinking
• Curiosity	• Logical	• Tactful
• Dedication	• Love	• Team oriented
• Determination	• Love of learning	• Thoughtful
• Discipline	• Mercy	• Thrifty
• Educated	• Modesty	• Tolerant
• Empathetic	• Motivation	• Trustworthy
• Energetic	• Observant	• Versatile
• Entertaining	• Optimistic	• Visionary
• Enthusiastic	• Open minded	• Vitality
• Fair	• Orderly	• Warmth
• Fast	• Originality	• Willpower
• Flexible	• Organization	• Wisdom
• Focused	• Outgoing	
• Forceful		
• Friendliness		

PRESENT PERSONAL STRENGTHS AND DEFINE THEM

35 minutes

2.2. WINDMILL

➢ **Give a drawing of windmill**.

➢ **Instruction to parents:**

Each person is equipped with some strength. Our task is to become aware of our strengths.

➢ **Write at list** one your strengths in each blade. In the middle write your name.

➢ **In 1st blade** – Your strengths and values developed in primary family (love, self-esteem, self-confidence, care for others, etc). Our parents and family give us some talents, for example for art or for arithmetic, or for sport or something else. In our primary family we learn some values, like love for closest persons, pets, care for other people, or beware of other people. We've also experienced some love and care from our family. What you think your family gives you as strengths for your life.

➢ **2nd blade** – Strengths you have developed through your activities, interests, friendships.

➢ **3rd blade** – strengths you are proud of

➢ **4th blade** – strengths important for your marriage

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	➢ **5th blade** – strengths important for your parent role
	➢ **6th blade** – strengths important at the workplace
	➢ **7ᵗʰ blade** – strengths important for your social life
	➢ **8ᵗʰ blade** – strength important for your health
	➢ **9ᵗʰ blade** - strengths important for your material existence
	➢ **10ᵗʰ blade** - strengths important for your wellbeing
	➢ **Each person draws** (fill in) windmill
	➢ **Divide parents in smaller groups** (3 parents in each group) to discuss their strengths and how to use them in everyday life.
	10 blades give us energy and skills for handling life challenges

3. ENDING

15 minutes	Finally, the trainer proposed the following reflection: 1. What are our personal strengths? 2. Do we all have some personal strength? 3. How can we use them in everyday situations? 4. Can they help us in dealing with stress?

4. KEY NOTE

10 minutes	**TAKE HOME MESSAGE** ➢ Personal strategies give us energy and skills for handling life challenges

SUGGESTIONS

	If there is a time play shot video: ➢ **Your Greatest Talents:** https://www.youtube.com/watch?v=FQHPSRLt32k ➢ **Capitalizing Your Strengths Ideal People:** https://www.youtube.com/watch?v=tD1IyOlo-Xc

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ATTACHMENTS

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PROGRAM UNIT 2 - FAMILY STRENGTHS

TIME NEEDED FOR UNIT: 2 hours

Ana Wagner Jakab
Zagreb University

RATIONALE AND THEORETICAL BACKGROUND

"Nothing in the world could make human life happier than to greatly increase the number of strong families," according to David R. Mace (1985).

Family strengths (FS) are those relationship qualities that contribute to the emotional health and well-being of the family. Families who define themselves as strong commonly say they love each other, find life together satisfying, and live in happiness and harmony with each other. Family strengths help families to overcome difficulties, change in a positive way, grow and survive. Family is a system and whatever happened to one member will influence other members as well as a whole family system. Family strengths are protecting family system.

Family Strengths - Dictionary definition of Family Strengths at:

www.encyclopedia.com/reference/encyclopedias-almanacs-transcripts.../family-strengths

THE IMAGES
Related to the Program

Objectives   Resources   Preparation   Contents   Time   Notes

Groupings

Individual   Pairs   Small Group   Large Group   Lecture

MODULE FAMILY STRENGTHS: WORKING MATERIALS FOR ACTIVITY

OBJECTIVES	
	1. To introduce parents to Family Strengths.
	2. Become aware of family strengths and weakness in each family.
	3. Encourage using of family strengths to overcome difficult situations in families.
	4. Encouraging parents to relate personal strengths with family strengths.
RESOURCES	
	• Room with tables and respective chairs
	• Name tags (if needed)
	• Multimedia
	• Paper sheets, pencil and eraser
	• Post-it papers in two colors
	• Board or flip chart
	• Table Introducing Personal Strengths- attachment in Unit 1
	• Table Qualities of strong families- attachment in Unit 2
PREPARATION	
	Select contents and activities according to:
	➢ Established objectives and contents to learn
	➢ Find resources to the selected dynamic
CONTENTS	
	➢ Introduction
	➢ Activities and discussions
	➢ Through discussion linking topic in Unit 1 with topic in Unit 2 (Personal and Families Strengths)
	➢ Reflection and conclusion
NOTE TO THE TRAINER	
5 minutes	➢ Greet participants
	➢ Check if we remembered all our names. If we still do not remember names you can use name tags (optional).

1. INTRODUCTION
Last time we talked about personal strengths. Since the family is a system in which all family members influence each other as well as the whole system it is important to talk not only about personal but also about family strengths. Family strengths help families to face difficult situations, grow and survive.
2. GROUP WORK
2.1 ICEBRAKER
Introducing Family Strengths
a.) Invite the whole group of participants to have a short brainstorming about the family strengths.
20 minutes
When we say family strengths what we mean by that?

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Share with us what comes on your mind.

b.) Present short videos:

Video Family Strengths Trailer –
https://www.youtube.com/watch?v=0JAIrOZh-14

Invite participants to comment videos if they want.

2.2. ACTIVITIES

1. Each participant gets 2 (or more) post its in two different colors. On one color they write the biggest strengths of their family (the strongest link) and on the other what he thinks is the biggest weakness (the weakest link) in this moment.

60 minutes

- **Participants don't sign post its, but stick them on the board when they are finished,** one color on one side of the board and the other color on the other side of the board or flip chart (on the face and back of the board or in two colons on the same face of the board or flip chart)
- **Activity leader can group similar post its** from both sides of the board and read post its in front of the whole group and comment that all families face with similar strengths and challenges.

2. **Individual work** – participants receive the following instruction:

- Think and take short notes about the situation when you were proud on the strength of your family and remind yourselves on other difficult situation when your family was challenged and less strong

(find the strengths that you used in positive situation and weaknesses that prevailed in bad situation).

3. Group activity – discussion in small group (4 or 5 parents) about which family strengths you can use in dealing with challenging situation to make a difficult situation easier. Representatives of small groups present their conclusions or comments in front of the whole group. Activity leader leads discussion in the way to identify family strengths that support (protect) families in stressful, difficult and/or complex life situations. *You can use as reminder Table 1 in Attachments.*

3. ENDING

25 minutes
in big group

- In the end we think about the previous unit about personal strengths (see table Introducing Personal Strengths) and ask ourselves how our personal strengths can contribute to family strength. Invite and support participants to share their opinions and experiences in front of whole group.
- Try to relate all discussions, activities and conclusions with concrete, real situations and experiences of participants and their families. In case participants are not ready to share do not push them.

Ask participants about their reflection and impression on this unit. How they feel, did they had a chance to get know each other better. Ask them to share if

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	something is still unfinished or bother them or they want to comment before finishing this unit. If you still have a time and if participants want watch short videos or just recommend them to watch them at home. For example: **How to Strengthen Your Family:** https://www.youtube.com/watch?v=hkU_QwxUpbk **A Recipe for a Happy Family - Happy Families:** https://www.youtube.com/watch?v=nh1lCE0rBtA
4.KEY NOTE	
10 minutes	We discovered or reminded ourselves on family strengths and how valuable they are for us and our families. Please write down on a piece of paper sentence "I am thankful that my family is…… (strength or few strengths)". Take this piece of paper home and share it with your family.
SUGGESTIONS	
	Be creative and ready for situation that parents could be very emotional or closed and withdrawn. Try not to push parents to share if they are not ready for that but give them a space if they want to. Keep in mind that they still did not have time to grow trust between group members as well as in you as a training leader. Try to keep balance in amount of sharing between participants and avoid that few are dominant and other are in a shadow. If you make intervention do it in a gentle, respectful and thankful way. *For example: Thank you very much for sharing and participation. We will have chance to talk more later but now I would like to see if other members want to share something.* It is important to be perceptive on verbal and nonverbal communication of each members but also keep attention on atmosphere of whole group. Be sensitive on different and possible strong feelings that can arise in participants. Try to talk about real situations and emotions but try to protect participants of exposing themselves too much emotionally in front of the group. Try to conclude this unit in a good, optimistic and supportive way. Do not open possible difficult topics before finishing this session. Keep attention on time and give yourselves and the group enough time to make some positive closing. Focus on their strengths and help them to see how to use it as a tool in difficult situations and times

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ATTACHMENTS

TABLE 1 QUALITIES OF STRONG FAMILIES
(http://family.jrank.org/pages/593/Family-Strengths-Family-Strengths-Perspective.html)

Appreciation and affection	Commitment
Caring for each other	Trust
Friendship	Honesty
Respect for individuality	Dependability
Playfulness	Faithfulness
Humor	Sharing
Positive communication	**Time together**
Sharing feelings	Quality time in great quantity
Giving compliments	Good things take time
Avoiding blame	Enjoying each other's company
Being able to compromise	Simple good times
Agreeing to disagree	Sharing fun times
Spiritual well-being	**The ability to cope with stress and crisis**
Hope	Adaptability
Faith	Seeing crises as challenges and opportunities
Compassion	
Shared ethical values	Growing through crises together
Oneness with humankind	Openness to change Resilience

Read more: Family Strengths - The Family Strengths Perspective - Single Parent, Theory, Families, and Strong - JRank Articles http://family.jrank.org/pages/593/Family-Strengths-Family-Strengths-Perspective.html#ixzz4ziaEjvVZ

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PROGRAM UNIT 3 - STRESS MANAGEMENT

TIME NEEDED FOR UNIT: 2 hours

Liliana Bujor
Stefan cel Mare University

RATIONALE AND THEORETICAL BACKGROUND

Stress is not a useful term for scientists because it is such a highly subjective phenomenon that it defies definition. And if you can't define stress, how can you possibly measure it? The term "stress", as it is currently used was coined by Hans Selye in 1936, who defined it as "the non-specific response of the body to any demand for change".

- *https://www.stress.org/military/combat-stress-magazine/*

Two concepts are central to any psychological stress theory: appraisal, i.e., individuals' evaluation of the significance of what is happening for their well-being, and coping, i.e., individuals' efforts in thought and action to manage specific demands (cf. Lazarus 1993).

- Lazarus, R S, (1993). Coping theory and research: Past, present, and future. *Psychosomatic Medicine,* 55, pp. 234–247.

THE IMAGES
Related to the Program

Objectives	Resources	Preparation	Contents	Time	Notes

Groupings
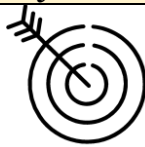
Individual	Pairs	Small Group	Large Group	Lecture

OBJECTIVES	
	5. Correct definition of stress. 6. Identifying personal and family stressors. 7. Finding personal and familial coping mechanisms.
RESOURCES	
	➤ Personal experiences of participants in their families ➤ *Stress management- COGNITROM CD* ➤ Room with tables and chairs ➤ Paper sheets, pencil and eraser ➤ It is recommended to have a computer or other materials such as sound system or projector, in case parents want to use it for the activity
PREPARATION	
	➤ Ensure that there are enough pieces of papers for the activity and materials ➤ Establish objectives and contents to learn ➤ Find resources to the selected dynamics ➤ Explain about dynamics in this session
CONTENTS	
	➤ Introduction ➤ Theoretical overview ➤ Activities ➤ Discussion
NOTE TO THE TRAINER	
15 minutes 	➤ Open the PPT with presentation of the PSI-Well project. ➤ Introduce PSIWell project with goals of the project and the goals of this program.

1. INTRODUCTION

Today we propose to discuss about stress (individual, family) for a better understanding of subjective component of our emotional life. So, we will present some ideas from Theory of stress (Lazarus & Folkman, 1984) and ABC model of stress (Ellis) that discover us some practical tools.

2. GROUP WORK

  15 minutes 	**2.1. ICEBREAKER- *QUESTION BALL*** is a fun and fascinating game which allows participants to get know each other. ▪ On a large beachball write some questions like: "What is your favorite day of the week?", "What is your favorite book?" ▪ Throw the ball to a random participant in the group and ask them to answer the question that their right-hand index finger falls on.
	2.2. ABOUT STRESS ▪ ***Find!*** (5 min.): If there wasn't *stress* (word), which would be the words that could describe this state? Note all the words that you have in your mind! (brainstorming) We make a common list with all the words of the group. ▪ ***Empathize!*** (10 min.):

70 minutes	Note, in three different columns, the stressors for: (1) you, (2) your child, (3) your wife/husband. Identify your family's stressors! ▪ **Be connect!** (15 min.): Group 1. Identify the symptoms of stress in the child behavior. Group 2. Identify the symptoms of stress at you. Group 3. Identify the symptoms of stress at your partner (wife, husband). (cognitive changes, emotional changes, behavioral changes, physical symptoms) – ABC model **2.3. FAMILY STRESS KIT. ONE, TWO, MORE!** ▪ **One** (5 min.): Remember the most stressful events in your life. Now, choose the ones you congratulate for haw you deal with stress. Make a list of the resources you have enabled. ▪ **Two** (10 min.): Put ideas together! In pairs, participants will note all coping mechanism (common ideas will underlie). ▪ **More** (15 min.): Now, is time for a family stress kit! In 3 groups (6-8): Group 1. A stress kit for child. Group 2. A stress kit for parents. Group 3. A stress kit for husbands. **2.4. AN EMOTION, A THOUGHT, A BEHAVIOR** Each participant will say an emotion (that felt in training activity, a thought he has retained and the behavior he wants to change in relation to stress management).
3.ENDING	
10 minutes	Finally, the trainer proposed the following reflection: 1. What I was doing wrong in relation to stress? 2. What I was doing well in relation to stress? 3. What are some thinks families can do together to manage stress?
4. KEY NOTE	
10 minutes	**TAKE HOME MESSAGE** To bring more peace into your home, Feshback recommends: ➤ Regularly spending time with friends and community members ➤ Creating routines and structure within your household ➤ Asking family members to help with housework ➤ Scheduling time each week for the family to get together to discuss any issues or problems ➤ Focusing on appreciating one another and what you each do for the family https://www.everydayhealth.com/family-health/parenting-and-

managing-stress.aspx

SUGGESTIONS	
	If there is a time play shot video: ➢**Solution for parent:** https://www.youtube.com/watch?v=hnpQrMqDoqE

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PROGRAM UNIT 4 - RESILIENCE WITHIN FAMILY

TIME NEEDED FOR UNIT: 2 hours

Liliana Bujor
Stefan cel Mare University

RATIONALE AND THEORETICAL BACKGROUND

Resilience is an innate characteristic that is related to how individuals cope with stressful or difficult situations. Resilience, or the ability absorb high levels of disruptive change while displaying minimal unproductive behavior, may provide some explanation for how teachers respond to change as it relates to professional development (Henderson & Milstein, 2003)

- Henderson, N., & Milstein, M. M. (2003). *Resiliency in schools: Making it happen for students and educators.* Thousand Oaks, CA: Corwin Press Inc.

THE IMAGES
Related to the Program

| Objectives | Resources | Preparation | Contents | Time | Notes |

Groupings

| Individual | Pairs | Small Group | Large Group | Lecture |

OBJECTIVES
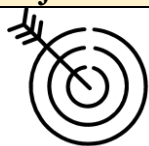
6. Promoting positive emotions in daily life
7. Developing emotion regulation strategies that promote resilience
8. Connecting emotions with resilience in practical situations

RESOURCES	
	➢ Personal experiences of participants in their families ➢ Relevant research in resilience theme ➢ Materials: pencils, paper, a basket

PREPARATION	
	➢ Ensure that there are enough pieces of papers for the activity and materials ➢ Establish objectives and contents to learn ➢ Find resources to the selected dynamics ➢ Explain about dynamics in this session

CONTENTS	
	➢ Introduction ➢ Theoretical overview ➢ Activities ➢ Discussion

NOTE TO THE TRAINER	
15 minutes	➢ Open the PPT with presentation of the PSI-Well project. ➢ Introduce PSIWell project with goals of the project and the goals of this program. ➢ Fredrickson propose that cultivating positive emotions may be particularly useful for building resilience to stressful events. ➢ Employing strategies to maintain positive emotions resonate with the hedonic contingency model (Wegener and Petty, 1994) ➢ Strategies to emotion regulation: positive reappraisal.

INTRODUCTION	
Today we propose to discuss about resilience from emotional perspective. Fredrickson propose that cultivating positive emotions may be particularly useful for building resilience to stressful events. Employing strategies to maintain positive emotions resonate with the hedonic contingency model (Wegener and Petty, 1994) One of strategies to emotion regulation is positive reappraisal.	

2. GROUP WORK	
15 minutes	**a. ICEBREAKER- WHOSE STORY IS IT?** is a fun and fascinating ▪ Pass out paper and pens and have everyone take a few minutes to write a personal experience (an emotional experience). ▪ Fold the paper and put them into a basket. ▪ Have tree people at a time sit in front of the group. The leader randomly picks a slip of paper, and hands it to three people. ▪ Each member of the trio reads the paper aloud and then adds some details to the story. ▪ The group guesses if the story really belongs to one of three and, if so, to which one.
	2.2. MAINTAINING AND INCREASING POSITIVE EMOTIONAL EXPERIENCE ▪ **Describe** (10 min.):

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70 minutes	Remember and relive un moment when a good thing happened in your family that you could jump up joyfully. In the space below, briefly describe this enjoyable family experience. Where are you? Who was with you? What had happened?
	▪ **Share** (10 min.):
	Discuss with your colleague (on your left) about:
	Haw does your body feel? What does your face look like? What thoughts are coming to your mind? What does these feelings make you to do?
	▪ **Inspire** (10 min.):
	On a note, write down a thing that you do in your family and that produce joy. Place the ticket in a basket with all the participants. Choose another ticket at random. What's say? This is your homework!
	2.3. FIND POSITIVE MEANING IN A NEGATIVE EVENTS!
	▪ **Describe** (10 min.):
	Remember and relive un moment when a very uncomfortable thing happened in your family, in relationship with a member. In the space below, briefly describe this unpleasant family experience. Where are you? Who was with you? What had happened?
	▪ **Share** (10 min.):
	Discuss with your colleague (on your left) about:
	Haw does your body feel? What does your face look like? What thoughts are coming to your mind? What does these feelings make you to do? If you use positive reappraisal, haw did you see the situation?
	▪ **Inspire** (10 min.):
	Now, on a note, write down resources that you have in your family and that produce safe when you confronting with negative emotions. Place the ticket in a basket with all the participants. Choose another ticket at random. What's say? This could be another resources that you forgot! Activate the new resource in your family next week!
	2.4. RED TICKETS
	is an evaluative game
	Participants will receive tickets of various colors. Those who have red tickets will share with the group a new idea they learned at the course.
3.ENDING	
10 minutes	Finally, the trainer proposed the following reflection: 5. Which is the link between emotion and resilience? 6. How can I live more positive emotions? 7. What resources do I have to increase resilience in my family?

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4. KEY NOTE	
10 minutes	**TAKE HOME MESSAGE** Key strengths for australian parents (all mothers) in relation to a disabled child (Gardner and Harmon, 2002): ➢ a long-standing positive attitude to life ➢ an organised and confident approach ➢ recognition of both strengths and limitations ➢ supportive partners and others ➢ a strong sense of purpose, sometimes related to religious beliefs.
SUGGESTIONS	
	If there is a time play shot video: ➢**Positive emotions:** https://www.youtube.com/watch?v=YRVwRDY9Lzc

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PROGRAM UNIT 5 - SELF-ESTEEM AND SELF-CONCEPT

TIME NEEDED FOR UNIT: 2 hours

Agnès Ros-Morente, Gemma Filella, Judit Teixiné &Cèlia Moreno
Lleida University

GLOSSARY

Self-esteem refers to the judgement that a person makes of himself or herself. This evaluation is conditioned by several factors that stem from the environment, such as the expectations of the family, the peers, or even the vision that other people have about the person.

Self-concept is the vision that each person has of himself or herself. That is, how the person sees himself or herself and what are the limitations and skills that he/she has.

Authors like Bisquerra (2000) defined and divided these two conceptions in the following way: *self-esteem* meets the requirements of the emotional dimension and *self-concept* refers more importantly to the cognitive dimension. Thus, *self-esteem* is the judgement of the *self-concept* in emotional terms.

References:

Bisquerra, R. (2000). Educación emocional y bienestar. Barcelona: Praxis.

Branden, N. (1989). Cómo mejorar su autoestima. Barcelona: Paidós.

Garaigordobil, M. & Durá, A. (2006). Relaciones del autoconcepto y la autoestima con la sociabilidad, estabilidad emocional y responsabilidad en adolescentes de 14 a 17 años. Análisis y modifcación de conducta, 32 (141), 37-64.

THE IMAGES
Related to the Program

Objectives	Resources	Preparation	Contents	Time	Notes

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Groupings				
Individual	Pairs	Small Group	Large Group	Lecture

MODULE SELF-ESTEEM AND SELF-CONCEPT

OBJECTIVES

8. To make parents aware of their own limitations and skills.
9. To make parents aware of the limitations and skills of other parents.
10. Encourage the communication of their limitations and skills with other parents.
11. Enhancing cooperation within groups of parents.
12. Improving and training their self-esteem skills.

RESOURCES

➢ Room with 7 to 10 tables (depending on the number of groups) and chairs.
➢ Game of wits games of cognitive games.
➢ Paper sheets, pencil and eraser.
➢ A box with a mirror (size 20cmx12cmx28cm)

PREPARATION

➢ Set of wits games or cognitive games.
➢ Ensure that there are enough pieces of papers for the activity and an adequate mirror.

CONTENTS

➢ Introduction.
➢ Set up groups.
➢ Games.
➢ Activity with the box.
➢ Discussion.

OTE TO THE TRAINER

➢ At the end of the description of this activity there are three cognitive games (sudokus) to be done in groups (part 2.2.). You can use these three examples or, if you prefer, you can select another that is more suitable for you from the links in the attachments section.

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1. INTRODUCTION

20 minutes

➢ Introduce self-esteem and self-concept definitions, generate a little debate on the issue and exposition of contents from the UdL research team.

2. GROUP WORK

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40 minutes	**FIRST PART OF THE ACTIVITY:** **2.1. ICEBREAKER** ➢ **Watch a short video:** Henry & Leslie https://www.youtube.com/watch?v=A2RlHM8xfmM **2.2. WORK IN GROUPS**
	➢ Set the groups. ➢ Give each group 3 cognitive games to find the solution. ➢ If they finish the game earlier than 40 minutes, they can take the opportunity to talk about themselves with the other participants.
45 minutes	**SECOND PART OF THE ACTIVITY:** **2.3. THE MIRROR** ➢ Once the first part of the activity finishes, all parents are given a box with a mirror. ➢ The first thing they have to do is to write their name. ➢ Then, all parents have to write a couple of skills/habilities/characteristics… that they recognise in themselves and that they like. ➢ Once this is done, all parents will leave their box on the table or somewhere accessible. ➢ Then, parents will write something positive (or alternatively, something that can improve) about other parents that have been participating in the first part of the activity with them. ➢ They will have to put a minimum of two papers to each one of the boxes of their team mates. ➢ Finally, all parents will open and read out loud the papers of their box, so they will discover good aspects (and alternatively, aspects that can improve) about themselves.
**3.ENDING**
15 minutes	**CLOSING AND REFLECTION:** ➢ Each parent can explain the adjectives and characteristics that his/her box has. ➢ It is important to note that this is a good opportunity for each one of the participants to become aware and train their self-esteem skills by discussing with other participants.
	4. KEY NOTE
10 minutes	**TAKE A HOME MESSAGE** ➢ We all have virtues and important skills to promote. ➢ Aspects that can improve can be trained and we should not feel ashamed of them. ➢ Try this activity (with post-its or something easy) at home with your child, partner, siblings, etc… and work out your skills!

SUGGESTIONS

➢ Be open and encourage participation.

ATTACHMENTS

ACTIVITY "HOW TO MAKE A BOX"

https://www.origamiway.com/how-to-make-a-box-out-of-paper.shtml

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9   **10**

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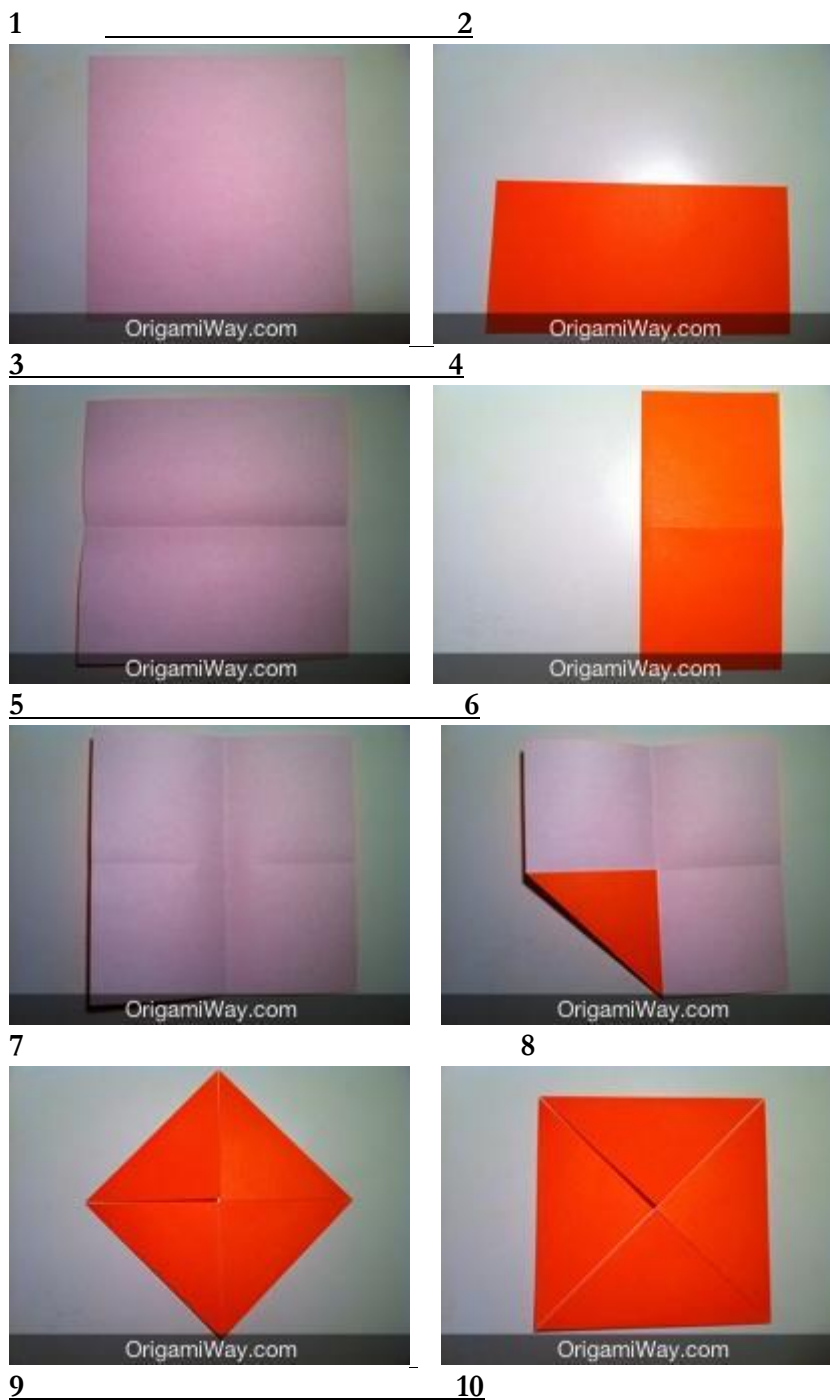
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MATERIAL FOR THE 2.2. WORK IN GROUPS

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PROGRAM UNIT 5 - SELF-ESTEEM AND SELF-CONCEPT - OPTIONAL UNIT

TIME NEEDED FOR UNIT: 2 hours

Agnès Ros-Morente, Gemma Filella, Judit Teixiné & Cèlia Moreno

Lleida University

GLOSSARY

Self-esteem refers to the judgement that a person makes of himself or herself. This evaluation is conditioned by several factors that stem from the environment, such as the expectations of the family, the peers, or even the vision that other people have about the person.

Self-concept is the vision that each person has of himself or herself. That is, how the person sees himself or herself and what are the limitations and skills that he/she has.

Authors like Bisquerra (2000) defined and divided these two conceptions in the following way: *self-esteem* meets the requirements of the emotional dimension and *self-concept* refers more importantly to the cognitive dimension. Thus, *self-esteem* is the judgement of the *self-concept* in emotional terms.

References

Bisquerra, R. (2000). Educación emocional y bienestar. Barcelona: Praxis.

Branden, N. (1989). Cómo mejorar su autoestima. Barcelona: Paidós.

Garaigordobil, M. & Durá, A. (2006). Relaciones del autoconcepto y la autoestima con la sociabilidad, estabilidad emocional y responsabilidad en adolescentes de 14 a 17 años. Análisis y modifcación de conducta, 32 (141), 37-64.

THE IMAGES
Related to the Program

Objectives   Resources   Preparation   Contents   Time   Notes

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Groupings				
Individual	Pairs	Small Group	Large Group	Lecture

MODULE SELF-ESTEEM AND SELF-CONCEPT

OBJECTIVES	
	1. To make parents aware of their own self-concept.
	2. To make parents aware of their own and particular characteristics, different from other parents.
	3. Make an easier cohesion with the other parents.
	4. Improving their self-concept.

RESOURCES	
	➢ Room with 7 to 10 tables (depending on the number of groups) and chairs.
	➢ Relaxing songs.
	➢ Paper sheets, pencils, eraser and markers.

PREPARATION	
	➢ Stars made of cardstock.
	➢ A self-concept questionnaire for each person (see at the end of the table).

CONTENTS	
	➢ Introduction.
	➢ Carry out self-concept questionnaire.
	➢ Make groups.
	➢ Activity with the cardstock stars.
	➢ Discussion.

NOTE TO TRAINER	
	➢ Please find the cardstock card and the questionnaire in the attachments section.

1. INTRODUCTION	
10 minutes	➢ Introduce the guideline for the first and second part of activity.
	➢ Distribute the necessary material to the participants.
	➢ Ask questions about how to perform the activity.

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2. GROUP WORK	
50 minutes	**FIRST PART OF THE ACTIVITY:** **2.1. ICEBREAKER** ➢ **Watch a short video:** Self-concept_explained https://www.youtube.com/watch?v=aiezgubpUys **2.2. WORK IN GROUPS**
	➢ Share out a self-concept questionnaire to each parent. ➢ Parents should fill out the self-concept questionnaire thinking of what they would do if they were in the situations, which are present in the question list. ➢ After that, they will make small groups and the parents will talk about what they have written. ➢ This moment, is the ideal time to get to know the other parents and look for the aspects and characteristics they have in common.
45 minutes	**SECOND PART OF THE ACTIVITY:** **2.2. THE STAR** ➢ Once the first part of the activity finishes, all parents will receive a cardstock star. ➢ The first thing they have to do is to write their name and hang the star on their back. ➢ With the star in its place, everybody will stand up and start walking through the classroom. ➢ In the cardstock star, the other parents have to write a positive aspect of the person that they have found out during the activity. ➢ Everyone must have all the tips of the star with a word about her/him-self. ➢ Then, each one will think about what the other parents have written to him/her and he/she will look if his/her agree on with that other parents.

3. ENDING	
15 minutes	**CLOSING AND REFLECTION:** ➢ Each parent can explain the characteristics that his/her star has and if it coincides with his/her impressions. ➢ It is important to note that this is a good opportunity for each one of the participants to become aware and train their self-concept by discussing with other participants.

4. KEY NOTE	
10 minutes	**TAKE A HOME MESSAGE** ➢ Share the information that you received today with other people and explain if you agree or not. ➢ Try to find out the aspects that describe you best in your household… maybe you will be surprised! ➢ Become aware of your own strengths.

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SUGGESTIONS

	➢ Be open and creative.

ATTACHMENTS

<u>ELF-CONCEPT QUESTIONNAIRE</u>

1. When I am in a new group, I feel…
2. When I am concerned about a new situation, in general…
3. I find myself more at ease in a group in which the leader is…
4. In unexpected situations, I…
5. When I enter in a full room of people, usually …
6. The emotion that costs me most is …
7. When I am with people, I …
8. I am happy when…
9. At this moment, I feel…
10. What is most sad about me is…
11. I am embarrassed …
12. I am happy with the group when…
13. What inhibits me in group meetings …
14. Faced with a conflict reaction …
15. When I have to speak in public, it costs me…
16. When I have to give my opinion, I feel…

STAR (Print it as big/small as you need. You can also change colours):

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PROGRAM UNIT 6 - SELF-MANAGEMENT

TIME NEEDED FOR UNIT: 2 hours

Maria Augusta Romão Da Veiga Branco, Ana Galvão, Celeste Antão, Maria José Gomes

Institute Politechnik Of Braganca

RATIONALE AND THEORETICAL BACKGROUND

1. Emotional regulation or Emotion Self-regulation or Emotions management – involves controlling or redirecting one's disruptive emotions and impulses and adapting to changing circumstances.

2. Emotional relaxation - a state of deep rest that is the polar opposite of the stress response. The relaxation response puts the brakes on stress and brings body and mind back into a state of equilibrium.

3. Flow - a positive state of the body during activities. During flow, people typically experience deep enjoyment, creativity, and a total involvement with life. Mihaly Csikszentmihalyi's famous investigations of "optimal experience" revealed that what makes an experience genuinely satisfying is a state of consciousness called flow.

THE IMAGES

Related to the Program

| Objectives | Resources | Preparation | Contents | Time | Notes |

Groupings

| Individual | Pairs | Small Group | Large Group | Lecture |

OBJECTIVES	
	1- To recognize the real usefulness of emotion for survival and the goal of the emotional communication 2 - To feel emotion as a physical body experience. 3 - To learn the regulation of emotional arousal through a relaxation experience.
RESOURCES	
	- Multimedia - simple text and image exposure in PPT - Music video DVD - Space with wooden floor where 12 people can lie down - 20 mats and 20 blankets to improve comfort during the relaxation period - Stereo system and a CD with music of Relaxation.
PREPARATION	
	Select contents and dynamics according to: - Established objectives and contents to learn - Find resources to the selected dynamics - Explanation about Dynamics in this session
CONTENTS	
	1 - The real usefulness of emotion for survival and the goal of the emotional communication - Group Dynamic 2 - Feeling emotional arousal as a physical body experience - Individual Dynamic 3 - The self-regulation of emotional arousal through a relaxation experience - Individual Dynamic in large group with final reflection
NOTE TO THE TRAINER	
30 minutes	➤ Open the PPT with presentation of the PSI-Well project. ➤ Introduce PSIWell project with goals of the project and the goals of this program. ➤ Let each parent introduce themselves They should say their name, name/s of children, number of children, age of children, type of disability of a child, employment etc. - The PPT is a tool to help Trainers to conduct the Relaxation experience - Trainer presents a small and brief orientation about dynamics and procedures.
1. INTRODUCTION	
2. GROUP WORK	
Experience - To live a relaxation experience, conducted by a trainer (PPT+ music)	
60 minutes	**Objectives** To feel emotion as a physical body experience. To learn the regulation of emotional arousal through a relaxation experience. **Procedure** In the beginning of the session music is heard in space. - The Trainer welcomes the trainees, smiles and invites the trainees to sit quietly on the mattresses, laying aside the blanket they will use to cover themselves when they begin the relaxation experience. - The trainer shows (may be only) the first 7 slides of the PPT 2 and talks to the trainees and hears what they ask or say. **Orientations** Each trainee should observe the trainer and will repeat initial exercises of stretching, to the sound of the music.

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The voice of the trainer should begin to become calmer but always directed towards the attention of trainees.

Then the trainees are invited to take a comfortable position (preferably lying down) and should be taught to pay attention to the words of the trainer.

Trainer says:

"*In this emotional awareness relaxation, I'll guide you to focus on feelings, one at a time, and notice the effect of each emotion on your body. As you do this exercise, be aware that some of the feelings are unpleasant, but this discomfort can be important and helpful. You will spend about half a minute with each feeling…*"

The trainer continuous and says:

"*With each emotion I mention… I will guide you to experience the associated physical sensations…*"

And the trainer continues:

"*… Each time, just notice how your body is feeling, what it feels like, and where the sensations are located.*

Remember that if you need a break at any time, you can mentally return to your safety zone.

Finishing each emotional awareness… prepare yourself to "give yourself an order" to go out of that "arousal" … and breathe driving to relax yourself to your safety zone… (…) Breathe… Now, You are going to experience the Program "I order my body!"… and this is an experience about Learning emotion regulation…"

In the End…

At the end of the relaxation experience, each trainee should talk about:

- How did he or she feel throughout the experience
- What kind of feelings or body states have been living throughout the experience
- Say if it was a pleasant experience or not and why

Conclusion

Trainees should be able to recognize:

All of the emotions, both positive and negative, can serve a useful purpose.

We must to feel it and it's normal and natural to have emotions.

When we are in tune with our body, we can allow our body to speak to us, and find out what the body is telling us.

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30 minutes

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2.4.   Reflection: what's happen with me?

1.   Reflective Questions based on the activities

After the two experiences and respective reflections, trainer present the following questions:

- *How each person can know, what is going on inside them?*
- *How do our children and our spouses know, our feedback about what they do?*
- *Suppressing emotions Is educating and managing emotions? Can it be the same?*
- *Can Humanity Live in Emotional Suppression? Why yes? Why not?*

Trainees work in group and talk and argue… and each trainee must go home with the responsibility of telling this experience to their family.

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3. ENDING

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15 minutes

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Finally, the trainer proposed the following reflection:

4.   What are our personal strategies?
5.   Do we all have some personal strategies?

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	6. How can we use them in everyday situations? 7. Can they help us in dealing with stress?

4. KEY NOTE	
10 minutes	**TAKE HOME MESSAGE** - **Take a place in your home. Choose it to your relaxation place.** - **Chose a music. Listen to it. Breed and let your feelings go away… feel your body relax**

SUGGESTIONS	
	- Music suggested: . *The Best Relaxing Classical Music Ever By Bach - Relaxation Meditation Focus Reading* *https://www.youtube.com/watch?v=MkYSmIPBEGE* . *CHOPIN - Nocturne Op.9 No2 (60 min) Piano Classical Music Concentration Studying Reading Background* *https://www.youtube.com/watch?v=TqyLnMa3DJw* . *Out Of Africa (John Barry)* *https://www.youtube.com/watch?v=eWZ2adCaKo4*

ATTACHMENTS
- PPT - Get Emotional Competent with a Relaxation Program – this PPT is a short activity of Relaxation

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PROGRAM UNIT 7 - SELF-EFFICACY

TIME NEEDED FOR UNIT: 2 hours

Agnès Ros-Morente, Gemma Filella, Judit Teixiné & Cèlia Moreno
Lleida University

GLOSSARY

Self-efficacy refers to the expectatives of the person, that is, what the person believes he or she can achieve. In 2001, Bandura claimed that people who cannot do everything they wish, so they become selective and develop a sense of self-efficacy in certain areas. Therefore, self-efficacy will be very related to the objectives and aims that each person has for its life.

References

Bandura, A. (1977). Self-efficacy: Toward a unifying theory of behavioral change. *Psychological Review,* 84, 191-215.

Bandura, A. (2001*). Self-efficacy and health*. In N. J. Smelser & P. B. Baltes (Eds.), International encyclopedia of the social and behavioral sciences (Vol. 20, pp. 13815-13820). Oxford: Elsevier Science.

Bisquerra, R. (2000). *Educación emocional y bienestar*. Barcelona: Praxis.

THE IMAGES
Related to the Program

| Objectives | Resources | Preparation | Contents | Time | Notes |

Groupings

| Individual | Pairs | Small Group | Large Group | Lecture |

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OBJECTIVES	
	1. To help parents promote and enhance their own skills and capacities. 2. To recognise and identify one's expectations towards a task of a certain difficulty. 3. To be able to realise one's skills, expertise and sense of efficacy. 4. Enhancing cooperation within groups of parents. 5. Improving and training their self-efficacy skills.
RESOURCES	
	➢ Room with tables and chairs. ➢ Paper sheets, pencil and eraser. ➢ It is recommended to have a computer or other materials such as sound system or projector in case parents want to use it for the activity.
PREPARATION	
	➢ Prepare the subjects that parents will have to develop during the activity. ➢ Make sure there is enough material to develop the activity in the class.
CONTENTS	
	➢ Introduction. ➢ Explain the activity. ➢ Set up groups or couples. ➢ Public speech. ➢ Discussion.
NOTE TO TRAINER	
	➢ In the attachments section you can find three links that lead to three activities (news and instructions). You can use these links to work in groups (section 2.2.) or choose one at your leisure.
1. INTRODUCTION	
15 minutes	➢ Explanation and introduction to the concept of self-efficacy and its importance. ➢ It is important at this point to invite the parents to think about their capacities and their expectancies for the future. ➢ (In case it has not been done before) Ask parents to introduce their impressions about self-efficacy.
2. GROUP WORK	
30 minutes	**FIRST PART OF THE ACTIVITY:** **2.1. ICEBREAKER** ➢ **Watch a short video:** Over-parenting and self-efficacy https://www.youtube.com/watch?v=WCuhUCYhQ_s **2.2. WORK IN GROUPS**

	➤ Parents should reflect on their expectations, what they want in their lives, how they manage when they have a plan and how they achieve their goals. ➤ Each parent has to think about the way they deal with their objectives and how they feel about it (are they very flexible? Or maybe they have a lot of aims and objectives?) ➤ Parents should share their impressions and choose someone/other parents in order to do the next activity.
30 minutes	**SECOND PART OF THE ACTIVITY:** **2.2. THE CREATIVITY** ➤ Parents are given in a piece of paper a topic (a receipt, news, instructions…). They will have to prepare in a creative way an informative session regarding that topic. ➤ They can work individually, or with a little group (2 to 4 people maximum. ➤ They can use all the materials they find useful and they should try to be creative.

3.ENDING	
30 minutes	**CLOSING AND REFLECTION:** ➤ Parents will expose what they have prepared in front of the other parents. They should explain their first objectives and how these were achieved (or not achieved).

4. KEY NOTE	
10 minutes	**TAKE A HOME MESSAGE** ➤ We all can be very efficient, even in aspects or tasks we do not feel that confident. ➤ Learn how to work out of your comfort zone and become stronger!

SUGGESTIONS
➤ Be open, creative and encourage participation of parents.
ATTACHMENTS

Possibilities/ideas for the exposition (different degrees of difficulty and depth):

https://www.washingtonpost.com/news/parenting/wp/2015/06/03/how-to-support-a-parent-of-a-child-with-special-needs/?noredirect=on&utm_term=.f0c629adef7e

http://www.momjunction.com/articles/sandwich-recipes-for-kids_00342426/#gref

https://www.easypeasyandfun.com/easy-origami-fish/

PROGRAM UNIT 8 - SOCIAL EMOTIONAL LEARNING WITHIN FAMILY

TIME NEEDED FOR UNIT: 2 hours

Mine Gol Guven
Bogazici University, Istanbul

RATIONALE AND THEORETICAL BACKGROUND

Social Emotional Leaning (SEL) have 5 core competencies as stated in The Collaborative for Academic, Social, and Emotional Learning (CASEL): (a) Self-awareness, (b) Self-management, (c) Social-awareness, (d) Relationships Skills, (e) Responsible Decision-Making. The session is designed to have the participants acquire some of the competencies of SEL through the experiences, games and activities.

THE IMAGES
Related to the Program

| Objectives | Resources | Preparation | Contents | Time | Notes |

Groupings

| Individual | Pairs | Small Group | Large Group | Lecture |

OBJECTIVES

1. Shows an understanding of self/others' needs and expectations
2. Builds effective and positive relationships with others
3. Uses positive language when communicating
4. Demonstrates the ability to share expectations in a positive way
5. Demonstrates positive decisions making skills
6. Makes positive decisions under pressure or stress

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RESOURCES	
	➢ Post-its ➢ Flipchart ➢ Papers ➢ Pencils with different colors
PREPARATION	
	➢ It is important to get everything ready. Have a table in the room to put the materials on. The table needs to be within your reach so that it is easy to reach out the materials you need during the training session. ➢ Make sure that your computer and projector are working properly. ➢ Make the copies of the attachments.
CONTENTS	
	➢ Introduction ➢ Theoretical overview ➢ Activities ➢ Discussion
NOTE TO THE TRAINER	
15 minutes	➢ Since this session will be about building positive relationships, it is important for you to make a positive impression. Use your body language positively; ask for their contribution in the session with a welcoming tone. Always ask if anybody is willing to share their experiences after each activity. ➢ After every game and activities ask the reflection questions to the whole group. ➢ Use the flipchart when a summary of discussion, keywords, important points need to be written

3. INTRODUCTION	
4. GROUP WORK	
15 minutes	**Icebreaker** (Slide …) **Objectives**: 1. Builds effective and positive relationships with others 2. Uses positive language when communicating **Game** **Human Catch** ➢ Distribute the Human Catch sheet to the participants. ➢ Ask if they find anything they do in the list. Fill out the first column titled `I` ➢ Say `Now stand up and try to find as many people as you can who have the same features as you do`. Have a small chit-chat with them to know each other better. ➢ The participants start to walk around the room and ask the other

	participants questions in the list.
	➢ Give 5 minutes to complete the task.
	➢ After the participants go back to their seats, ask `now let us share if we find any commonalities`.
	➢ Ask the reflection questions in the end. Allow two or three participants to answer the questions.
	Note: This game aims to have individuals think about who they are, what they enjoy doing, what experiences they had in the past. Additionally, individuals will gain an understanding that it is also important to find commonalities and similarities with other people to build positive relationships.

70 minutes	**Experience 1 (Slide …)**
	Objectives:
	Shows an understanding of self/others needs and expectations
	Builds effective and positive relationships with others
	Uses positive language when communicating
	Demonstrates the ability to share expectations in a positive way
	
	Activity 1
	
	Hall of Expectations
	Explain that it is important for people to have a common ground (such as similar backgrounds –like in the Human Catch Game-, similar expectations, similar aims and objectives for the future). This helps people to have a positive atmosphere to show their social-emotional skills and positive characteristics.
	
	    ➢ Distribute the post-its to the participants.
	    ➢ Ask them to write down
	       o a sentence of their expectation from themselves
	       o a sentence for the group
	       o a sentence for the trainer
	    ➢ After they are done say `now we put these expectations on the wall and read those on our breaks'
	    ➢ Ask if anyone is willing to share what s/he expects from herself/himself, group or the trainer.
	    ➢ Ask why it is important to share the expectations and to build a common understanding of the expectations (point out after having their ideas that it is important to build positive atmosphere to show socio-emotional skills)
	    ➢ Make sure that expectations are positive, concreate (observable) and clear such as I expect from everybody that they listen if someone talks.
	    ➢ Ask the reflection questions in the end. Allow two or three participants to answer the questions
	Note: The activity is designed to have the participants understand the importance of building expectations of a group together. What we want and need; how other people would accommodate between self and others' needs and wants; and how it is a group effort to make a positive atmosphere by expressing positive expectations are some of the points that would be detailed.
	
	Experience 2 (Slide …)
	Objectives:

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2. Builds effective and positive relationships with others
3. Uses positive language when communicating

Activity 2
Bee Nice
Share the 'Bee Nice' handout with the participants.
Ask them to check as many boxes as they can.
Remind them they may use the handout throughout the day.
Ask what they think about the experience.
Ask the reflection questions. Allow two or three participants to answer the questions.
Note: This activity is for getting individuals attention to the significance of acting positively in a relationship with others. Asking the reflection questions and elaborating on what the participants said are important points to reach out the aim.

Experience 3 (Slide …)
Objective:
5. Demonstrates positive decisions making skills
6. Makes positive decisions under pressure or stress

Activity 3
Decision Jumps
➢ Spread 3 Yes and 3 No sheets on the floor.
➢ Invite everyone to stand up.
➢ Say 'I will be asking some questions to you. But instead of answering those questions verbally, I ask you to jump on your answers'
➢ Ask the reflection questions. Allow two or three participants to answer the questions.
Questions:
1. You and your friend are on a car trip. Your friend is driving the car. She is driving pretty fast, almost exceeding the speed limit. She says 'I am a good driver, don't worry'. You don't warn her about the speed limit and let her drive fast.
2. You recognized that you are gaining weight in recent days. It is OK., you don't take any action to watch out for your diet.
3. You need to go away for a while to have some rest. You don't let your family know about your trip. You turn off your cell-phone as well.
4. Someone on the phone tells you that if you pay 5 euro extra for your cell-phone service, you will get 10GB internet service for free. You accept the offer.
5. You exceed your credit card limit for 200 euros. You keep spending.
6. You use the elevator all the time, now you decide to use the stairs for your health.
7. You continue sleeping in the morning and almost late for work. Even when your friend calls you and tells you the boss is getting angry, you continue to sleep.
8. You go to your dentist to have a check-up for your aching teeth.
9. Your physician tells you that you need to wear orthopedic shoes to feel better on your feet. You listen to her.

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10. Your stomach is hurting, you stop eating whatever makes you feel bad.

Note: After completion of the activity, stating that making decisions based on rationale is important. That also leads individuals to build responsive problem solving and conflict resolution skills.

Closing (Slide …)

Objective:

3. Builds effective and positive relationships with others

Game

I love….

➢ Have everyone's chairs in a circle.

➢ Stand in the middle of the circle

➢ Explain `now we will play 'I love…' game. The person who stands in the middle will make a sentence like `I love to drink coffee` and of whom agrees with the sentence will stand up and try to sit on an empty chair. The person who could not find a chair to sit on will make another sentence.

The game goes on until everyone has a chance to share what s/he loves with the group.

Note: The aim of the game is to know each other within a group. Doing that also leads to gaining skills to communicate positively and to build relationships with each other.

5.ENDING	

⏳
 	
 10 minutes
	1. Reflective Questions based on the activities:
	    a. How did you feel during the activity/game?
	    b. What did you feel when you expressed your emotions/feelings/ideas with the group?
	    c. How would you use these when you are with your children?

SUGGESTIONS	
	Providing a welcoming atmosphere is important. Be prepared that due to the individuals' difficult circumstances, they might show some resistance to think positively. The effort that you will make to understand what they try to express will receive attention. This session is intended to have the participants to focus on positive attitudes to have a safe space for showing their socio-emotional skills.
ATTACHMENTS	
Ice-Breaker Human Catch Activity 1 Bee Nice Activity 3 Decision Jumps	

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Human Catch

	I	Friend
Be on stage		
Go abroad		
Grown in a village		
Love reading books		
Can tango		
Have a do-it list		
Be still friend with her/his childhood friend		
Keep her/his toy		
Have a nick name		
Have a broken bone		
Have a pet		
Know a famous person		
Leave in a two bedroom apartment flat		
Love going out		

Bee **Nice**

Smile at 10 people	**Write a note to someone & put it in her/his backpack**	**Say thank you to someone**	**Sit by someone that you don't know well**
Recognize someone's effort			**Give someone a priority to do something**
Write a thank you note to someone			**Discover a common thing w/ someone**
Do something nice for yourself	**Ask someone if her/his day is going well**	**Say something nice to someone else**	**Write down 3 things that you are proud of yourself**

Decision Jumps

YES

NO

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PROGRAM UNIT 9 - EMOTIONAL COMPETENCE – SELF AWERNESS

Maria Augusta Romão da Veiga Branco

Institute Politechnik of Braganca

RATIONALE AND THEORETICAL BACKGROUND

1. **Emotion** – is a complex and genetically acquired activation, which is expressed by arousal in the body as a response to a stimulus.

2. **Emotional Competence (EC)** - *the demonstration of self-efficacy in emotion eliciting social transitions"* (Saarni, 1997: 38) and is intended to mean how people, although they are experiencing an emotional reaction, are able to use the knowledge they have about emotions and their own emotions in parallel in order to relate successfully with others.

3. **Emotional Intelligence (EI**) - *the ability to perceive accurately, to evaluate and to express emotions; the ability to understand and/or generate feelings when they facilitate thinking; the ability to understand emotion and emotional knowledge; and the ability to control emotions in order to promote emotional and intellectual growth"* (Mayer, Salovey & Caruso, 2004).

4. **Self-awareness** - perception of emotional arousal in the body, identifying in which parts of the body and how emotion is expressed

THE IMAGES

a. Related to the Program

Objectives   Resources   Preparation   Contents   Time   Notes

b. Groupings

Individual   Pairs   Small Group   Large Group   Lecture

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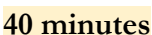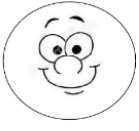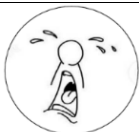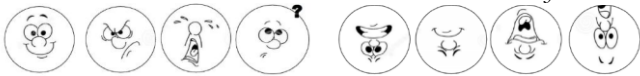
OBJECTIVES	
	1. To know elementary and concepts of emotional intelligence (EI) and emotional competence (EC) 2. To recognize the existence of emotion and different types of emotions. 3. To reflect about the subjectivity of the emotions and recognize that before the same stimulus different people experience different emotions and construct different emotional feelings. 4. To share emotions with others through the reporting of emotional experiences. 5. To recognize emotions of the others - facial and body expression..
RESOURCES	
	- Room with 15 tables and respective chairs - Multimedia - simple text and image exposure in PPT - Paper, pencil and eraser
PREPARATION	
	Select contents and dynamics according to: - Established objectives and contents to learn - Find resources to the selected dynamics
CONTENTS	
	1. Schematic concepts of EI and EC 2. The concept of emotion and different types of emotions. 3. The subjectivity of the emotions (neuro psychological branch), (expressive branch) and (phenomenal branch) 4. Sharing and reporting emotions with others through life experiences 5. Recognizing emotions of the others
NOTE TO THE TRAINER	
	- Open PPT "***Emotions take the word***' and distribute Table in Attach Explain them that this is a tool to observe and recognize emotions in faces of others
40 minutes 	**ICE BREAKER**
	- Open **PPT "Emotions take the word"** and distribute Table in Attach: *in this lesson trainees only see the slides (11 basic emotions).* - Show parents the images. - Ask progressively what the emotion represented by the person in the picture - Let the parents talk to each other ... - Give them a few minutes to look at the pictures and reflect between them. - Let the parents identify in big group and talking to each other, what is the emotion in each picture

1. INTRODUCTION

2. GROUP WORK

Experience - **Pairs and Individual Emoticon's Dynamic -** Recognize Feelings and Emotions

	Activity 1 - Each emotion has its own expressive grammar. Identify each of them by relating the words to the pictures - Fill and complete ...

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60 minutes		When I live … … I feel positive surprise	
		When I live … … I feel open joy	
		When I live … … I feel impotence and rage	
		When I live … … I feel controled contempt	
		When I live … … I feel aversion and disgust	
		When I live … … I feel deep disdain	
		When I live … … I feel fear	
		When I live … … I feel shame	

3. ENDING

10 minutes	Finally, the trainer proposed the following reflection: "*Now I understand… there is a thermometer of emotions!*" and today I feel ………………………..

4. KEY NOTE	
10 minutes	**TAKE HOME MESSAGE**
	1. Reflective Questions based on the activities
	Individually developed work at home.
	- What have I learned about myself?
	- How do I feel emotions in the body?
	- What kind of emotions have I been experiencing most often in the past month?
	- What kind of emotional feelings have I been living?
	- Can I change these feelings and emotions in my body?
	- Is this training useful in my life?
	- … with my family? … with my partner?
	- Parents are invited to reflect about the questions and to find some time in home to reflect about it.

SUGGESTIONS

ATTACHMENTS
Table 1 – Dimensions, actions and skils in Emotional Competence Model (Veiga-Branco, 2005)
- **PPT – "Emotions take the word"** – *this PPT, considering that it is a document with 82 MB will be sent in separate Attachment File, here is only the first slide.*

Table 1 – Dimensions, actions/behaviors/skills in Emotional Competence Model
(Veiga-Branco, 2005)

Dimension	What does it mean in daily life?	Development of Skills
Self-awareness (self-knowledge)	The ability to recognize and understand one's own and others' emotions.	Emotional awareness. Self-confidence. Realistic self-evaluation.
Self-emotional regulation **(Manage Emotions)**	The ability to control or redirect impulses and moods. To think before acting. To resist temptation. To delay gratification.	Self-control. Adaptability. Integrity/congruence. Assertiveness Conscientiousness/ attention to detail. Innovation.
Self-Motivation	To persist despite everything. Deep motivation to work for reasons that go beyond money. To set goals and persist.	Impulse / achievement motivation. Organizational commitment. Initiative. Optimism (also in failure).
Empaty	Ability to understand and to treat others according to their emotional reactions.	Understanding others. The ability to recognize and promote talent. Intercultural sensitivity.
Social emotional skills (Management emotions in groups)	The ability to establish and maintain successful social networks and interpersonal relationships.	The ability to influence. Communication skills. Leadership. Teamwork.

Table prepared by author, from Bennet, Anna Soldevila. (2009). *Emocionate.* Programa de educación. Madrid. Psicologia Pirámide. P54

PPT – PSI-WELL – PESI Program – Emotions take the Word!

– Pedagogical tool for learning emotional expression and for developing Self-awareness, Emotional Regulation, Empathy and Emotional Social Competence
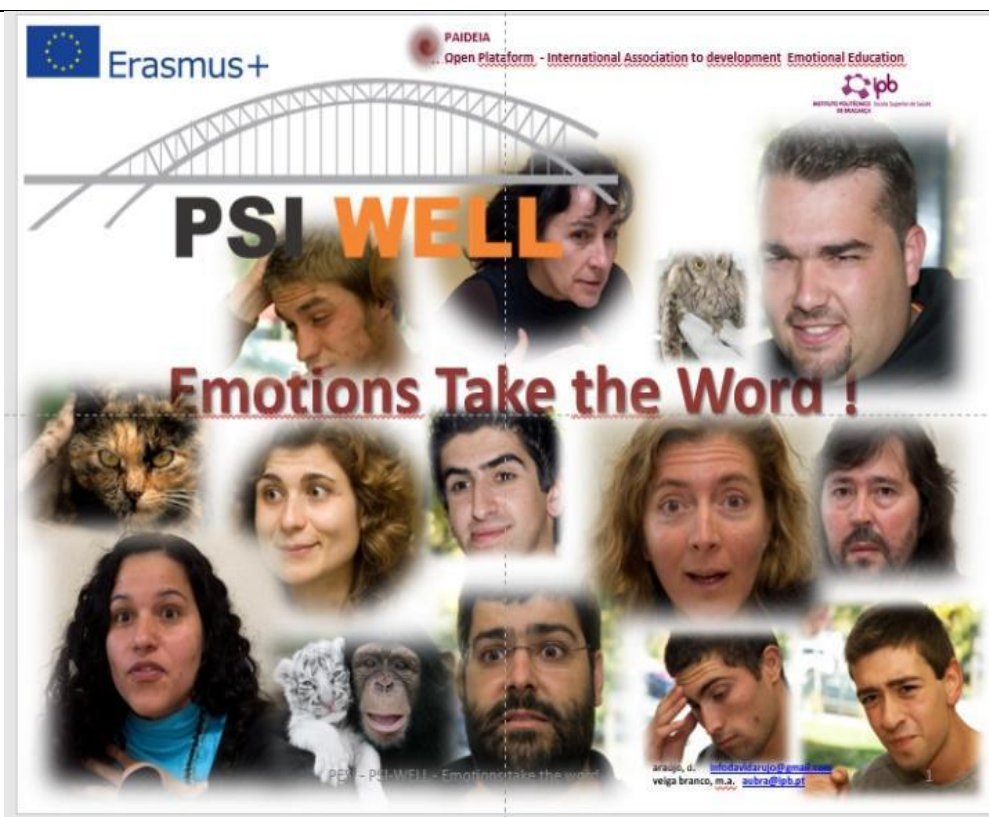
Reference - Veiga-Branco, A. & Araújo, D. F. (2010). Las emociones toman la palabra. VII Jornades d'Educació Emocional.«L'educació emocional en els mitjans de comunicació» ISBN 978-84-694-3767-4. 11:51830 http://hdl.handle.net/10198/5469

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PROGRAM UNIT 9 - EMOTIONAL COMPETENCE – SELF MOTIVATION

TIME NEEDED FOR UNIT: 2 hours

Maria Augusta Romão da Veiga Branco
Institute Politechnik of Braganca

RATIONALE AND THEORETICAL BACKGROUND

Motivation - Process responsible for the intensity, direction and persistence of a person's efforts to reach a certain goal.

Self-motivation – emotional arousal that each of us uses in ourselves to achieve something.

Autotelic motivation - the energy we feel to mobilize ourselves for the sheer enjoyment of an activity itself. It can be known as "flow" in some activity. (Mihaly Csikszentmihalyi)

Exotelic motivation - the energy we feel to mobilize ourselves to an activity in order to get at some external reward. (Mihaly Csikszentmihalyi)

"The greatest discovery of my generation is that any human being can change his life by changing his attitude." (William James 1842-1910)

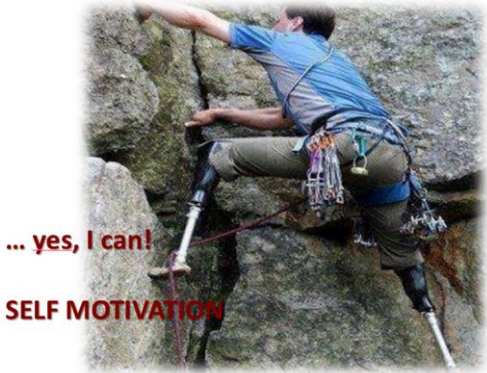| OBJECTIVES	
	1.To identify life experiences related to attitudes of self-motivation and resilience
	2.To recognize the emotion *arousal* in the sense of autotelic motivation.
	3. To recognize the difference between autotelic and exotelic motivation.
	4. To identify life experiences related to self-motivation attitudes.
	5. To recognise that self-motivation needs steps, reflection and an inner decision
RESOURCES	
	- Room with 15 tables and respective chairs
	- Multimedia - simple text and image exposure in PPT
	- Paper sheets, pencil and eraser
	- Sheet with a little text and image.
PREPARATION	
	Select contents and activities according to:
	Established objectives and contents to learn
	Find resources to the selected dynamic

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CONTENTS	
	1. Self-motivation and resilience – concepts 2. Autotelic and exotelic motivation – concepts and difference 3. Experiences related to self-motivation attitudes. 4. Self-motivation - steps, reflection and decision

NOTE TO THE TRAINER	
5 minutes	- Distribute papers and pictures to each of the trainees (parents) NOTE - The trainer should follow closely all the trainees throughout the Group Dynamics, because these interactions can trigger emotions that are not easy to manage.

1. INTRODUCTION

2. GROUP WORK

	2.2. ICEBREAKER - Dynamics: "Yes, I can!"
35 minutes	- Read the next little text in a low voice to yourself. After, read it aloud. - Interpret the words as the meaning assigned by you *I can be bigger and better than I seem to be.* *I can learn to be me.* *Every day one day at a time.* *I can breathe and tell myself: it's just another day,* *just another step ...* *and at the end of that step,* *I can say again:* *breathe again and take another step ...* *and then, after that step* *I'll be another ... even being me* *I'll be more me.* *(Veiga-Branco, 2017)* **Objectives** - Recognize the power of autotelic and exotelic motivation. - Identify life experiences related to self-motivation attitudes - Identify life experiences related to self-motivational attitudes and resilience **Procedure** Trainees should read and observe the materials carefully.

... yes, I can!

SELF MOTIVATION

Orientations

First trainees form groups of pairs and then groups of 4. In paired groups they say and write what they feel about the image. They must find a personal experience in their lives whose effort, courage, and bravery are similar. They should write down the results of these experiences and how their attitude was important to their personal development. Then join in groups of four and compare the information. They select the most expressive experiences and results and present them in a large group.

Conclusion

Trainees must recognize - think about the words of Mihaly Csikszentmihalyi – the diference between autotelic and exoteric motivation and the power of these attitudes in our development.

2.5. - "I want, especially ...."

Objectives

- To recognise that self-motivation needs reflection, steps and an inner decision.
- To discover what it means to "have inner freedom"

Procedures

The Trainer distributed the printed sheets to the Trainees **(see Table 1**) and instructed them to read the items and add 5 other items to the list (objects, personal effects, food, etc.).

Next, the trainer started a work of analysis on the realities expressed by the items and the consequent selection that can be performed, obeying the following script:

Orientations

Ask trainees to follow the 11 items.

1. There are too many words on the board! Let's remove some of them, because whoever wants everything, everything loses. Then, remove 4 items.
2. Give your list to a colleague for examination: it still contains many things.
In silence, the colleague must scratch 3 more items that are not important, returning the list to its owner.

35 minutes

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3. Now, think that you have another 10 years of life. Imagine what you could be doing and delete 3 more unnecessary items.

4. Think of yourself and your life project. Scratch more 3 items.

5. Think of your best friends. Choose an item (by scratching it) and offer it to your best friend.

6. In life, we condition people or situations and we are also conditioned. Think of those who you have made suffer and then, think a little moment and risk an aspect that means a forgiving gesture.

7. There are so many poor people, empty people, in an empty life. You are co-responsible for everything that happens in life and you want to help 4 people by scratching 4 more items.

8. There are many unexpected things in life: your father and mother need help. Give something to each of them, tracing 2 more aspects.

9. Another unexpected happened: you are sick and what you most want is health. Change (cut) 3 important items for your health.

10. For a full life, in your community, there are 3 things left over (items). Trace them.

11. Of the aspects of your reality that you still have, select 2 (or 3) that you consider most important and transcribe them by completing the sentence:

- "I want, essentially, is ...."

Conclusion

Finally, the Trainer proposed the following reflection:
What was most difficult to scratch?
What was easier?

3.ENDING

15 minutes	Finally, the trainer proposed the following reflection:
	1. What does this last dynamic represent in our lives?
	2. What I want?
	3. Who is my choosing profile?
	4. "What's about me… in true…?"

3. KEY NOTE

	TAKE HOME MESSAGE
10 minutes	Closing and Reflection – "**Up! I'm always an example!**" 2. Reflective Questions based on the activity: **Yes, I can…!** **Objective** Recognize the true value of my behaviors to me and the others

---

So write in a little paper the answer to the question:

1. What are you teaching to your children?

This is an individual reflection, in home.

SUGGESTIONS

ATTACHMENTS

Table1 - Items Pairs Dynamic: "What's about me… in true…?"

1-clothes	26- faith
2- money	27- solidarity
3- work	28- affection
4- studies	29- travel
5- vocation	30- freedom
6- friends	31- reading
7- Dating	32- games
8- fun	33- pride
9- sport	34- jealousy
10- family	35- love
11- television	36- pet
12- service	37- lover
13- Weekly dinner group	38- beach house
14- vacation	39- children
15- car	40 - box with horse
16- pleasure	41 - vacation paid at a resort
17- music	42 - prayer
18- power	43 - energy
19- parents	44 - vanity
20- Prestige	45 – appetite
21- collaboration	46 –

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22- profession	47 –
23- books	48 –
24- personal fulfillment	49 –
25- Computer	50 –

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PROGRAM UNIT 9 - EMOTIONAL COMPETENCE – EMPATHY

Maria Augusta Romão da Veiga Branco
Institute Politechnik of Braganca

RATIONALE AND THEORETICAL BACKGROUND

Empathy - Empathy is the ability to sense other people's emotions, coupled with the ability to imagine what someone else might be thinking or feeling. Research suggests that empathic people tend to be more generous and concerned with others' welfare, and they also tend to have happier relationships and greater personal well-being. Empathy can also improve leadership ability and facilitate effective communication.

Sintonia or Be syntonic - (of a person) responsive to and in harmony with their environment so that affect is appropriate to the given situation.

Social awareness - the ability to accurately pick up on emotions of other people and to "read" situations. It is about sensing what other people are feeling and being able to take their perspective using your capacity for empathy.

OBJECTIVES	
	1- To reflect on the concept of empathy 2- To recognize the empathy as an ability 3- To recognize the Social exclusion situations and contexts 4- To analyze the Social Exclusion Phenomenon
RESOURCES	
	➢ Room with 5 tables and respective chairs ➢ Paper sheets, pencil and eraser
PREPARATION	
	➢ Distribute Text of Table to each of the trainees (parents) ➢ Explain carefully each individual or Group Dynamic ➢ Give time to the final reflection in big group

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CONTENTS	
	1- The empathy – concept 2- The empathy as an ability 3- Social exclusion situations and contexts
NOTE TO THE TRAINER	
5 minutes	➢ Open the PPT with presentation of the Table 1 ➢ Introduce the Group Dynamic ➢ Let each parent introduce themselves They should say their name, name/s of children, number of children, age of children, type of disability of a child, employment etc.
1. INTRODUCTION	
2. GROUP WORK	
30 minutes	**3.3. Individual Dynamic** **- Is there an empathic attitude in my feedback?** **Game** **Objective** - To recognize empathy in our daily life feedback to the others **Procedure** Trainer presents the Table 1 and invite trainees to fill it. **Resources** Table 1 - ***Is there an empathic attitude in my feedback?*** **Conclusion** They read the evaluation and reflect individually
3. ENDING - Reflection **"What I have to do to be more empathic?"**	
40 minutes	Finally, the trainer proposed the following reflection: 3. Reflective Questions based on the activities Trainees share with the others the last evaluation. Then they must find 10 words to answer **just to one** of these questions: "What I have to do to be more empathic?"
4. KEY NOTE	
10 minutes	**TAKE HOME MESSAGE** "What can I do to know more and to help more about social exclusion and inclusion"

SUGGESTIONS

ATTACHMENTS

Table 1 - **Is there an empathic attitude in my feedback?**

	Question	Regularly	Some times	Rarely
1	I direct my comments to specific events related to the work or task.			
2	My comments are descriptive and subjective instead of using evaluations or numbers.			
3	I'd rather keep the comments so that they can be presented and discussed in detail in the annual staff performance review.			
4	I always do my best so that my feedback is clearly understood.			
5	I complement the criticisms with suggestions on what the person can do to improve.			
6	My feedback is directed to the person's past and not to a potential future.			
7	I always try to find something positive to say even if there are negative things.			
8	I always ask the opinion of another person about my feedback.			
9	Instead of getting into a discussion, I always tell the individual in question how I want him to behave in the future.			
10	I ask the other person for their opinion about his performance before giving my own.			
11	I find it difficult to give negative feedback when I should do it.			
12	I compliment someone who has done a good job.			
	Total			

What was your score?

Questions 2, 3, 6, 9 e 11
Regularly – 1 points
Sometimes – 2 points
Rarely – 3 points

Questions 1, 4, 5, 7, 8, 10 e 12
Regularly – 3 points
Sometimes – 2 points
Rarely – 1 points

More than 32 - You have an empathic attitude in your normal daily life. Your feedback capabilities look good, but they can be improved in some areas.
26-32 - You have enough empathic attitude in your normal daily life.
You have some capabilities, but you can achieve considerable improvements.
Less than 26 - You don't have enough empathic attitude in your normal daily life. Sorry… Your capabilities need considerable improvements in many areas.

PROGRAM UNIT 9 - EMOTIONAL COMPETENCE – SOCIAL EMOTIONAL SKILLS

TIME NEEDED FOR UNIT: 2 hours

Maria Augusta Romão da Veiga Branco
Institute Politechnik of Braganca

RATIONALE AND THEORETICAL BACKGROUND

Social Emotional Skills – Goldstein (1989) identify this group of capacities as basics, advanced, related to feelings, alternatives to aggression, coping with stress and planning skills.

Assertiveness – or assertive language, means to be able to defend owns rights without manipulations.

Active Listening – listen accurately with effective communication, empathy and no judgment of values.

OBJECTIVES

	1- To recognize basic social skills.
	2- To reflect on the importance of being emotionally competent partner.
	3- To learn the "social emotional elegance" of the situations in which we should have the ability to say NO, and learn to say "no" and being assertive
	4- To develop an active listening attitude in front of our interlocutor
	5- To perceive emotions and feelings in non-verbal communication, in our family context with partners and children
	6- To identify the basic channels of non-verbal (emotional) communication

RESOURCES

	Room with 5 tables and respective chairs
	Multimedia
	Drawings of windmill with 10 blades for each parent
	Paper sheets, pencil and eraser

PREPARATION

	Select contents and activities according to:
	Established objectives and contents to learn
	Find resources to the selected dynamic

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CONTENTS	
	1- Basic social skills.
	2- The "social emotional elegance" of the situations in which we should have the ability to say NO
	3- The Active Listening
	4- Emotions and feelings in non-verbal communication, in our family context with partners and children
	5- The basic channels of non-verbal (emotional) communication

NOTE TO THE TRAINER	
5 minutes	- Distribute Tables in Attachment:
	- Table1 - Social Skills; Table 2 – Communication Styles
	- Table 3 – Action Model to say "No"; Table 4 - Listening…
	- Table 4.1. – Am I a good listener?

1. INTRODUCTION

2. GROUP WORK

Icebreaker - Dynamics: We need Social Skills!

20 minutes	**Objectives**
	- To know the concept of socio-emotional skills, will work the basic socio-emotional skills (Goldstein, 1989).
	- Know basic socio-emotional skills
	- Recognize the need to be socially and emotionally competent
	Procedure
	The trainer explains the concept and explains the most basic. All the skills that the group will point out as important, will be commented with examples.
	Resources: Pencil paper, **Table1**
	Orientations
	The group will say which are the easiest and most difficult to put into practice in our life context
	Conclusion: With this activity, the group will detect the main deficits in social skills level. Then the group will experience activities to improve social skills.

Dynamic – **Be assertive! – What about Communication Styles?**	
Sometimes we must say No!	
30 minutes	There are situations in family life that we do not say what we feel. Sometimes we say the opposite. Assertive people are able to express their own feelings directly, defend their own rights and respect those of others. An assertive character commits himself to own congruence. One of the skills of this competence is to

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know how to say "***No***".

Objectives
- To learn the differences between aggressive, passive and assertive communication styles.
- To become aware of our need to say No!
- To learn to say "No" surely, without feeling the need for excuses or justifications.

Procedure
The trainer presents the styles of communication and gives examples. Trainer invites trainees to give examples of their lives. They analyse in groups the importance of being assertive and the advantages and disadvantages that have already lived in life.

Resources: Paper, pen, **Table 2, Table 3**

Orientations
The small group works for 10 minutes. At the end of the work, they should give an assertive answer to the examples given.

Conclusion: The answers are analysed in the large group.

Dynamic – I hear you… or I'm listen to you?
- Am I a good listener?

Trainees read aloud the content of **Table 4**
Description
Being able to listen to the feelings and concerns of others helps you start and maintain good relationships over time. In family life this skill is essential.
Active listening and the effectiveness of the listening attitude is essential with children and adults.

Objectives
- To know the characteristics of active listening.
- To develop a good listener attitude
- To develop an active listening attitude in front of our partners
- To reflect about our listener habits
- To evaluate our listening habits

Resources
Paper, pen, **Table 4.1**

Procedure
The trainer requests two volunteers for the dramatization technique.
The trainer will give a sheet of paper to one of the trainees to take over Mr. Afonso. In the paper is written a "bad situation"… Mr. Afonso has a problem, and he wants to share and wants to feel heard … he needs to talk and to be heard to Mrs. Lea.
The group watches… and play attention.
At the end, they complete the questionnaire from Table 4.
The big group open a discussion about listen and active listening.

Conclusions
They talk about their own experiences related to misunderstand in situations

40 minutes

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	with bad listening. They recognize the differences of the listen attitude.
3. ENDING	
15 minutes	Reflective Questions based on the activities - What kind of communicative style I use with my family? The passive, the aggressive or the assertive style? - Do I say "no" to my partner and children being assertive? - Do I have an active listening attitude? - Do I perceive emotions and feelings in non-verbal communication, in our family context with partners and children? - What about my skill to manage emotions in my family group?
4. KEY NOTE	
5 minutes	**TAKE HOME MESSAGE** Individually developed work at home. The trainee is invited to reflect on the peer group issues. Then the trainee takehome the questions. He should write the answers individually at home, to talk about what he wrote, in the next session.
SUGGESTIONS	
- **ATTACHMENTS** - Table1 - Social Skills - Table 2 – Communication Styles - Table 3 – Action Model to say "No" - Table 4 - Listening… - Table 4.1. – Am I a good listener?	

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Table 1 – Social Skills (Golstein, Sprafkin, Gershaw & Klein, 1989

Group I: First Social Skills	… (cont.)
Group I: First Social Skills	… (cont.)
1. To hear.	26. To use self-control.
2. To start a conversation.	27. To defend your rights.
3. To hold a conversation.	28. To reply to jokes.
4. To ask a question.	29. To avoid problems with others.
5. To thank.	30. Do not get into fights.
6. To introduce yourself.	**Group V: Skills to cope with stress**
7. To introduce others.	31. To make a complaint.
8. To pay compliment.	32. To respond to a complaint.
Group I: Advanced Social Skills	33. To demonstrate sportsmanship after the game.
9. To ask for help.	34. To lose the shame.
10. To participate.	35. When you are set aside, roll up your sleeves and get to work.
11. To give instructions.	36. To defend a friend.
12. To follow instructions.	37. To respond to persuasion.
13. To apologize.	38. To respond to failure.
14. To convince others.	39. To face contradictory messages
Group III: Skills related to feelings	40. To respond to an accusation
15. To know your own feelings.	41. To prepare for a difficult or confrontational conversation
16. To express feelings.	42. To cope with the pressures of the group
17. To understand the feelings of others.	**Group VI: Planning Skills**
18. To cope with the anger of others.	43. To take initiatives
19. To express affection.	44. To discerning the cause of a problem
20. To solve the fear.	45. To establish a Goal
21. To self-reward.	46. To collect selected information
Group IV: Alternative abilities for aggression	47. To solve problems according to their importance
22. To ask permission.	48. To make a careful decision
23. To share something.	49. Focus on a task
24. To help others.	
25. To negotiate.	

In Bennet, Anna Soldevila (2009), *Emociónate*. Programa de Educación Emocional. Madrid. Pirámide. P142-144.

Table 2 – The Three Basic Styles of Interpersonal Communication with Others

There are three basic styles of interpersonal communication.

1. Aggressive style.

Typical examples of this type of behavior include fighting, accusation and threat, and, in general, all those attitudes that mean attacking others regardless of their feelings.

The advantage of this kind of behavior is that people do not mistreat the aggressive person.

The disadvantage is that they do not want them around.

2. Passive style.

It is said that a person has a passive behavior when he allows others to step on him, when he does not defend his interests and when he does everything he is told, regardless of what he thinks or feels about it.

The advantage of being a passive person is that they rarely receive direct rejection from others.

e disadvantage here is that others take advantage of one and end up accumulating a heavy load of resentment and irritation.

3. Assertive style.

person has an assertive behavior when defends his own interests, expresses his opinions freely and does not allow others to take advantage of him.

sertiveness is defined as the ability to self-affirm one's rights, without allowing themselves to be manipulated and without manipulating others.

Table 3 – Action Model to Say "No"

- What is the context of "No"?

- How many people depend on the decision?

- What are the consequences?

- There moral or ethical analysis?

After the decision

- breathe calmly.

- replies "No" quietly, looking at the person in the eye.

- maintains a relaxed body position

- spells words with care and respect

- puts into the body expression certainty about the decision

- be constant in the decision taken

- give no further explanation than what you previously decided you would give

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<center>**Table 4 - Listening and misrepresenting – our social communication**</center>

INTERNAL COMMUNICATION OF A COMPANY

How business communication works....

From the President to the Director:

Next Friday at 5:00 p.m., Halley's Comet will be passing through this area. This is an event that occurs every 78 years. So, please, gather the employees in the factory yard; everyone should wear a safety helmet while I explain the phenomenon. If it rains we will not see the rare spectacle with the *naked eye.*

From the Director to the Manager:

At the request of the President, on Friday at 5:00 p.m., Halley's Comet will appear above the factory. If it rains, please gather the employees, all wearing a helmet, and send them to the cafeteria, where the rare phenomenon will take place, which happens every 78 years with the naked eye.

From the Manager to the Supervisor:

At the invitation of our dear President, the 78-year-old scientist Halley will appear naked in the factory wearing only a helmet, where he will explain the rain phenomenon to the security guards in the yard.

From the Supervisor to the Chief:

All naked, next Friday, at 5:00 p.m., because the smart of the President, Mr. Halley, will be there to show the rare movie "Dancing in the Rain". If it starts to rain, which happens every 78 years, for safety reasons put on the helmet.

GENERAL WARNING:

This Friday the President will be 78 years old. The party will be at 5:00 pm in the factory yard. Bill Halley and his comets will be there. Everyone should be naked and wearing a helmet. The show will happen even if it rains, because the band is a phenomenon.

<center>**Table 4.1. – Are you a Good Listener?**</center>

Are you a good listener?

"To know how to listen is essential in any personal or professional relationship."

Please rate on a scale of 1 to 4, in which: 1-never; 2-rarely; 3- almost always; 4-always)

- Do you allow the other to express himself without interrupting him?
- Do you listen "*between the lines*" looking for the hidden meaning of words, especially when people do not express themselves clearly?
- Do you strive for to develop your ability to withhold important information?

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● Do you record the most important details of the conversation?

● When you recall an event, do you locate and record the most important facts and keywords?

● In order to confirm what you understand, do you often repeat to the interlocutor the essential details of a conversation before it ends?

● When you are talking, do you usually imagine the answer to one question only when the other has already expounded his ideas?

● Do you avoid becoming hostile or unnerved when your interlocutor's point of view differs from yours?

● When you're listening, do you ignore the facts parallel to the conversation?

● Do you feel and convey a genuine interest in what the other person says?

KEY:

32 or more: You are a good listener, someone who awakens and knows how to capture the ideas of the interlocutors.

27-31 points: You are among average listeners.

22-26 points: You need to consciously practice the art of listening well in order to overcome some shortcomings.

21 or less: Probably most of the messages you hear are misrepresented and retransmitted with "interference."

In: Guia RH

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PROGRAM UNIT 10 - SOCIAL COMPETENCE

TIME NEEDED FOR UNIT: 2 hours

Mine Gol Guven
Bogazici University, Istanbul

RATIONALE AND THEORETICAL BACKGROUND

Social competence as a skill have many definitions and components. In this session only some parts of the concept are considered. Those are (a) using positive communication during interactions, (b) understanding emotions, (c) managing anger, and (d) using problem solving skills in conflicts.

THE IMAGES
Related to the Program

Objectives	Resources	Preparation	Contents	Time	Notes

Groupings

| Individual	Pairs	Small Group	Large Group	Lecture

OBJECTIVES

1. Demonstrates positive communication to interact effectively with others
2. Demonstrates the ability of understanding emotions in self and in others
3. Uses anger management strategies
4. Uses problem solving and conflict resolution strategies

PSYCHO-EDUCATIONAL KIT

RESOURCES	
	➢ Robe ➢ 3 Hullo hops or 3 wooden sticks

PREPARATION	
	➢ Cut out the weather icons. ➢ Print out the attachments.

CONTENTS	
	➢ Introduction ➢ Theoretical overview ➢ Activities ➢ Discussion

NOTE TO THE TRAINER	
15 minutes	The topics covered here might be avoided for some participants. Emotions such as anger, frustration, stress, irritability, etc. might be something that would become difficult to discuss in a group. The trainers need to be aware of the tensions of the individuals at those moments of hot topics.

1. INTRODUCTION
2. GROUP WORK

15 minutes	**Icebreaker** **Objectives:** ▪ Demonstrates positive communication to interact effectively with others ▪ Demonstrates the ability of understanding emotions in self and in others **Game** **Robe** ➢ Have the participants stand up and make a circle. ➢ Hold the robe from the end. ➢ Ask the participants to think if a positive thing happened on the way while they were traveling to the seminar place. ➢ First you share a good thing such as 'my partner had my coffee ready for me and I felt cared by her/him' and throw the ball to a person while still holding the end. ➢ Request for them do the same while sharing their positive experience and the emotion attached to it. ➢ The robe will make a star like net in the end. Ask the reflection questions in the end. Allow two or three participants to answer the questions. **Note:** Point out the importance of recognizing good things happening in our lives and how those things make us happy, proud, surprised, etc. Moreover, hearing about positive incidents happening to other people's lives also makes everyone feel safe, secure, and happy.

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Experience
Objectives:
1. Demonstrates positive communication to interact effectively with others
2. Demonstrates the ability of understanding emotions in self and in others

70 minutes

Activity 1

Emotion Weather

➢Spread the Emotion Weather icons on the floor.

➢First give some time to the participants to think about their current emotional state after you explain what weather condition represents which emotion.

➢Invite the participants to reflect on their emotions by standing on the chosen weather icon.

➢Ask 'the reasons of feeling that way'

➢ Ask the reflection questions in the end. Allow two or three participants to answer the questions.

Note: This activity aims for understanding and expressing emotions by using a symbolic weather condition such as sun/happy; rain/gloomy; thunderstorm/angry; cloudy/unsure etc. The part where individuals start communicating their emotions with the group is where the trainer give some insights of recognizing and expressing emotions. If we do this during our daily life, lots of misunderstand, anger, disappointment, self-accusation, stress and other uncomforting emotions and reactions would be limited. If we oppress our emotions or don't tell how we feel about certain issues, it is a big barrier to have decent relationships with others.

Experience

3. Demonstrates the ability of understanding emotions in self and in others
4. Uses anger management strategies

Activity 2

First Step: Hot Buttons & Second Step: Reframe
➢ Hand in the Hot Button sheet to each participant.
➢ Ask the questions on the Hot Button sheet row by row: 1) What behaviors would push your hot buttons; 2) How would you feel at those moments; 3) How your relationships would be affected.
➢ Ask them to fill the handout by one by.
➢ Have a small group and ask to share their writings within the group.
➢ When everyone comes back as a whole group, ask if anyone wants to share what they have discussed in the small group.

Then
➢ Explain the importance of gaining an understanding of the connection among others' behaviors, our emotions linked with those behaviors and the relationships affected by that link.
➢ Say 'Now, we will do another activity so that we may reframe the way we see the behaviors of others because that is the first thing which starts the chain reaction and harm our relationships with the people around us.'
➢ Hand in the Reframe sheet.

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➢ Give the first two examples and ask them to study as a group to reframe people's behaviors, which make us angry.
➢ After giving some time, ask the groups if they want to share some examples.

Ask the reflection questions in the end. Allow two or three participants to answer the questions.

Note: Hot button mean something irritable, something uncomfortable...try not to give the names of emotions so that the participants would feel free to choose. State that being aware of one's own hot buttons is the first step to recognize reactions to certain behaviors and control anger. When reframing of other's behaviors, the individuals need to understand the way we give a meaning (hopefully reasonable, meaningful and positive) to a certain behavior would help us take the first step to solve problems and limit upcoming conflicts.

Experience
   5. Uses problem solving and conflict resolution strategies

Activity 3
Problem Solving Technique: Turtle
➢ The Turtle Technique slide is shared with the participants. While the projector is reflecting the visual, the trainer explains the each step.
➢ First step: Recognizing anger
Second step: Stopping before showing reactions
Third step: Calming down and letting thinking process start
Fourth step: Try out the solution
➢ Between the third and fourth step there are 3 questions that need to be asked and answered. Is it safe, is it fair, how everyone would feel.
➢ Ask the participants if they could use this technique to solve problems and resolve conflicts.
➢ Request to do a role play to represent a situation in which turtle technique would be used.
➢ Give an example if no one is volunteered. For instance 'You request something from your child but s/he does not show compliance.'
➢ After the case is presented as role play to the group, ask how anyone feel, how the technique can be used effectively etc.

Ask the reflection questions in the end. Allow two or three participants to answer the questions.

Note: The technique cannot be acquired easily. Thus ask for the participants' patience when they use the technique in their daily lives. Remind as well that consistency is helpful to teach the adults and children to use the technique on a regular base.

Closing (Slide ...)
   6. Demonstrates positive communication to interact effectively with others
   7. Uses problem solving and conflict resolution strategies

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	Game
	Don't drop it
	➢ Have your wooden sticks or hullo hops in your hand.
	➢ Have the participants in 3 groups.
	➢ Give one stick to each group
	➢ Say 'Now your mission is to hold the stick with the tip of your point finger and move the stick down and up with the greatest attention that you would give. Because you as a group need to work together for keeping it on your fingers, not to drop it on the floor.'
	➢ Give some time to the group to discuss on how the mission would be accomplished.
	➢ Have them try to go up and down 3-4 times.
	Ask the reflection questions in the end. Allow two or three participants to answer the questions.
	Note: The game is designed for team work and problem-solving skills. After the game, it is significant to discuss how a group of people would work together and why it is important. How did they work together to solve a problem or accomplish the task?

3. ENDING

	4. Reflective Questions based on the activities:
10 minutes	a. How did you feel during the activity/game?
	b. What did you feel when you expressed your emotions/feelings/ideas with the group?
	c. How would you use these when you are with your children?

SUGGESTIONS

	After the completion of the session, the participants need to leave the training with the skills of recognizing emotions, managing anger, using problem solving. Check out for any discomforting emotions or any unresolved issues before ending the session.

ATTACHMENTS

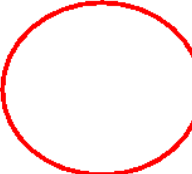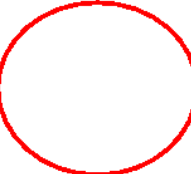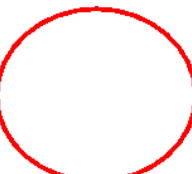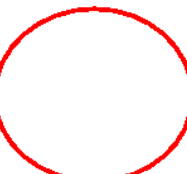| |
|---|
| Ice-Breaker Robe |
| Activity 1 Emotion Weather |
| Activity 2 Hot Button |
| Activity 2 Reframe! |
| Activity 3 Problem Solving Technique: Turtle |
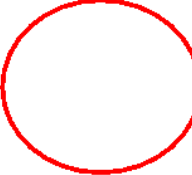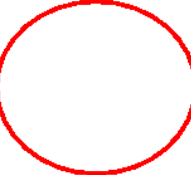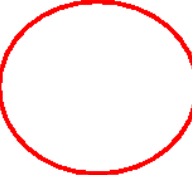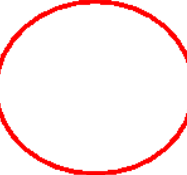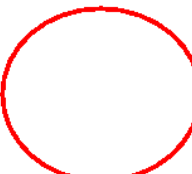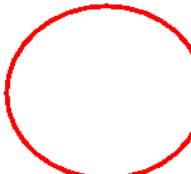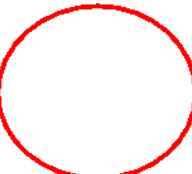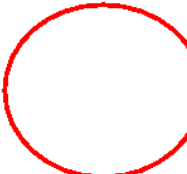
Reference:

Hot Button, Reframe and Problem Solving Technique were taken from Center on the Social Emotional Foundations for Early Learning (CSEFEL).

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Emotion Weather

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Hot Button

What are the **behaviors** that would push your hutton button?	◯	◯	◯	◯
What are the **emotions** attached to those behaviors? How do you **feel**?	◯	◯	◯	◯
How those emotions affect your relationship with the person who shows those behaviors?	◯	◯	◯	◯

Reframe!

Defining the problem	Reframing
He is screaming!	*Something bad would have been happened, obviously...let me ask him.*
She is critisizing all the time!	*Asking for her opinion first before I take any action would work.*

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Problem Solving Technique: Turtle

Turtle Technique

Recognize your anger. What is the problem?

OUCH!

Step 1

Stop & Think

Step 2

Go into your shell.

Take 3 deep breath. Reframe!

What would be the consequences?

1..
2..
3..

Is that solution safe for everyone?
Is that solution fair to everyone?
How would everyone feel?

Step 3

Pick the best!

Try!

Step 4

1

PROGRAM UNIT 11 - EMOTIONAL INTELLIGENT PARENTING

TIME NEEDED FOR UNIT: 2 hours

Ingrida Baranauskiene, Diana Saveikiene
Klaipeda University

RATIONALE AND THEORETICAL BACKGROUND

Emotional intelligence (**EI**) is the capability of individuals to recognize their own emotions and those of others, discern between different feelings and label them appropriately, use emotional information to guide thinking and behaviour, and manage and/or adjust emotions to adapt to environments or achieve one's goal(s).

Coleman, Andrew (2008). A Dictionary of Psychology (3 ed.). Oxford University Press.
ISBN 9780199534067. https://en.wikipedia.org/wiki/Emotional_intelligence

Emotion is any conscious experience characterized by intense mental activity and a high degree of pleasure or displeasure.

Cabanac, Michel (2002). "What is emotion?" Behavioural Processes 60(2): 69-83. "[E]motion is any mental experience with high intensity and high hedonic content (pleasure/displeasure). https://en.wikipedia.org/wiki/Emotion

Consciousness is the state or quality of awareness, or, of being aware of an external object or something within oneself.

Robert van Gulick (2004). "Consciousness". Stanford Encyclopedia of Philosophy.
https://en.wikipedia.org/wiki/Consciousness

THE IMAGES

Related to the Program

Objectives	Resources	Preparation	Contents	Time	Notes

Groupings

Individual	Pairs	Small Group	Large Group	Lecture

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OBJECTIVES	
	1. To introduce parents to Emotional Intelligent Parenting as a phenomenon. 2. To introduce parents to models of Emotional Intelligent Parenting. 3. Provide parents practical knowledge and skills about Emotional Intelligent Parenting. 4. Encouraging parental to critical thinking. 5. Encouraging parents to be creative.
RESOURCES	
	- Room with 5 tables and respective chairs - Multimedia - Paper sheets, pencil and eraser
PREPARATION	
	contents and activities according to: blished objectives and contents to learn l resources to the selected dynamics
CONTENTS	
	Why parent with emotional intelligence? "Research indicates that increased Emotional Intelligence leads to better health, academic achievement, and stronger relationships! It's a learnable, measurable, scientifically-grounded skill set that helps children… ● Navigate increasing complexity and stress ● Foster positive, healthy relationships ● Spark innovation and resilience ● Nourish compassion and inner peace ● Grow as a positive change-maker The skills of emotional intelligence are learned — and we think parents are the most important people to teach these life-changing, world-changing skill". http://www.6seconds.org/parenting/ The Four Parenting Styles: "We have identified four types of parents and the effects of this parenting style on their children: **The Dismissing Parent** ● Treats child's feelings as unimportant, trivial ● Disengages from or ignores the child's feelings ● Wants the child's negative emotions to disappear quickly ● Sees the child's emotions as a demand to fix things ● Minimizes the child's feelings, downplaying the events that led to the emotion ● Does not problem-solve with the child, believes that the passage of time will resolve most problems ***Effects of this style on children:*** They learn that their feelings are wrong, inappropriate, not valid. They may learn that there is something inherently wrong with them because of the way they feel. They may have difficulty regulating their own emotions. **The Disapproving Parent**

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- Displays many of the Dismissing Parent's behaviours, but in a more negative way
- Judges and criticizes the child's emotional expression
- Emphasizes conformity to good standards of behaviour
- Believes negative emotions need to be controlled
- Believes emotions make people weak; children must be emotionally tough for survival
- Believes negative emotions are unproductive, a waste of time

Effects of this style on children: Same as the Disapproving style.

The Laissez-Faire Parent

- Freely accepts all emotional expression from the child
- Offers little guidance on behaviour
- Does not set limits
- Believes there is little you can do about negative emotions other than ride them out
- Does not help child solve problems
- Believes that managing negative emotions is a matter of hydraulics, release the emotion and the work is done

Effects of this style on children: They don't learn to regulate their emotions. They have trouble concentrating, forming friendships, and getting along with other children.

The Emotion Coach

- Values the child's negative emotions as an opportunity for intimacy
- Is aware of and values her or her own emotions
- Sees the world of negative emotions as an important arena for parenting
- Does not poke fun at or make light of the child's negative feelings
- Does not say how the child should feel
- Uses emotional moments as a time to listen to the child, empathize with soothing words and affection, help the child label the emotion he or she is feeling, offer guidance on regulating emotions, set limits and teach acceptable expression of emotions, and teach problem-solving skills

Effects of this style on children: They learn to trust their feelings, regulate their own emotions, and solve problems. They have a high self-esteem, learn well, and get alone well with others". https://www.gottman.com/blog/the-four-parenting-styles/

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<tr>
<td colspan="2">**NOTE TO THE TRAINER**</td>
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<td>**15 minutes**</td>
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Offer parents to do one of the tests:
https://www.arealme.com/eq/en/
http://www.ihhp.com/free-quizzes
Exchange of impressions
Ask only general questions: Was the test useful? Did you inspire thinking about Emotional Intelligent Parenting? and so on…
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INTRODUCTION	
GROUP WORK	
	1.1. ICEBREAKER - Activities : "**Yes, I can!**"
	a short movie from ted.com:
	https://www.ted.com/playlists/150/advice_to_help_you_be_a_great
	"Roberto D'Angelo and Francesca Fedeli created the social enterprise FightTheStroke.org to open up a dialogue about the devastating effects of strokes at a young age. This issue is important to them for a simple reason: because they've been through it themselves with their son Mario".
	Why you should listen
	"When Roberto D'Angelo and Francesca Fedeli's son, Mario, was just 10 days old, he was diagnosed as having had a perinatal stroke in the right side of his brain, which left him unable to move the left side of his body. Through mirror neuron rehabilitation, Mario is now 5 years old and has greatly improved motion.
25 minutes	The tech-savvy couple founded FightTheStroke.org to gather and share the experiences of families who have been affected by all types of infant and childhood strokes. The social movement wants to open up a dialogue about the devastating effects of this traumatic event, advocating for young stroke survivors and using technology and open medicine as enablers for their better future. Together, as a family, they're promoting the awareness of this story as motivational speakers at events like TED, they're proud ambassadors of TEDMED in Italy and promoters of the first Medicine Hackathon in Italy, aimed to regroup the leading experts on Medicine and Innovation. Roberto is Director for Online Learning at Microsoft Italy, while Francesca currently focuses her management expertise in the FightTheStroke.org project, and they are developing an innovative rehabilitation platform based on Mirror Neurons. Francesca also acts as a member of various Board of Patients Associations, became an Eisenhower Fellow in 2014 and the first Ashoka Fellow in Italy in 2015".
	https://www.ted.com/speakers/roberto_and_francesca_d_angelo
	Discussion:
	What are your impressions?
	What did you like?
	What can you learn?
	What was the benefit for you?
	What were the thoughts about you own possibilities? and so on
	14.1 Why parent with emotional intelligence?
	"Research indicates that increased Emotional Intelligence leads to better health, academic achievement, and stronger relationships! It's a learnable, measurable,

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scientifically-grounded skill set that helps children…

- Navigate increasing complexity and stress
- Foster positive, healthy relationships
- Spark innovation and resilience
- Nourish compassion and inner peace
- Grow as a positive change-maker

70 minutes

The skills of emotional intelligence are learned — and we think parents are the most important people to teach these life-changing, world-changing skill".
http://www.6seconds.org/parenting/

Teaching the theory:

The Four Parenting Styles:

"We have identified four types of parents and the effects of this parenting style on their children:

The Dismissing Parent

- Treats child's feelings as unimportant, trivial
- Disengages from or ignores the child's feelings
- Wants the child's negative emotions to disappear quickly
- Sees the child's emotions as a demand to fix things
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Effects of this style on children: They learn that their feelings are wrong, inappropriate, not valid. They may learn that there is something inherently wrong with them because of the way they feel. They may have difficulty regulating their own emotions.

The Disapproving Parent

- Displays many of the Dismissing Parent's behaviours, but in a more negative way
- Judges and criticizes the child's emotional expression
- Emphasizes conformity to good standards of behaviour
- Believes negative emotions need to be controlled
- Believes emotions make people weak; children must be emotionally tough for survival
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Values the child's negative emotions as an opportunity for intimacy

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Sample search

3.ENDING

	Conclusion Finally, the Trainer proposed the following reflection: What was most difficult to scratch? What was easier? What does this dynamic represent in our lives?
10 minutes	

2. **KEY NOTE**

	TAKE HOME MESSAGE First, everyone reads an article individually. Cuddly Thinks. My husband is a teacher and they have inspirational speakers come and speak to the faculty every so often. He shared with me that they had a speaker talk about
10 minutes	

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EQ (emotional intelligence) and it is helpful in teaching children and helping them be more well rounded, and more well adjusted. He was impressed by the talk and ordered me a book about EQ- a very informative topic for parents to consider. So, I am very pleased to bring you some information on Emotional Intelligence from parenting and child development expert Denise Daniels. She will discuss some key traits exhibited by mothers with a high EQ level and give you a good introduction to the topic of Emotional Intelligence.

I want to have a chat about your EQ. Not your IQ (nobody wants to hear those numbers), but your *emotional* intelligence—because that is going to be a lot more important to your children's well-being and success than your college degree or your vocabulary.

Emotional intelligence (EQ) is the ability to recognize emotions in yourself and others, and to regulate your own emotions. That's a simple statement, but it's not a simple thing for either children or adults. Yet for children, it has huge implications for how well they're going to do in school and later in life. While we tend to fixate on our kids' test scores and GPAs, no less than Nobel laureate James Heckman, an economist from the University of Chicago, has said that "nurturing children's non-cognitive skills [gives] them social, emotional and behavioural benefits that lead to success later in life… ." And kindergarten teachers have reported that a child's EQ skills are more important to school success than the ability to read or to hold a pencil.

As a parent, your influence on your child's EQ level is huge—through teaching, through conscious role-modelling, and even, or especially, through your unconscious actions. That's why it's critical to raise your own EQ before you try to help your child raise theirs.

First, know thyself. How adept are you at recognizing your own emotions? Check yourself against the RULER system created by the Yale Centre for Emotional Intelligence: Can you Recognize your emotions, understand what causes them, Label them accurately, Express them appropriately, and Regulate them effectively? According to the Yale Centre, research shows that these abilities in children "are likely to be associated with social competence, adaptation, and academic success." The first step toward fostering these qualities in children is to understand who *you* are and be honest about *your* abilities. Then you'll be on your way to becoming a high-EQ mom.

Express empathy. Empathy is a cornerstone of emotional intelligence. One shared trait of highly empathetic moms is that they are curious and genuinely interested in others; they're also conscious of others' feelings. To be an empathetic mom, *listen* to your child—put away the phone, turn off the TV, and be truly present, engaged, and responsive.

Listen to what isn't said. So much of how we communicate is nonverbal: body language, gestures, posture, facial expressions. Knowing how you project your own feelings can help you understand what your children (and others) are feeling. Psychologist Paul Ekman, author of *Emotions Revealed,* says that when we can recognize our own and others' emotional cues, we can adapt our behaviour

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to the situation in ways that are more productive and appropriate. To learn to do this, use a mirror or have someone take short videos of you as you express sadness, anger, fear, happiness. Think about real-life situations where you felt those emotions, and let them wash over you again. Then work with your children to do the same. This will help both of you learn to recognize your own and each other's emotions, even when they're not being expressed in words.

Confront conflict. How many times have you heard people—or heard yourself—say, "I hate conflict!" Who doesn't? But the real question is: How do you handle it? Do you stay calm? Yell? Cry? Conflict can be an opportunity to teach yourself and your kids how to handle powerful feelings *and* demonstrate positive problem solving. High-EQ moms know how to help their children think problems through and find constructive solutions. And when the conflict is between the mom and the child, a high-EQ mom expresses her displeasure with the child's *behaviour,* not with the child, by saying, "It upsets me when you do that." Staying calm during conflict teaches kids that strong feelings can be managed. Yes, that takes a lot of practice (and a lot of deep breaths!), but it is a crucial component of emotional intelligence.

Let your feeling flags fly. Moms with a high EQ are not afraid to show their own emotions. They frequently use "feelings" words to describe their emotions, and use those words frequently in conversations to help their children acquire a vocabulary for their own emotions. They respect and validate their children's feelings, and make their home a place that is conducive to the open and honest expression of feelings. They listen without judgment and without minimizing or dismissing children's feelings. They provide opportunities for expressing and sharing emotions through play, music, and creative arts.

Our world is saturated with emotions. And there are plenty of ways to develop EQ skills in everyday experiences. You may even discover several of them this Mother's Day. But first: Enjoy the day. You've earned it".
http://www.denisedanielsparenting.com/parenting/the-smart-mom%E2%2%

After that, the group reflection.

| **SUGGESTIONS** |
| **ATTACHMENTS** |
| Be sure to read this book:
http://www.healthyworkplaces.info/wp-content/uploads/2012/10/emotional-intelligence.pdf |

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PROGRAM UNIT 12 - FINAL ASSESSMENT AND EVALUATION

Ingrida Baranauskiene, Diana Saveikiene

Klaipeda University

RATIONALE AND THEORETICAL BACKGROUND

Evaluation. „Evaluation is the structured interpretation and giving of meaning to predict or actual impacts of proposals or results. It looks at original objectives, and at what is either predicted or what was accomplished and how it was accomplished. So evaluation can be <u>formative</u> that is taking place during the development of a concept or proposal, project or organization, with the intention of improving the value or effectiveness of the proposal, project, or organization. It can also be <u>summative</u>, drawing lessons from a completed action or project or an organization at a later point in time or circumstance".

https://en.wikipedia.org/wiki/Evaluation, **2017. 10. 04**

Process evaluations. "Process evaluations consider the way in which a program is implemented or practiced. That is, process evaluations investigate whether a program is doing what it intended to do in a consistent fashion. The aim of a process evaluation is to determine whether certain program changes (such as increased procedural consistency) would enhance program delivery. Process evaluations are used to answer questions such as, 'are all service providers administering the program in the same way?'and 'how much of the intervention was provided and by whom?".

Hilzer, P., Diggins, J.R., Bromfield, L., Higgins, D. (2006). The effectiveness of parent education and home visiting child maltreatment prevention programs. NCPC, 24.

Impact evaluations. "Impact evaluations are the most common form of program evaluation. Impact evaluations measure the direct effect of a program according to its operational aims and objectives. For example, an impact evaluation of a parent education program would assess whether participating parents have improved their parenting skills in ways that the program aimed to promote (for example, a decrease in the use of physical punishment in favour of more constructive parenting practices). That is, impact evaluations attempt to answer questions such as 'do participants exhibit an increase in their knowledge and/or parenting skills?"

Hilzer, P., Diggins, J.R., Bromfield, L., Higgins, D. (2006). The effectiveness of parent education and home visiting child maltreatment prevention programs. NCPC, 24.

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Outcome evaluations. "Outcome evaluations attempt to measure the direct consequences of the program under investigation on the underlying goal. The difference between an impact and an outcome evaluation is that an impact evaluation looks at the direct aim (for example, parenting skills) whereas an outcome evaluation considers the underlying goal (for example, child abuse prevention). An outcome evaluation attempts to answer questions such as, 'does the program reduce the incidence of child abuse and neglect?'. Outcome evaluations enhance impact evaluations by enabling investigation as to whether the assumptions underlying the direct aims of the program are accurate. For example, do increases in parental knowledge and skills (the direct aim of a parenting program) result in a reduction in the incidence or prevalence of child maltreatment (the overarching goal or purpose of the program). To directly assess these elements, an outcome evaluation in needed".

Hilzer, P., Diggins, J.R., Bromfield, L., Higgins, D. (2006). The effectiveness of parent education and home visiting child maltreatment prevention programs. NCPC, 24.

THE IMAGES
Related to the Program

Objectives	Resources	Preparation	Contents	Time	Notes

Groupings

Individual	Pairs	Small Group	Large Group	Lecture

OBJECTIVES
Evaluate the program in these aspects: process evaluations; impact evaluations; outcome evaluations.
RESOURCES
- Room with 3 tables and respective chairs - Paper, pencil

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PREPARATION	
	The participants will attend the full course of a Psycho – Educational /Social Intervention (PESI) Program for enhancing social inclusion and wellbeing of families of children with special needs.
CONTENTS	
	Will be used: The World Cafe Method **Three-topic cafes:** 1. Process evaluations. 2. Impact evaluations. 3. Outcome evaluations.
NOTE TO THE TRAINER	
5 minutes	**Explaining the rules:** 1. Distribution to cafes. 2. Participated in all three cafes. 3. Each cafe everyone spends 30 minutes. 4. Moderators are constantly in the same café General session (Moderators presents the results)

1. INTRODUCTION	
2. GROUP WORK	
15 minutes	**1.2. ICEBREAKER-** one introduces (name, family situation, hobby). In each cafe again.
80 minutes	**1.1. CHAT AT THE CAFE** **Depending on the café, discussions are being held on these topics:** process evaluations, impact evaluations, outcome evaluations. **Key questions:** What was useful? What is most liked? What you are already used in practice? What advice should you have? What would you like to change? What experience have you gained? What did you learn? What was already known? What would you recommend to lecturers?

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	What kind of activity did you like most? **Encourage Everyone's Contribution.** **1.2. THREE MENTOR PRESENTATIONS** Three Mentor Presentations. A summary of each cafe's opinion is presented. **1.3. ADDITIONAL REFLECTION** Encourage Everyone's Contribution
3. ENDING	
5 minutes	Lecturer's summary
4. KEY NOTE	
5 minutes	**TAKE HOME MESSAGE** Individual written reflection. You can ask to draw. The works are collected.
ATTACHMENTS	
	1. World Café Method **2.** World Cafe Guidelines

1. World Cafe Method

"Drawing on seven integrated design principles, the World Café methodology is a simple, effective, and flexible format for hosting large group dialogue.

World Café can be modified to meet a wide variety of needs. Specifics of context, numbers, purpose, location, and other circumstances are factored into each event's unique invitation, design, and question choice, but the following five components comprise the basic model:

1) *Setting*: Create a "special" environment, most often modeled after a café, i.e. small round tables covered with a checkered or white linen tablecloth, butcher block paper, colored pens, a vase of flowers, and optional "talking stick" item. There should be four chairs at each table (optimally) – and no more than five.

2) *Welcome and Introduction*: The host begins with a warm welcome and an introduction to the World Café process, setting the context, sharing the Cafe Etiquette, and putting participants at ease.

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3) *Small Group Rounds*: The process begins with the first of three or more twenty minute rounds of conversation for the small group seated around a table. At the end of the twenty minutes, each member of the group moves to a different new table. They may or may not choose to leave one person as the "table host" for the next round, who welcomes the next group and briefly fills them in on what happened in the previous round.

4) *Questions*: each round is prefaced with a **question** specially crafted for the specific context and desired purpose of the World Café. The same questions can be used for more than one round, or they can be built upon each other to focus the conversation or guide its direction.

5) *Harvest*: After the small groups (and/or in between rounds, as needed), individuals are invited to share insights or other results from their conversations with the rest of the large group. These results are reflected visually in a variety of ways, most often using graphic recording in the front of the room.

The basic process is simple and simple to learn, but complexities and nuances of context, numbers, question crafting and purpose can make it optimal to bring in an experienced host to help. Should that be the case, professional consulting services and senior hosts are available through World Cafe Services and we would be happy to talk with you about your needs".

In addition, there are many resources available for new World Cafe hosts, including a free hosting tool kit, an online community of practice, and World Cafe Signature Learning Programs. http://www.theworldcafe.com/key-concepts-resources/world-cafe-method/

2. World Cafe Guidelines

World Café Guidelines:

"Conducting an exciting World Café Conversation is not hard—it's limited only by your imagination! The World Café format is flexible and adapts to many different circumstances.

When these design principles are used together they foster collaborative dialogue, active engagement, and constructive possibilities for action.

Seven Design Principles:

1) Set the Context

Pay attention to the reason you are bringing people together, and what you want to achieve. Knowing the purpose and parameters of your meeting enables you to consider and choose the most important elements to realize your goals: e.g. who should be part of the conversation, what themes or questions will be most pertinent, what sorts of harvest will be more useful, etc.

2) Create Hospitable Space

Café hosts around the world emphasize the power and importance of creating a hospitable space—one that feels safe and inviting. When people feel comfortable to be themselves, they do their most creative thinking, speaking, and listening. In particular, consider how your invitation and your physical set-up contribute to creating a welcoming atmosphere.

3) Explore Questions that Matter

Knowledge emerges in response to compelling questions. Find questions that are relevant to the real-life concerns of the group. Powerful questions that "travel well" help attract collective energy, insight, and action as they move throughout a system. Depending on the timeframe

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available and your objectives, your Café may explore a single question or use a progressively deeper line of inquiry through several conversational rounds.

4) Encourage Everyone's Contribution

As leaders we are increasingly aware of the importance of participation, but most people don't only want to participate, they want to actively contribute to making a difference. It is important to encourage everyone in your meeting to contribute their ideas and perspectives, while also allowing anyone who wants to participate by simply listening to do so.

5) Connect Diverse Perspectives

The opportunity to move between tables, meet new people, actively contribute your thinking, and link the essence of your discoveries to ever-widening circles of thought is one of the distinguishing characteristics of the Café. As participants carry key ideas or themes to new tables, they exchange perspectives, greatly enriching the possibility for surprising new insights.

6) Listen Together for Patterns & Insights

Listening is a gift we give to one another. The quality of our listening is perhaps the most important factor determining the success of a Café. Through practicing shared listening and paying attention to themes, patterns and insights, we begin to sense a connection to the larger whole. Encourage people to listen for what is not being spoken along with what is being shared.

7) Share Collective Discoveries

Conversations held at one table reflect a pattern of wholeness that connects with the conversations at the other tables. The last phase of the Café, often called the "harvest", involves making this pattern of wholeness visible to everyone in a large group conversation. Invite a few minutes of silent reflection on the patterns, themes and deeper questions experienced in the small group conversations and call them out to share with the larger group. Make sure you have a way to capture the harvest - working with a graphic recorder is very helpful".

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