

Project

## CONTENTS OF THE COURSE

<b>MODULE</b>
FRAMEWORK OF THE TRAINING
INTRODUCTION AND EXPECTATIONS
<b>A) PARADIGM OF THE DISABILITY</b>
<b>B) The RIGHTS of people with disabilities and the UN Convention</b>
<b>C) PARADIGM OF SUPPORT</b>
<b>D) THE QUALITY OF LIFE PARADIGM</b>
CONCLUSIONS, CLOSING, EVALUATION, INFORMATION ABOUT THE NEXT PHASES

## Project

It is not a training course, but rather awareness raising, therefore everything should be based more on a reflection done through dynamics and not through a forma transfer of contents<sup>1</sup>.

### Materials

#### During

##### 1st SESSION

- \* *Ball of wool*
- \* *Sheets with the roles to play during the role playing*
- \* *Document Imagine (to be handled between sessions if not used during one of the sessions)*
- \* *Videos*
- \* *Questionnaire of "Rights" by student*

##### 2<sup>nd</sup> SESSION

- \* *Sheets for the Who is Jorge? Dynamic*
- \* *Post-its or sheets of paper*
- \* *Evaluation questionnaire*

#### Later

- \* *Dimensions of quality of life*
- \* *Imagine*

**MODULE:**

**FRAMEWORK**

**TIMING: 10'**

### **WHAT DO WE AIM AT? GOALS**

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<sup>1</sup> The duration of the activities is illustrative: this means that each entity will adapt them to their own realities.

## Project

Framework the training into the strategy for Quality of Life and the Rights of the people who receive support at AFANIAS, which is a strategy for the entire organisation in which the professionals and their commitment are a key element.

### CONTENT/ARGUMENTS:

CONTENTS	DIDACTICS	T
<p>1. Scope of the training</p> <p>2. Development of the leading team</p> <p>SLIDES 1 to 5</p>	<p>This course is a training that should be given to the highest number of professionals within the organisation who work in all the functions, positions or levels because all of them – somehow – add value thanks to our work.</p> <p>It is, in fact, the first practical action of a broader strategy to improve the supports we provide, introduce improvement, and reinforce the things we are doing very well: based on an ethical commitment, facilitating access to persons to their <b>rights as citizens in order to enhance their quality of life.</b></p> <p>This action starts at the commitment of the organisation to this goal; this is why this course is proposed to the staff members under the title “The Commitment ...”, because the task is sometimes complex (and not complicated) and it is many time hard; <b>it is the commitment of all to this goal what we try to explain and value.</b></p> <p>A <b>Leading Team for Quality of Life</b> has been set up, made up of professionals representing all the types of services provided by AFANIAS, and this team is going to coordinate and encourage this strategy with actions like this one and other ones that are being designed. At the end of the course we will elaborate on the details.</p> <p>The contents of the course are those indicated in the table... module 3 will be given by (NAME of the trainer in rights).</p> <p>We would like to tell you that we are not going to give “master classes” here about the content as we believe that it is not the goal of this course neither is it the way to digging these concepts, but rather we are going share some guidelines of what means the Disability, Supports and Quality of Life Paradigms and we will try to go more in depth based on the reflections and experiences of the group itself.</p>	<p>10'</p>

## Project

### INTRODUCTION AND EXPECTATIONS

**TIMING: 50'**

#### WHAT DO WE AIM AT? - GOALS

- Getting to know the group members
- Creating a relaxed atmosphere, encouraging all to participate.
- Making a first approach to the contents of the course, mainly to the mission of our organisations, the quality of the services, and an introduction to the concept of quality of life.

#### CONTENT - DEVELOPMENT

CONTENTS	DIDACTICS	Time
1. Approaching the mission of our job.	What do I make dynamic: with the What do I make slide at back.  On the following slide there is an empty factory with the AFANIAS logo so we start discussing about what is made there, at the AFANIAS factory and what we make: similarities and differences, how we are similar and what make us equal.	15'
1. Quality of the service	Later, two slides are shown about a restaurant in order to briefly explain how this service works. Customer, supplier, satisfaction, goals of the service... (The idea is to introduce the concept of quality of the service)	5'

## Project

<p>4. Introduction to concept of quality of life</p>	<ul style="list-style-type: none"> <li>- Lastly, these ideas are presented in order to dig into and introduce the Quality of Life Model:             <ul style="list-style-type: none"> <li>o What quality of life do we make?</li> <li>o Who is the customer / supplier?</li> <li>o How do we know if we make what the customer wants?</li> <li>o In what way this task determines my job and the tasks of the team?</li> <li>o What satisfies me about my job ... What added value do I generate that motivates me and involves me more in the task of contributing to the quality of life of the people with intellectual disabilities?</li> </ul> </li> </ul> <p>All the ideas put forward can be classified in quality of life dimensions (depending on the time we have) but in any case the goal is to know that what we do is to make / provide services to improve the quality of life and the quality of life model we will come back to later a more understandable concept.</p> <hr/> <p>Dynamics to present: The spider web: A circle is made and we introduce ourselves (name and job) and we say what we expect from the course; and we toss the ball to someone. The dynamics ends when everybody has introduced and after the web has been created.</p> <p>During this dynamics we leave the slide with the corresponding questions so that each student can answer them.</p>	<p>15'</p>
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## Project

### TEACHING MATERIALS:

1. Materials for the presentation:
  - a. PPT with the explanation of the contents of the module
2. Materials to use in the class:
  - a. Introduction dynamics: the spider web. A ball of wool is needed.
  - b. Dynamics: What do I make? Power Point.
3. Materials to hand out to the teachers:
  - a. Introduction dynamics: the spider web. A ball of wool is needed

Dynamics: What do I make? Power Point

## Project

**MODULE A:**

DISABILITY PARADIGM

**TIMING: 60'**

**WHAT DO WE AIM AT? GOALS**

- Work out the concept of intellectual disability and the impact on the people.
- Being aware of the attitudes generated when encountering disability and their impact for Quality of Life.
- Encouraging sympathy towards the persons with intellectual disabilities we work with on a daily basis.

**CONTENT-DEVELOPMENT**

CONTENTS	DIDACTICS	T
<b>3.</b> The attitudes towards intellectual disability <b>4.</b> The concept of disability	Dynamics: Conducting one or the other dynamics will depend on the characteristics of the students and their needs.	<b>40'</b>
	1) Role playing (See appendix). It will be conducted provided that the group cooperates and participates. 2) Should the group be little participative or a resisting one you can read the "Imagine" document phrases. Students will be asked to identify real situations that are similar to those in the document. Reflection upon these phrases and contributions of the students.	
	Show videos to reflect on the attitudes and prejudices we have regarding disability (several videos to choose):  <a href="http://youtu.be/yuGyREbl7II">http://youtu.be/yuGyREbl7II</a>  <a href="http://youtu.be/8omrmyv4QNI">http://youtu.be/8omrmyv4QNI</a>	<b>5'</b>
	Theoretical contents: power point presentation about the concept of disability and what it means to be a person. Underline the fact that disability is a social construct. The barriers that lead to disability are put by the environment.	<b>15'</b>

## Project

### TEACHING MATERIALS:

1. Materials for the presentation:
  - a. Power point presentation
  - b. videos
2. Materials to use in the class:
  - a. Sheets with the roles of the role playing
3. Materials to hand out to the teachers:
  - a. Appendix with the role playing dynamics.
4. Materials to hand out to the students:  
Document "Imagine".

### APPENDIXES.

#### Dynamics 1: Role playing.

The participation of the students will be requested to play a series of situations. Roles will be distributed and a couple of minutes will be allotted for the students to learn their roles. Then, the situation is acted out. Once ended, the participants (and the others acting as observers) will evaluate and say how they felt, encouraging to reflect upon the attitudes we all have regarding persons with intellectual disabilities and how they affect their quality of life.

The situations to be acted out are chosen according to the characteristics of the group and the people with disabilities they usually work with (support needs, ages...). Ten minutes are allocated to each situation, 3 of the 6 below.

#### SITUATION 1

Actor 2 is requested to leave the room to study the role, while someone reads the role to Actor 1  
out loud so that everybody knows what happens in reality and can start sympathise with him/her.

#### **ACTOR 1**

You are a person with disability and you have difficulties to appropriately express yourself. One day you are in the class room and you have a head ache, but you don't know how to say this to your care taker. So you get nervous and start to move around the classroom, leaving what you were doing aside. If you are yelled at or reprimanded you become even more nervous and push people away so that they stop overwhelming you.

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### **ACTOR 2**

You are care taker in a classroom. One of the students is very agitated and he/she is not making his/her duties. You try to make him/her concentrate but as you see he/she is not paying attention to you, you get angry and end up yelling at him/her, rising your voice.

### **SITUATION 2**

#### **ACTOR 1**

You are a person with intellectual disability and are watching television in your residence. Today, they televise a football match that is very important for you and you don't want to miss it at all. You get angry if they don't let you watch it, and of course, you don't want to go to bed until the end of the match.

#### **ACTOR 2**

You are a care taker in a residence and are at the TV room. It is bed time and you have to make the people go to bed as soon as possible in order to avoid any problem when the shift changes. You try to oblige one of the residents to go to bed and you turn off the television set.

### **SITUATION 3**

You are in the hallway, there are two professionals talking and a user stands by them listening to them.

#### **ACTOR 1**

There are two of you, professionals, in the hallway when a user passes by. You are having the following conversation (each one will have a role in the dialogue):

**Actor 1: Have you seen how weird this one here looks like today?**

Actor 2: Yes, it's true, he is so ridicule.

**Actor 1: And then you see how elegant his parents dress.**

Actor 2: Even if they are rich, look how they dress him... what a nerve!

**Actor 1: They don't care about him and they don't even buy him proper cloths.**

Actor 2: Yeah, that's why this kid is the way he is ...

## Project

### ACTOR 2

There are two of you, professionals, in the hallway when a user passes by. You are having the following conversation (each one will have a role in the dialogue):

Actor 1: Have you seen how weird this one here looks like today?

**Actor 2: Yes, it's true, he is so ridicule.**

Actor 1: And then you see how elegant his parents dress.

**Actor 2: Even if they are rich, look how they dress him... what a nerve!**

Actor 1: They don't care about him and they don't even buy him proper cloths.

**Actor 2: Yeah, that's why this kid is the way he is ...**

### ACTOR 3:

You are the user passing by the hallway and you stand by them, listening to what the two professionals are talking about you.

### SITUATION 4

#### ACTOR 1:

You are showering a user and a co-worker comes and you start to talk with him about what you have done during the week-end while you continue showering the user.

#### ACTOR 2:

You are professional and you pass by the showers and see a co-worker showering a user, you stop and start to talk to your co-worker about what you have done during the week-end.

#### ACTOR 3:

You are a person with a great need of support and you are being showered.

## Project

### SITUATION 5

You are at the workshop and you are learning how to fold letters to put them inside the envelope (5 sheets of paper will be needed to fold them).

#### **ACTOR 1:**

You are the teacher at the workshop and you ask a user to fold 5 letters. Then you ask him/her to unfold them. Then you ask him/her to fold them again, and at last, you ask him/her to tear them. (Actually, you made a mistake when you asked him/her to fold the paper, but you don't explain him/her why you ask to undo to work).

#### **ACTOR 2:**

You are at the workshop and you obey every time your boss asks you to do something; he is the one in command and you always have to do what he says.

### SITUATION 6

In a workshop, the boss gives a worker with disability an order.

#### **ACTOR 1:**

You are the boss and you give the worker the following order (Try to read as quickly as you can and in an understandable way):

“Go to the store, and look at the third shelf on your left, starting from the loading gate, and pick up a red box that should full of screws. Under the box there is a blue folder with papers inside. Take this folder to the office on the third floor, right beside the gents' toilet. There, ask for Carmen and if she is not there, tell the people that Luis sends you to bring some papers and ask them when she is coming back. If Carmen is there, give her these papers and please tell her they are invoices of the screw assignments of last month that she requested for the quality records. Then, please go back to the store and take transparent tape but not the wide one but narrower, like the one we have been using for 6 months for a special job”.

When the user comes back, you ask him/her if he/she has done everything, and when he/she says not, you yell at him/her saying that he/she is a disaster and that it is useless to send him/her to do errands because he/she never does them well.

## Project

### ACTOR 2:

You are a person with disability who is trying to do his/her job well, that is why you tell your boss that you understand everything he/she commands, even if it is not the case, for fear of him/her getting angry at you.

You go to do the errand, but you cannot remember what you were asked to do, and you come back to the workshop without having done it.

## Project

### MODULE B:

The RIGHTS of the persons with disabilities and the UN Convention.

**Timing: 120'**

CONTENT	WHO	DEADLINES
Explaining the training course of trainers Introduction of the speakers	Support Staff Trainer	0,00 – 0,10
New mission of FEAPS Full citizens	Trainer	0,10 - 0,15
What are the rights	Trainer	0,30 – 0,40
Convention General Principles Right to accessibility Right, equality and non-discrimination	Trainer	0,40 – 0,55
Convention. Rights	Trainer	0,55 – 1,05
Convention. Rights Dynamics on the right to privacy	Trainer Support Staff	1,05 – 1,10
Convention. Rights	Trainer	1,10 – 1,15
Materials to work on the rights	Trainer	1,15 – 1,20
Dynamics Questionnaire Sharing conclusions	Support Staff	1,20 – 1,50
Closing	Trainer	1,50 – 2,00

## Project

**MODULE C:**  
THE SUPPORT PARADIGM  
  
**TIMING: 60 minutes**

### WHAT DO WE AIM AT? GOALS

- ✓ What are supports?
- ✓ Reflecting upon the way the adaptation of persons influences the context and the use of the necessary “supports”
- ✓ Encouraging a professional motivation towards research and the use of supports the persons need to facilitate their autonomous acting and **improve the quality of their life**

### CONTENTS - DEVELOPMENT

CONTENTS	DIDACTICS	Timing
1 The individual supports: the right to the persons to achieve the highest possible autonomy levels	<b>Dynamic Who is Jorge?:</b> Two groups of students are set up with and two tables with information are given to two people, one with a disability perspective and another one based on the perspective of the person and his needs of support; the groups are asked to prepare an Individual Plan for this person. The column on the left, the two Jorges, on the perspective of the disability, and of the supports he needs.	<b>30'</b>
2 The change in the vision based on the difficulties of the persons according to the support needs in different environments, which improves the quality of life of people		
3 Supports allow us to overcome the differences between the demands of the context and the skills of the people	With the material of the PPT presentation it is important to reflect upon the use of individual supports in all the domains of the person ((social, work, leisure, etc.) which would allow for higher opportunities for personal growth and integration into the community, and therefore, improving the quality of life.	<b>30'</b>
4 The importance of the direct care professionals in the knowledge of the people, their more immediate priorities and their needs of support.		

## Project

### TEACHING MATERIALS:

- 1 Materials for the presentation:
  - a) PPT for the presentation of the module's contents
- 2 Materials to work out in the classroom:
  - a) Dynamics Who is Jorge?:
- 3 Materials to hand out to the teachers:
  - a) Dynamics Complete Who is Jorge?
  - b) PPT
- 4 Materials to hand out to the students

## Project

**MODULE D:**  
THE QUALITY OF LIFE PARADIGM

**TIMING 90 minutes**

### NECESSARY MATERIALS

- Post-its or sheets of paper and blackboard.

### WHAT DO WE AIM AT? GOALS

- ✓ Quality of Life Model: Dimensions and indicators: flexibility of the model, creativity to give a response ->Commitment, ethical code->UN Convention
- ✓ Change of roles: Professionals and the organisation
- ✓ Evolution of the services: left to right thought vs. right to left thought.

CONTENTS	DIDACTICS	Time
1 What is Quality of Life?	<b>DYNAMIC: 5 things I need to have quality of life. 5 things a person with disabilities needs to have quality of life.</b> Each person fills in a post-it with five things that are needed to have quality of life. Then they have to think of a person with intellectual disability they know well and they have to fill in another post-it with the five things this person said that are necessary to have quality of life.	<b>10´</b>
2 Dimensions of Quality of Life		
3 Indicators of Quality of Life		
4 Subjective and objective Quality of Life		
5 Change in roles to implement the Quality of Life Model		
6 Evolution of the services		
	You show slide 4 with the quality of life dimensions and the example.	<b>5´</b>
	<b>DYNAMIC:</b> Each person comments about the content of what is written in the post-its and the trainer groups the sentences according the relation existing among them, and he/she puts them in the corresponding quality of life dimension without identifying the name of the dimension. Participants are asked if they agree with the classification proposed and they are also asked to name each dimension. Finally, they are told that the quality of life dimensions are created this way. The	<b>30´</b>

## Project

	conclusion is a model based on common sense, and not theoretical myths.	
	Explanation of the slides with the quality of life dimensions.	<b>10´</b>
	Explanation of the rest of the presentation.	<b>30´</b>

### TEACHING MATERIALS:

1. Materials for the presentation:
  - PowerPoint presentation
2. Materials to work out in the classroom:
  - Post-its
  - Paper with the quality of life dimensions
3. Materials to hand out to the teachers.
4. Materials to hand out the students:
  - Summary of dimensions, indicators and practical application.

## Project

CONCLUSIONS, CLOSING, EVALUATION, INFORMATION ABOUT THE FOLLOWING PHASES

**TIMING: 45 ‘**

### WHAT DO WE AIM AT? GOALS

Draw conclusions and collecting the contributions of the group for feedback; evaluating the entire course; inform about the actions that will be encouraged in the future that are designed to improve Quality of Life and the Rights of persons with intellectual disabilities.

### CONTENT/ARGUMENTS:

CONTENTS	DIDACTICS	T
<ol style="list-style-type: none"> <li>1. Drawing conclusions</li> <li>2. Evaluating the course</li> </ol>	<p>To close the course, the ideas put forward and shared in the 8 hours of the course are collected, an evaluation is done, and sharing ideas on how to push these models forward in AFANIAS.</p>	<p><b>5’</b></p>
	<p>As we could see the disability, quality of life, supports paradigms and the frameworks of the rights of persons with intellectual disabilities are four ideas that are consistent to each other, so it is not possible to understand one of them without the others. However, at each centre, for each person circumstances vary, and some aspects are more significant in the life of people than others, or they require finding solutions to problems. To do this, it is necessary to:</p> <ul style="list-style-type: none"> <li>- Complete the “What do you carry in your backpack” questionnaire.</li> <li>- Sharing and collect everyone’s idea on a board: each one reads his/her ideas and they are taken down in a summarised way.</li> <li>- Ideas are grouped according to topics, and a discussion starts about the consensus or lack of consensus concerning the ideas; why some aspects are considered and other are not? Does someone want to talk about the most interesting part of the topics addressed? Finally, the group is informed that these conclusions will be sent to the AFANIAS Quality of Life Leading Team so that they are considered when it comes to make action proposals.</li> </ul>	<p><b>50’</b></p>

## Project

<p>1. Information about the actions of the Leading Team</p>	<p><u>NEXT STEPS:</u> the AFANIAS Quality of Life Leading Team was set up after a course on Quality of Life was given in the months of May-April 2011, and a goal was established (to be incorporated at the end of the presentation) based on the demands of a numerous number of professionals and managers from all the centres and services of the Association. Some of the next steps are:</p> <ul style="list-style-type: none"> <li>- Continue to encourage training for professionals together with the AFANIAS Training Commission,</li> <li>- Promoting the creation at each centre of a Quality of Life Leading Team (composed of different professionals of the centre, promoting the participation of direct care staff);</li> <li>- The Leading Team of the Centre has to prepare a quality of life plan in order to implement these aspects at the centre, with the support of the Leading Team of the Association.</li> <li>- On the other hand, a methodology scientifically validated by experts is applied in order to evaluate the Quality of Life of the persons attended at the centres and services of AFANIAS and, based on this information, improvement measures will be implemented.</li> <li>- Parallel to this, we are going to work with the families as a main agent in the integration of their children, siblings, etc. with intellectual disability, as their participation is vital.</li> <li>- All this is articulated with the legitimacy of the management bodies of the Association, particularly with the support of the Board.</li> </ul>	<p>10'</p>
	<p>The evaluation questionnaire is filled in according to the quality system implemented in the organisation.</p>	<p>5'</p>

Managers may, at their request, close the course by presenting their commitment to the Quality of Life Model in a very brief way (5 minutes). If they are present throughout all the session they are requested not to intervene much in order to encourage professionals to take the lead.