

# M A T T E R I A L



## Basic Skills Training Model Methodical / Didactic Material

Author: BASKI – Project Partners  
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Socrates  
Grundtvig



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# INTRODUCTION

## General Comments on and Hints for the Methodical and Didactical Material

The BASKI project team prepared teaching and learning methods as well as methodical and didactical material which was tested during the BASKI pilot run in the BASKI Training groups.

This section will summarize the experiences with the used material and give some hints how to use them in practice.

Within the project the partnership tried to develop Methodical and didactical material for a broad range of our target group. The main aim of the development of the material was to support the BASKI Training and especially people who are not able to speak. For this target group it was decided to take aspects from the AAC concepts and integrate these in the BASKI Training. In many European countries it is very common to use symbols - mainly PCS symbols - for non-speaking people. That was one reason to use this in the BASKI Training too. In the BASKI Handbook and in the Curriculum for Train the Trainers there are some general information about AAC and the use of symbols which could help to use that in the BASKI Training.

As the experiences from the pilot run show it is difficult to use these PCS symbols for people with disabilities if there is no knowledge about these concepts in the organisation and if people with disabilities are not used to apply them.

In Austria trainers and people with disabilities used the PCS symbols during the BASKI Training sessions and they made very positive experiences. The symbols were also used for people who are able to speak to support the contents during the training sessions.

In Bulgaria and Greece the situation was completely different. Trainers and people with disabilities tried to use the PCS symbols as well, but the trainers and people with disabilities were not familiar by using these symbols. Therefore trainers decided to switch to their established system in their work with non speaking people.

**The methodical and didactical material which is part of the BASKI Training can be used by trainers, but usually it will be necessary to adapt the material according to the country specific or individual knowledge. It might be even needed to produce or use organisations/trainers own material**

For the BASKI Training it is therefore recommended to use the material and methods you usually use in your daily practice and adapt it for the BASKI Training. Furthermore it is helpful to use the "Methodical and Didactical Cards" as animation to be creative.

It is just practical to methods and material, which is known by the trainer how to use it. If it is unusual to the trainer it might be necessary to gain knowledge about the usage before introducing it to people with disabilities during the BASKI Training sessions.

On the following pages you will show examples of additionally used materials and methods during the BASKI Pilot run and "Methodical and Didactical Cards", which were developed by the partnership within the BASKI project.

# Examples of additionally used material from BASKI

## Pilot run

### Hand puppets:

- Used by the trainers:
  - o To get in contact with the participants
  - o To Offer comfort, personal contact
  - o To demonstrate different behaviour, communication styles etc.
- Used by participants:
  - o To get in contact with own feelings and needs
  - o To get in contact with the trainer and other participants
  - o To use it for role games

### Finger puppets:

- Could be an alternative for the hand puppets (cheaper, can be handmade)
- Is useful if people have a high protection requirement to people, themes, feelings, needs etc.

### Pictures, Photos as well as symbols from the Internet:

- To formulate specific themes (Living, Working, Feelings, leisure time etc,)
- To compare: use photos as exemplar: to be like ....
- Symbols could be used as alternative to other symbols, to try out how to work with symbols, have examples

### Handmade Pictures and photos:

- Active process with the whole group – participants are involved in the creation of the material

#### PCS symbols and Boardmaker Software:

- Available since years on the market, big repertory, is used worldwide
- It is possible to make standardised communication boards, cards etc → could be used for all participants like symbols for feelings, needs, etc. , also the making of individual communication boards, cards is possible
- Could be the "additional" language for the group
- Could be a tool to help to make decisions
- Each participant an participate in the group process

#### Yes and No Communication:

- Pick up what each participant brings with him/her
- Learn the communication of each other to understand
- Body language

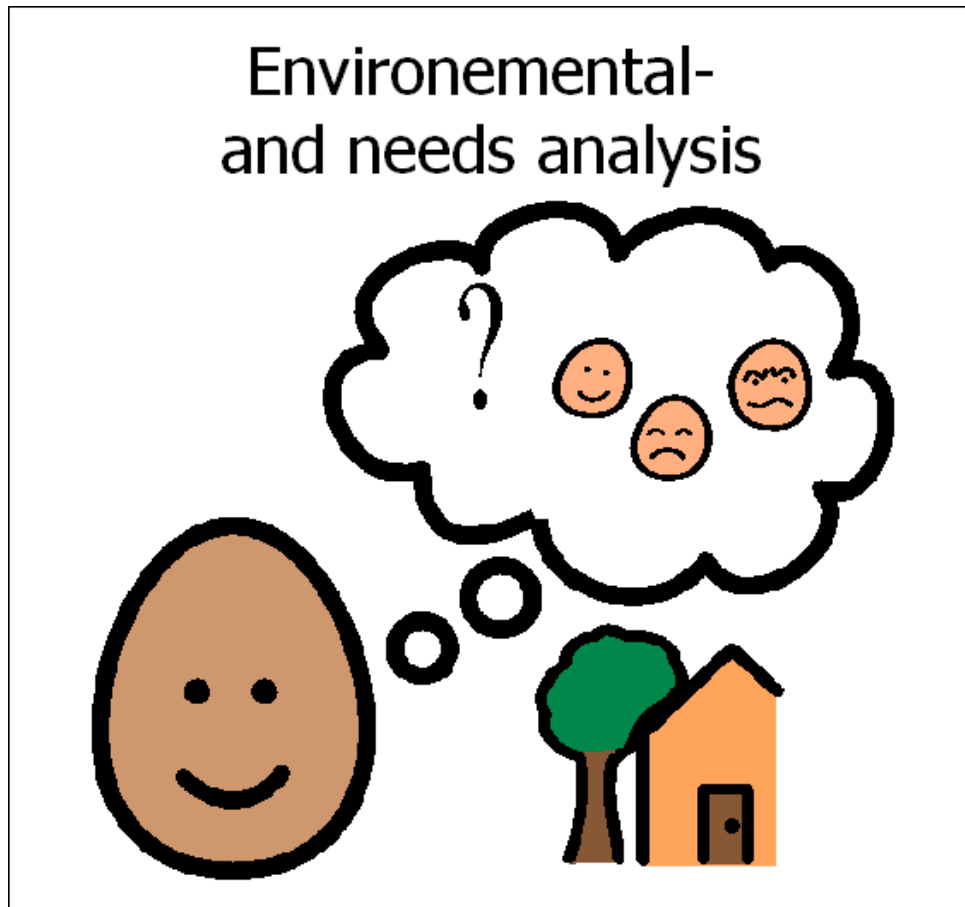
#### Additional material:

- Games, card games
- Paper
- Ball
- Books, Pictures from the participants

#### Additional methods:

- Role games
- Self awareness exercises
- Group dynamic games
- Group discussion
- Imaginary journey
- Psychodrama → Trainer needs education and experiences in that field!!

## Module 1 „Environmental- and needs analysis“



### Main Contents

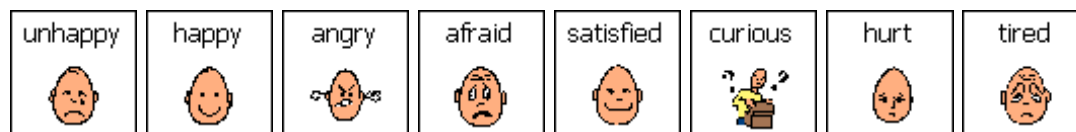
1. in which system, in which institution, in which context does the group exist (work, living, assisted living, flat-sharing, ...)
2. existing framework, common contents (e.g. productive work)
3. extent of employment and care
4. present-situation-analysis
5. expression of individual feelings, needs and grad of satisfaction

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P.O. Box 1579  
Solana Beach, CA 92075  
USA  
Phone: 858-550-0084  
Fax: 858-550-0449  
Email: mayerj@mayer-johnson.com  
Web site: www.mayer-johnson.com

## Exemplary Symbols

### Feelings:



### Work and Living Topics



### Strenghts and Weaknesses



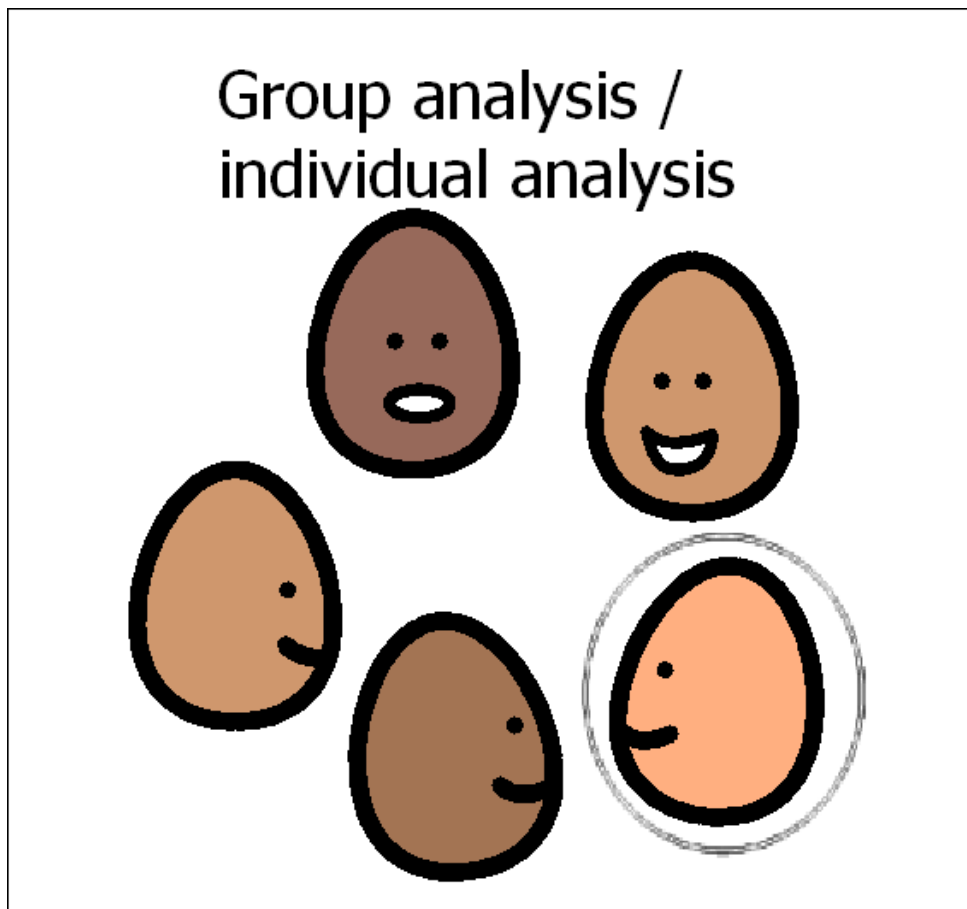
## Exemplary Exercises

1. *Physical exercises: „How does my body feel?“*: People with disabilities try to express their own feeling one after the other with mimic and body action. After the move of one person others can repeat that action to participate and follow with the ones feeling.
2. *Existential orientation rounds: "Scale of feelings"*: Participants can express their own feelings on a scale of different options with stickers. For example: 1) "We were working today very good/ good/ rather bad/ very bad". 2) "Now I am feeling very good/ good/ rather bad/ very bad."
3. *Painting/ different media: "This is our group"*: Participants are invited to create a big picture together without speaking to anyone. After completion the group reflect their experiences with painting and with the others. They can take a look how much colour, space and which symbols they used for themselves. Participants can consider a name for their group- picture.

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 P.O. Box 1579  
 Solana Beach, CA 92075  
 USA  
 Phone: 858-550-0084  
 Fax: 858-550-0449  
 Email: mayerj@mayer-johnson.com  
 Web site: www.mayer-johnson.com

## Module 2 „Group analysis / individual analysis



### **Main contents**

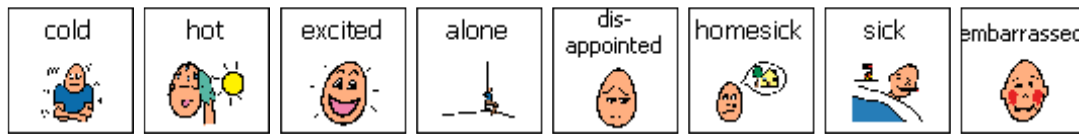
1. motivation of the group, group identity, group dynamics
2. preferences, wishes, goals
3. behavioural- and change tendencies
4. conflicts within the group and the individuals
5. support and counselling during orientation, self-awareness, recognition, understanding, insight, expressing of group- and individual goals

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P.O. Box 1579  
Solana Beach, CA 92075  
USA  
Phone: 858-550-0084  
Fax: 858-550-0449  
Email: mayerj@mayer-johnson.com  
Web site: www.mayer-johnson.com

## **Exemplary Symbols**

### **Feelings (examples):**



### **Various objects and situations**



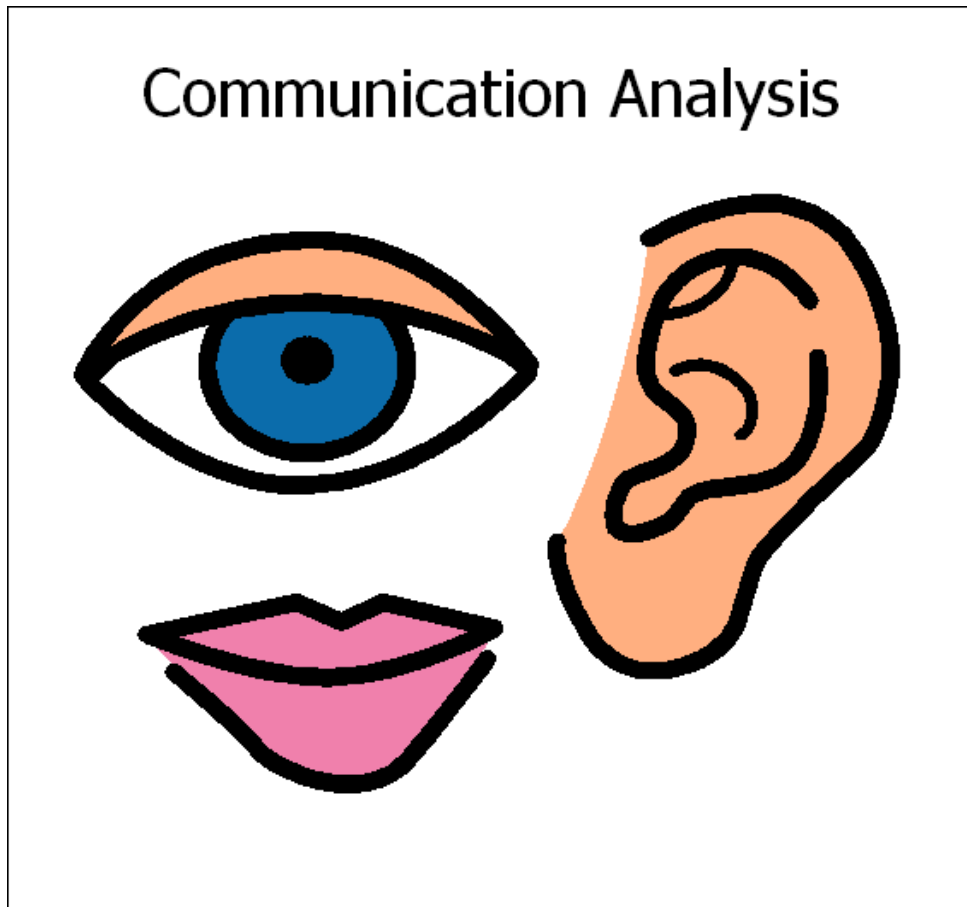
## **Exemplary Exercises**

1. A scene in a shop selling lamps: there are 3 participants: salesman, buyer, and a person waiting in line. The Buyer shall express, using as many adjectives as possible, what kind of lamp he needs (vocabulary training, emotional involvement). The salesman tries to sell a suitable product and match it with the customer's expectations, presenting strong and weak points of particular lamps (vocabulary training, use of appropriate tone, courtesy phrases). The third person wants to speed up the purchase showing his impatience and at the same time giving advice to the buyer (control of emotions, polite terms, vocabulary training).
2. A scene on a railway station: there are 3 participants: salesman, ticket purchaser, and a person standing in line. The traveller wants to get to town X in the shortest possible time, the task of the salesman is to help him find the shortest connection. The person waiting – even though he is impatient tries to help to find the fastest route (training of emotional control, cooperation in a group)
3. „Scene in the bus“. A few persons are involved in the scene; they are bus passengers. One of them discovers that the bus is going completely different route than he needs. He asks his friend for help. The friend explains that he should ask the bus driver at the stop which bus he should change to. Such scenes help participants to ask competent persons: other passengers, driver, policeman, etc. for assistance (information) in difficult situations.

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USA  
Phone: 858-550-0084  
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## Module 3 „Communication Analysis“



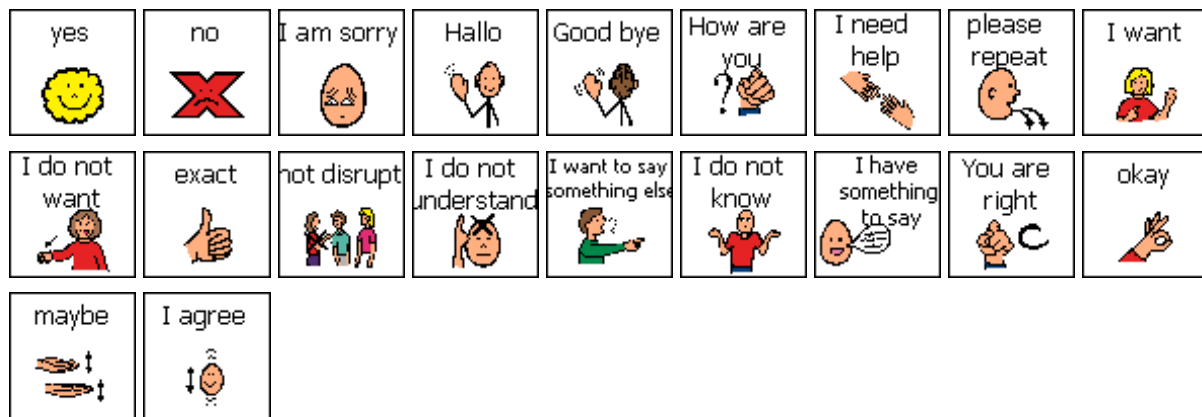
### **Main contents**

1. Communicative skills and abilities of the group
2. Communicative skills and abilities of the individuals in the group
3. Development of teaching material (symbols, photos, pictures)
4. Practice and implementation of the assisted communication material

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P.O. Box 1579  
Solana Beach, CA 92075  
USA  
Phone: 858-550-0084  
Fax: 858-550-0449  
Email: [mayerj@mayer-johnson.com](mailto:mayerj@mayer-johnson.com)  
Web site: [www.mayer-johnson.com](http://www.mayer-johnson.com)

## Exemplary Symbols



## Exemplary Exercises

1. *Definition of the participant's level of communication and comprehension:* This game includes all of the exemplary symbols and can be used in the beginning of the module. To be played by 6 to 8 persons. (Related to Units 1 and 2 of the module) Expose all the pictograms in a way that enables all the participants to see them. The participants should be seated in circle, so they can see the rest of the group, the teacher and the board with the teaching material. The teacher can start the game by demonstrating the idea: he takes apart 2 or 3 pictograms and makes a short comment on any of them. The comment should be made around the person's communication methods: "I like / I don't like this"; "I express this emotion/ action like that!"; "Usually, I would say that when ...", etc. Each participant chooses and makes a comment about 3 or 4 of them. The teacher should make sure that the participant has enough time to answer, that his response is heard and correctly understood and he should accompany it with positive commentary. In order to encourage the participants, he can take note of one of the interpretations of each participant. At the end of the activity he can close it by saying the names and reading the interpretation of each participant.
2. *Facial recognition of emotions:* This activity is organised around the symbol "I am sorry". It can be replaced, or another can be added, in order to continue or diversify the game. (Related to Unit 3). The symbol is exposed to the participants. The teacher asks each of them to mime the face or/and the posture corresponding to it. Then the group can discuss its meaning and find examples of the situations in which to use it. Organise a role game around 2 or 3 of the situations. Make sure that each participant had participated in the game twice. His/Her two roles should be opposites: he/she should once play the one that is sorry, and once the one to accept apologies. (Except if his/her physical or psychological condition would not allow it). At the end, the group discusses how does it feels to be sorry / to apologise, and how does it feel to play the other role.

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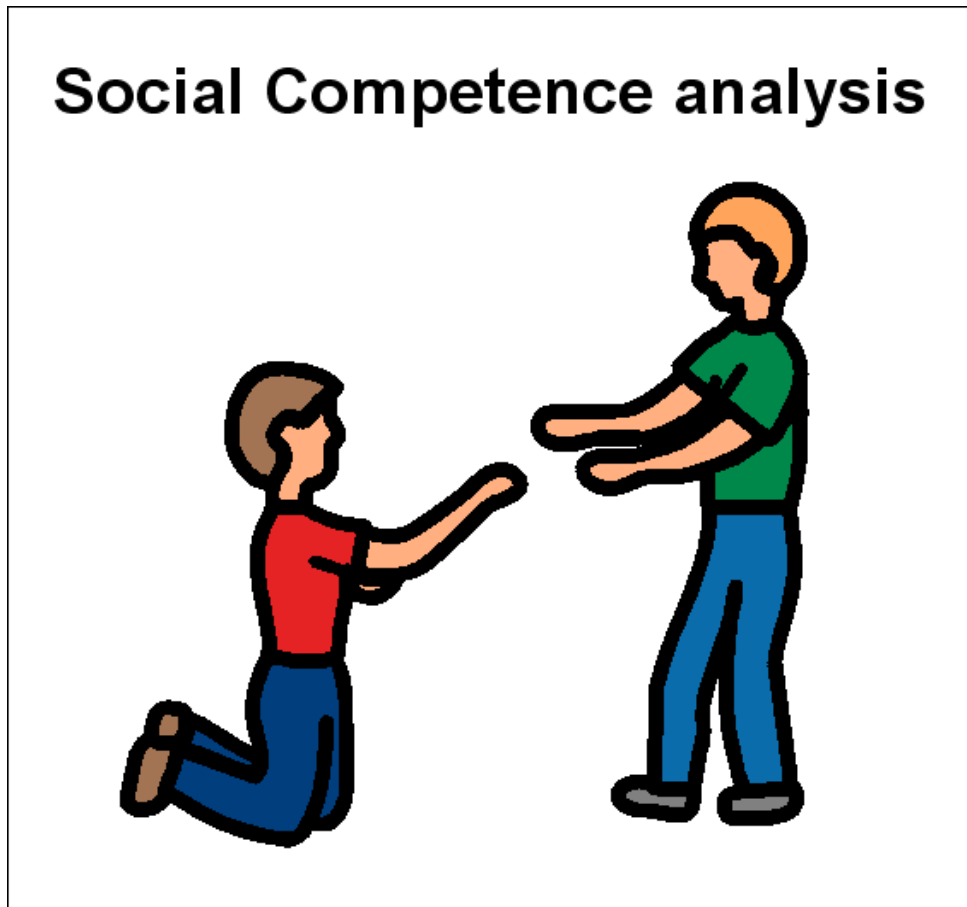
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Fax: 858-550-0449  
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Web site: www.mayer-johnson.com

3. *Social behaviour*: The five used symbols are all related to the reaction of a discourse of another. The activity allow to work on listening, understanding and opinion expression skills. (Related to Units 4 and 5)The teacher should prepare a short story to read to the participants and a list of questions related to the story. The story should contain some abstract and second degree ideas (for ex.: the friendship, the attention, the will, etc.). Before reading it, he should present the five symbols to the group, discuss with them their meaning and practice the expressions that correspond to them.After the lecture of the text, the teacher should go trough the list of questions together with the participants. The questions should be made in a way to permit the participants to use the expressions or the pictograms. The discussion of the text should not be an interrogation. The participant has to be reassured that he has the right to ask and the right to receive an answer. He should be encouraged to ask questions and the teacher should be available for an explanation and clarification of the situation in the story. After a second lecture of the text, the group should go one more time trough the questions, this time in order to confirm the comprehension. It will be a very positive experience, if the group can present and explain the text in front of other groups of participants.

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Solana Beach, CA 92075  
USA  
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Email: [mayerj@mayer-johnson.com](mailto:mayerj@mayer-johnson.com)  
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## Module 4 „Social Competence analysis“



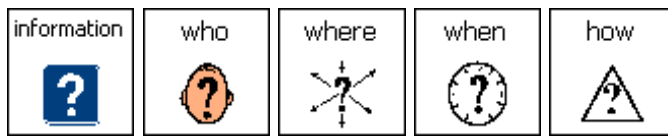
### **Main Contents**

1. what is the existing level of competence behaviours/behavioural patterns
2. where, to what extent, in what form should services be made available?
3. what kind of expression of own needs, how and where do exist?
4. the supporting of cooperation between participants- to express and being heard
5. debate about own, new experiences to advance self-worth and identification

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Email: [mayerj@mayer-johnson.com](mailto:mayerj@mayer-johnson.com)  
Web site: [www.mayer-johnson.com](http://www.mayer-johnson.com)

## **Exemplary Symbols**



## **Exemplary Exercises**

### **1. Non-violent communication:**

The following contents are to be worked through with the affected persons:

- 1) What is the situation?
- 2) How do I feel?
- 3) What do I need?
- 4) I ask politely and act afterwards!

### **2. Installations/ Sculptures:**

"When I don't feel good"- One person moves other participants to that motto. After that all participants reflect their feelings at their bearing and position.

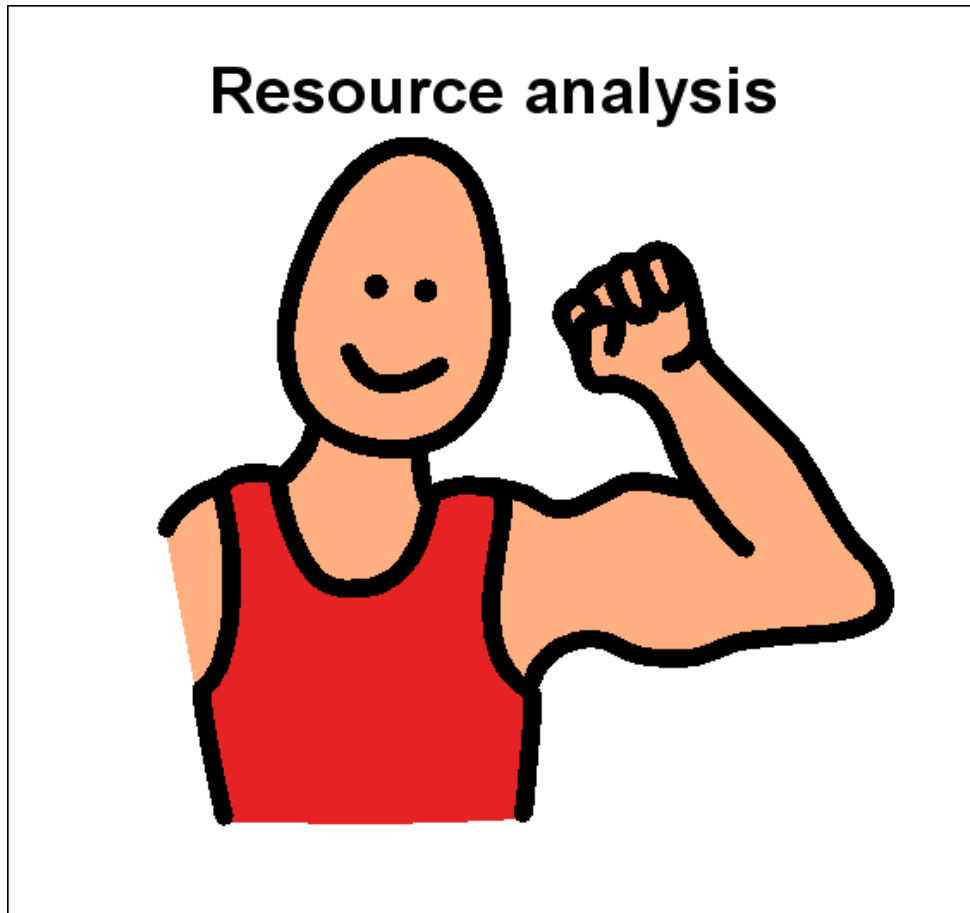
### **3. Role-playing:**

"A king without a servant"- Participants are invited to work out a role- playing together. At the beginning different roles are prorated. The content and the sequences can be worked out during the play with the help of the trainer (Why does the king in our story have no servant? What happened? How could it go on?) After the role-playing reflect their feeling and the story compared to their own life.

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USA  
Phone: 858-550-0084  
Fax: 858-550-0449  
Email: mayerj@mayer-johnson.com  
Web site: www.mayer-johnson.com

## Module 5 „Resource analysis“



### **Main contents**

1. Analysis of the strong and weak points of the group, its resources
2. Forming positive relations in the group
3. Learning how to show ones emotions and control of expression
4. Creating a proper vision of ourselves
5. Choice of methods and educational materials

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Phone: 858-550-0084  
Fax: 858-550-0449  
Email: [mayerj@mayer-johnson.com](mailto:mayerj@mayer-johnson.com)  
Web site: [www.mayer-johnson.com](http://www.mayer-johnson.com)

## Exemplary Symbols

### Resource analysis :



## Exemplary Exercises

1. **„Puns“**Playing with puns enables development and training of non-verbal communication. One person tries to convey eg. contents of well known song to other game participants using only gestures and mimic. This play integrates all participants. They all have a good fun while trying to guess the meaning of gestures and mimic. It can constitute a platform of common understanding and be a lesson of interpreting messages
2. **„Deserted island“**We ask chosen participants the following question: what or who would you like to take to the deserted island?This game allows to determine what (or who) is especially important for game participants. On the basis of this game you may determine what (or who) the participant likes or loves most, what is most important to him or her. This knowledge you may use later to motivate each participant for further cooperation. If the participant tells for example that he would like to take his granny to the deserted island it means that she is a very important person for him., and you may refer to her standing to motivate him for further cooperation.
3. **„A king and a servant“**A king (crown is his attribute) shows his servant dissatisfaction because there is no his favourite meal on the table – a plum cake. What is important here is the form of addressing the subordinate, expressing own emotions (dissatisfaction, anger), a way of determining and justifying own emotional state, attitude to the subordinate. People are changing the roles during the game to let the king play a role of servant in relation with other game participant. This eliminates situation of possible revenge.

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USA  
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Email: mayerj@mayer-johnson.com  
Web site: www.mayer-johnson.com

## Module 6 „Conflict Management“



### **Main Contents**

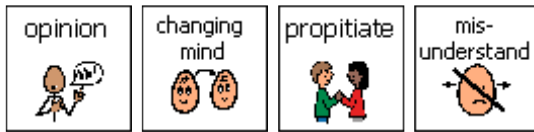
1. Specific guidance of the group with actual problems
2. Development of problem solving strategies (how to cope with problems in interpersonal problem situations)

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Fax: 858-550-0449  
Email: [mayerj@mayer-johnson.com](mailto:mayerj@mayer-johnson.com)  
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## Exemplary Symbols

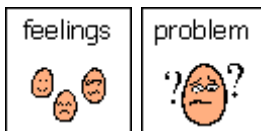
### Conflict situation analysis:



### Behavior problems



### Interpersonal problem solving



### Negotiating



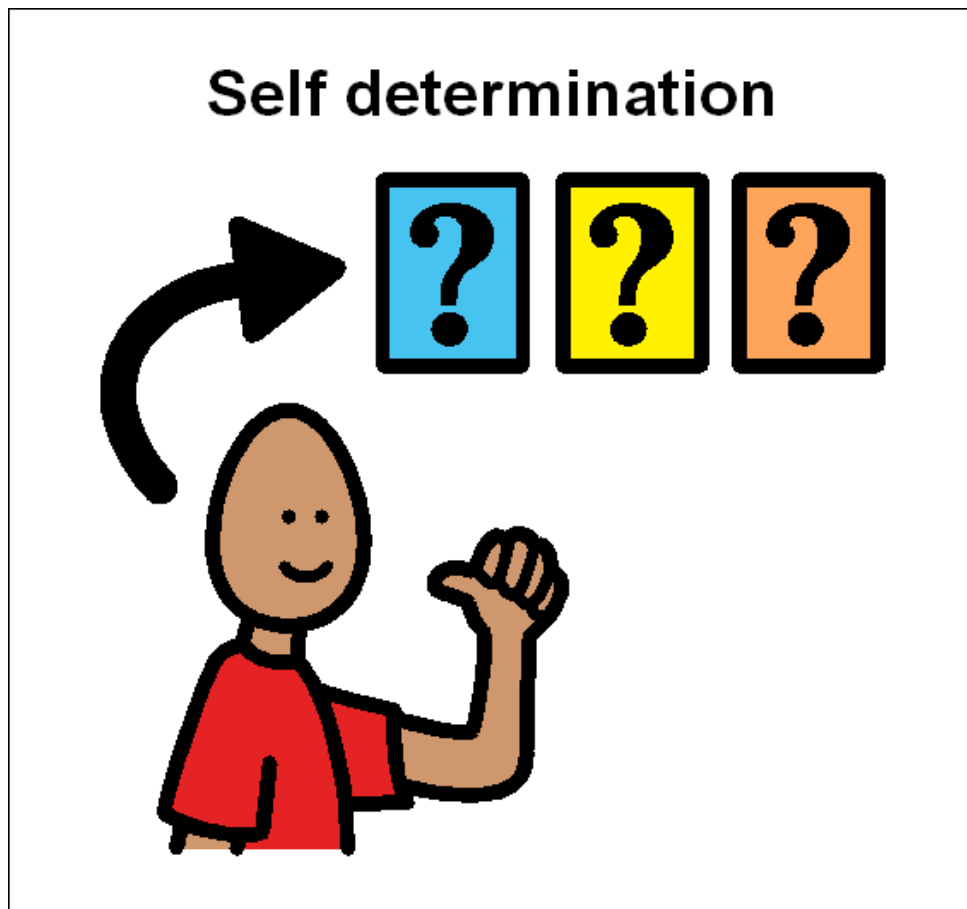
## Exemplary Exercises

1. *Behaviour problem's solution; Role game:* Present to the participants the four pictograms. Discuss together their meaning and mime them. Then present to the participants a conflict situation occurring in an every day life. For example: "You are in the supermarket and you want to buy some milk. You see that there is only one bottle left, but before you get to it, someone takes it. In this case you....". Make a role game in which the three points are replaced by each of the 4 reactions from the pictograms. Play every situation with 2 different participants. Discuss with them the negative consequences of such reactions, then find 4 other reactions which would lead to positive consequences. Role play them as well in a way that every participant get to play a positive role. Conclude with discussion.
2. *Negotiation Steps:* Present the pictogram to the participants and discuss with them the meaning of "discussion". Then present them the 12 steps involved in the negotiation (see Unit 5). Using them as a guide, create a negotiation scenario in a previously prepared situation. For example: "Another person had said something unpleasant about you, when you were not there. What would you do?". Depending on the cognitive level of the group, this exercise can be done in couples. In this case use the "discussion" pictogram one more time to talk about the different scenarios the participants have elaborated.

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Solana Beach, CA 92075  
USA  
Phone: 858-550-0084  
Fax: 858-550-0449  
Email: mayerj@mayer-johnson.com  
Web site: www.mayer-johnson.com

## Module 7 „Self-determination“



### Main contents

1. Requests to change
2. The learning and practising of coping-strategies
3. Problem-solving, implementation possibilities
4. The use of learned and existing abilities with the goal of self-determination

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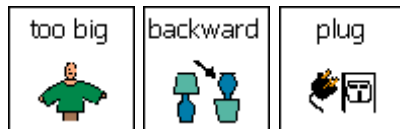
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## Exemplary Symbols

### Expressing Preferences:



### Problem solving:



### Life planning and goal setting:



### Vocational orientation (behavior at work):



## Exemplary Exercises:

1. *Choice making. program making:* This activity can be used as an introduction to the module. The participant has to elaborate the program for one weekend. The teacher presents pictograms of different activities, as well as pictograms of different foods. The teacher asks every participant to first choose the activities that he enjoys. Then the participant should choose only 2 of the activities and one of the foods to make his weekend program. The participants present their programs to the rest of the group. He should be able, with the help of the teacher, to explain that he prefers this activity over the other, or sweets over salted food, etc.
2. *Problem solving game:* The "Active problem solving" sheet can be used in this activity (See Unit 4) The teacher presents pictograms of different problems: Then he presents a short film, presenting one of the problems. The participant should identify the problem with the help of the pictograms. Once the problem identified, the group look for a solution. Small role game can be organized in order to demonstrate the solution. Discuss if the proposed solution resolve the problem. The teacher should congratulate the group, once the correct solution is found. The game can be repeated with all the problem situations from the pictograms; other pictograms can be added.
3. *Future and present:* The participants discuss the ideas of "present" and "future". With the help of the teacher, the two concepts should find a simple definition. Then make two columns on the writing board and list words related to the two concepts. First list time-related words: for example under "future" list "tomorrow", "next year", "next week" etc. Then list event-related words, such as "birthday", "holiday", etc. The idea is to introduce the participants in the idea of the future, which would allow them to make a projection of their life.