



BASKI TRAINING Curriculum

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INTRODUCTION

The written curriculum for the basic skills training (BASKI Training) supports and motivates trainers in the implementation of BASKI Training for people with disabilities. It contains suggestions for topics, examples of methodical-didactic material and proposals for the training process.

The curriculum was developed in a transnational cooperation with the collaboration of people with disabilities in special learner-centred groups. Through the involvement of people with disabilities the needs of the target group could be addressed directly. The concerns of the target group could be effectively attended to and people with disabilities had the possibility to decide how they want to achieve self-determination. By the inclusion of the target group in making up the curricula and the methodical-didactic materials a high effectiveness and long-term sustainability could be achieved. Detailed results of the learner-centred groups can be found in the annex.

1. Basic Skills Training

Basic skills training is a social and individual competence training for women and men with disabilities who receive care ranging from a few hours a day to 24 hours a day. In order to be eligible to participate in the BASKI Training, the participant requires a classification according to the Disability Law (medium to high level of care) and should be living and/or working in a supported housing scheme, day centre or a sheltered employment programme run by an institution in the disability sector.

2. Process

BASKI Training is based on group dynamics activities and is not intended to be an advanced course or vocational training. The emphasis is not placed upon completing the modules, but on the increase of self-determination and active participation of people with disabilities. All modules are to serve as tools for the trainers and as a basis for preparation. Thus, modules can be offered, used and adjusted. The modules may be freely selected.

3. Execution of Contents

It is important to agree with the participants on structures which can be maintained and adhered to. Unchanging structures offer participants orientation, and a secure, trustful atmosphere for gaining self-awareness.

Suggestions for Basic Skills Training Structures

a. "How is everyone feeling today?"

It is important for both trainers and participants to get an overview of how everyone in the group is feeling. Topics and/or needs/wishes may be deduced from this introductory round.

b. "What is going on? What do you need?"

BASKI Training supports the self-determination of people with disabilities. The opportunity to address personally determined topics and issues, and to be asked about them, respectively, is one of the main focuses of BASKI Training.

c. Service

In a group of people with disabilities with a high level of care, it may be necessary to offer participants a range of choices. The decision-making process can be assisted and supported. Each module of the basic skills training follows a circular procedure. This curriculum offers the following topics:

- Module I: Environmental- and needs analysis
- Module II: Individual and group analysis
- Module III: Communication analysis
- Module IV: Social competence analysis
- Module V: Resource analysis
- Module VI: Conflict management
- Module VII: Self-determination

d. Execution

The (modified) topic of choice is developed by the participants and the trainer with the help of various methods.

e. "How is everyone feeling now?"

It is important to ascertain how everybody is doing at the end of the training session – has anything changed? This concluding round helps participants to reflect on their current state. It is essential that the participants feel good at the end of the training session. Open issues should be either addressed or, with the approval of all participants, postponed to the next session.

f. Feedback

On the one hand, trainers may use feedback to reflect on the current training session; and, on the other hand, it gives the opportunity to participants to express their opinions. Any form of feedback is allowed and welcome.

4. BASKI-Basics

In order to create an atmosphere of security, trust and acceptance for learning and practising, it is important to introduce the framework, roles and functions of the BASKI Training to the participants in a clear and understandable manner. If needed, this step should be repeated.

- Why in a group? Talking to one another, listening to one another, understanding one another, learning from one another and learning with each other. Supporting and strengthening one another.
- And what about the individual person? Every participant gets their share of time; there is room for exchanging opinions and contributing topics important to the individual person. Participants receive customised material which supports communication and visualises contents
- What does the trainer do? The trainer is an external professional who assists the group and takes up the participants' topics to process them for further discussion.
- What is 'coaching'? The sheltered workshop, day centre or residential services are supported and assisted in creating a development-oriented environment for people with disabilities.
- What about the setting? The group meets once a week at the same time for one hour. Participants may work at their own pace; the trainers assist participants in a person-centred manner.
- What is BASKI Training? BASKI Training is a basic skills training for people with disabilities. The participants' problems, wishes and needs can be sensitised, reflected on and discussed with self-determination as the general aim.
- Who can participate? Voluntariness is paramount to the BASKI Training. People who have signed up for BASKI Training are *not* obligated to participate every time. Breaks from, or discontinuation of the BASKI Training are permitted. The focus rests on the individual needs of the participants.

Obtaining basic skills and admitting new experiences has to be accompanied by a secure and trustful environment. This is achieved by stable, accepting interactions. The group adheres to group rules and basic structural processes.

5. Methods of Training

The role and qualification of the trainers is paramount. Along with an adequate vocational training and professional experience (see the Train the Trainer Curriculum on the website: <http://www.basic-skills-training.org>), the trainer should be accepting, respectful and open towards other people – with and without disabilities. The trainer should maintain and communicate an “I am okay – You are okay” attitude. (Stewart, Joines, 2000)

The Basic Attitude of the Trainer

The trainers have empathy, which is the patience and understanding to support the individual men and women in their learning- and development process within the group. It is therefore necessary to change the perspective and to see things from the participants' point of view. The trainers emphasise the abilities of the participants and not their difficulties and deficits. They plan the learning process regarding tasks and situations by means of demonstration and exercises rather than in a linear fashion, and they use a wide variety of methodical didactic instruments.

The trainers aim to reflect on the learning processes together with the participants in order to formulate learning- and development strategies.

The trainers take on a model function in the BASKI Training: their basic attitude, to give the individual more freedom and to make vibrant learning possible, is a prerequisite for a self-directed learning process.

Many methods can be modified and tailored to the individual person or topic of choice. Interests and prior skills of participants determine the method. We recommend preparing several methods for each training session.

6. Self-Awareness / Reflection

It is important to offer participants the possibility to experience and try different things themselves. Here, the assistance and subsequent reflection with the participants is important. The participants should be satisfied with the results.

7. Participants as Partners in Communication

In order for the participants of the BASKI Training to communicate with the lecturer, the speech and texts used must be adapted to the actual speech and reading competence. This is to be done by the use of simpler language and giving additional explanations using pictures and symbols. Therefore, when communicating with the participants the consideration of the following criteria is helpful.

- Simple language
 - Short sentences
 - One statement per sentence
 - The avoidance of foreign words, abstract concepts and abbreviations
 - An adequate rate of speech
- The use of easy reading texts
- Ensure comprehension
- Offer a variety of alternative communication methods (symbols, pictures, ...)
- Body contact during speech
- Non-discriminating speech

8. The Role of the Parents and Relatives

The learning- and development process aimed for in BASKI Training often triggers strong emotions, which may also affect the family systems of the participants. It is therefore important that the group and the trainer are strong enough to deal with this and to give support where necessary. Participants should therefore have the possibility to reflect on and reorganise their own situation in the family system. Hence, BASKI Training can contribute to a balance of autonomy and attachment in the family system.

At the same time, it is of paramount importance to inform parents and relatives about the BASKI Model and possibly, to give them strength and support during this process of change in the family system.

9. Limitations of the BASKI Training

Not every topic should be discussed within a BASKI Training session. Limitations for the BASKI Training setting are for example strong (self-)aggression or detailed discussion on sexuality.

For such special topics it is recommended to offer specific workshops with further detailed information and specially educated trainers.

10. Recommendations for General Framework

- Smaller training groups of four to eight participants
- Well-equipped rooms with a comfortable environment for training and counselling (i.e., enough space, comfortable seating arrangements, room for work, flip charts, pictures, creative media,...).
- The duration of one training session: 60 minutes
- The session should be concluded after 60 minutes – nothing should be left unfinished.
- In discussing topics and contents, one should pay attention to the skills and experience of each individual person.
- The materials and techniques for each training session should advance learning contents and self-awareness.
- The participants should be included in the process as extensively as possible as experts in their own right.
- The modules and sessions can be changed, expanded or shortened according to the previous knowledge and experience of the participants

MODULES

Module I	“Environmental- and needs analysis”	Lebenshilfe Author: Christine Harnik www.lebenshilfe-guv.at
Module II	“Individual- and group analysis”	EKON Author: Elżbieta Gołębiowska www.ekon.org.pl
Module III	“Communication analysis”	DIA-SPORT Association Author: Tatiana Velitchkova www.diasport.org
Module IV	“Social competence analysis”	Lebenshilfe Author: Christine Harnik www.lebenshilfe-guv.at
Module V	“Resource analysis”	EKON Author: Elżbieta Gołębiowska www.ekon.org.pl
Module VI	“Conflict Management”	DIA-SPORT Association Author: Tatiana Velitchkova www.diasport.org
Module VII	“Self-determination”	DIA-SPORT Association Author: Tatiana Velitchkova www.diasport.org

MODULE I

Environmental- and Needs Analysis

1. Learning Objectives

I) Orientation in the environment

The central aim of this module is the sensitive perception of one's personal environment always in relation to oneself. Many people with disabilities see their life situation as "well that is just how it is". They can often only recognise, classify, accept or question their surroundings with difficulty. People with disabilities often lack the courage to take a closer look at the system to see what they really need. Lack of information about possibilities and rights, lack of orientation, fears of hurting others' feelings and a far too great conformity prevent them from having an open, curious access to observe their personal situation more closely. An orientation in the environment is only possible for individuals when they learn reach out to their surroundings by means of their own personality.

This is possible by posing the following questions:

- What do you like doing? With whom?
- What is your favourite place in this house? Why?
- What do you do when you are feeling down? Who helps you?
- What do you like having in your room/workplace? What would you like to have in your room/workplace?
- Etc.

From a pedagogic-therapeutic viewpoint as well as the central aim of module 1, the training of the following further learning aims should be taken into account especially in the early phase, to create a familiar, respectful and developmental working atmosphere for all group members.

It is important to keep in mind that all contents should be closely related to everyday events to satisfy the needs and the level of learning of the participants. The methods and contents present a mixture of well-known and new approaches.

II) Gaining an overview:

It is important that the participants gain a feeling of trust and security in the BASKI Training. The motivation for a self-determined active participation of the participants can be reached by information, overview, security, and an inviting, respectful atmosphere.

The participants shall receive an overview of the course and structure of the BASKI Training at the beginning of the training.

III) Contract work:

In order to strengthen the personal responsibility, respect, esteem, equality and the importance of the active participation of each participant at the beginning of the training, the contract work is to be implemented. Here a group contract valid for all group members is to be drawn up. The contract can "grow" during the modules, if the needs of the participants become more clear or change. It is important that the rules of respect and tolerance during working never change and build a stable structure. The whole group with the support of the trainer has the responsibility for the contracts. (Stewart, Joines, 2000)

IV) Getting to know one another:

The first units should serve the purpose of getting to know one another. On the one hand, the trainer gets to know the participants, on the other hand, the group sees, and gets to know the other members in a new light (The group members already know each other). The group members shall be invited and supported to introduce themselves within the boundaries of their possibilities and skills. The participants are to be invited to use their own activities and initiative with the help of fun methods.

Exercises addressing the following topics can be created:

- What do I like/ not like?
- What is easy?
- What is difficult?
- What do I miss/lack?

These topics can give information concerning group form, accommodation, type of work, type of assistance.

The individuals decide for themselves what and how much they would like to share, this form of autonomy should not be prevented by persistent probing from the trainer.

V) Expressing feelings and needs:

An important component is to ask participants how they are feeling. This personal expression of feeling shall take place in every training unit at the same time during each unit. The person with disabilities can choose with the aid of symbols the differing possibilities (pleasure, anger, sadness,

fear). A familiar respectful atmosphere shall make every answer possible. Feelings are important and are to get the necessary emphasis. Different levels of basic feelings (e.g. satisfied, happy, excited, busting with joy) also help people with communication abilities to experience, verbalise their feelings more distinctively.

With feelings of anger, sadness or fear, the participants can be asked "what do you need now?" This question could be simplified with symbols or body language. If participants are not yet able to understand or answer the question the trainer can give examples. Then the participants get an overview of possibilities and can choose. This questioning demonstrates that one's feelings are taken seriously and are important; and it should encourage individuals to be aware of, to value their feelings, and to pay attention to and formulate their needs. In addition to this, personal responsibility and the possibility to influence one's own well-being is strengthened. New ways of behaving can be introduced and tested.

VI) Reflection, feedback:

The participants are encouraged to regularly express their opinions. The regularity and the atmosphere of acceptance and respect is essential. In order to offer the participants support possible answers can be made available (e.g. YES, NO, DON'T KNOW). The opinions can also be visualised by means of stickers or drawings to facilitate a simpler representation or meaning.

VII) Protection and safety

In the first training units the participants already become familiar with different methods. This offers the trainer orientation for the future choice of methods and materials.

The more clear the course of the training is for the people with disabilities (training day, training time, training person, structure, activities, rules, scope, time and place for testing, these should be repeated by the trainers and integrated in the training session), the more comfortable they feel to actively take part with their own opinions and topics. The sheltered framework of the basic skills training can be utilised as a practise and advice area.

2. Learning Contents

2.1 Introduction

Existential orientation round

It is important for the trainer and also for the participants that they have an overview of the existential orientation of the participants. Themes and/or needs/wishes can possibly develop or be deduced.

2.2. Main Part

The concrete contents of the unit "Environment- and needs analysis" are:

I) EGO/SELF:

The participants can examine their own situation in this unit. The topics are their qualities, history, surroundings, experiences, fears, and opinions. It is useful, with reference to personal experiences and opinions, to question and encourage other participants to talk about their viewpoints. Listening to one another, understanding and respect helps people to value their ego and situation and to realise they are unique.

II) GROUP:

The participants are encouraged to discuss, describe, role-playing, install or illustrate the subject of the "group" to give themselves and the trainer an overview of the group and their daily assistance.

The participants get to know the other group members in another setting, by means of different methods. Each person speaks for themselves, verbalises their state of mind and has a place in the basic skills training. It will soon become apparent and will be experienced how the participants stand up for each other in the usual way, how they act, and who has what role and abilities. It is especially important to reflect on the experiences of the participants. One can encourage members with different types of questions: "Did you feel comfortable?" "What would be better for you?" "What is important for you?" "Is this all right for you?"...

In the course the possibility for change is allowed. Familiar positions may be changed and new things can be tried out.

III) EGO/SELF IN THE GROUP:

The participants reflect on their position; in the group; with reference to the other members; and how they perceive the position of the others. Needs, resources and abilities can be made apparent, strengthened and changed. Fears and conflicts prevented. The participants find out for themselves "To whom do I have what relationship?" "How close do I feel to someone?" "Who do I need to keep a certain distance from?"

In the basic skills training the members of the group are seen as a resource. This may be attained by group feedback, group OK-messages ("you are OK") and group permission ("You can be sad, it is OK"). This verbal "tender loving care" strengthens the individuals, the more members who encourage the better it is for each individual. It is important that respectful communication is regarded. The rule that applies is "The person is always OK, the actions can be OK or not OK!!"

In the beginning it is possible that the trainer gives the affirmations before the participants feel ready to do so. The personal limits of each individual is always taken into account throughout the basic skills training.

IV) MY ASSISTANT

When the participants are ready further work can be done with reference to the assistants. However, in the beginning this may be avoided by the group due to a lack of trust and fear of offending. When a framework of trust and security prevails, the participants are ready to discuss details concerning their assistants. The form of care and satisfaction can be ascertained with the help of different methods. Questions could be: "Where do you need/want support? Do you get this support?" Within the framework of the training the participants may verbalise their fears, whereby in their daily routine they can not verbalise them because the carers may not want to hear such things or the participants may think this. Here it is optimal to address these topics in the sheltered aspect of the group.

V) LIVING/ WORK SITUATION

In the form of fun exercises the daily routine of the participants can be ascertained. Special exercises for the topics of "How/where/what would I really like to be now and with who?" can indicate internal wishes and longings of the people with disabilities. An explanation of realistic possibilities of action delivers a lot of information. Basic conditions, group dynamics, rules, bans, climate, possibilities and impossibilities are made clear by the participants with support, and are reflected and commented on. Information from the contents of EGO/SELF and GROUP can be linked to previous information and abilities.

VI) SATISFACTION, NEEDS

The experience, sensitivity and reflection of the participants help them to reach an agreement on their actual situation with relation to their satisfaction and their needs. Changes can already occur within the setting with the aim of satisfaction in the basic skills training and the question of personal wishes. The more the existential orientation and the aim of participant satisfaction is emphasised, the easier it is for the participants to internalise and utilise these procedures and become aware of, or verbalise their needs.

A classification of feelings and "what I need then" offers individuals a good introduction. It is important, preferably using actual situations, to work in the present with the participants. On the one hand, the individuals can relate to the work in the training; and, on the other hand a difficulty in abstract thought can make the process more problematic. Exercises help to create a "here and now" environment and the topic is then more comprehensible. (Manteufel, Seeger, 1992)

2.3. Closing

a) An existential orientation round serves as a reflection for all the participants, to see if and how one's personal state of mind has changed. In addition to this it is essential that the participants end the session feeling good. Unfinished contents should be concluded or with the agreement of the participants reliably postponed till the next session.

Possible questions:

- What have you personally learned today? ("How was it for you?" "What was new?")
- How was the understanding and work for you, the group, your assistant, the surroundings? ("What did you like?" "What was easy?" "What was difficult?")
- What do you feel this knowledge does for you at the moment? ("How do you feel now?")

b) Participant feedback serves as a reflection of the training unit for the trainer and the participants are also invited to give their opinion. Any form of feedback is allowed and desired

3. Teaching Methods

1) Existential orientation rounds:

In the existential orientation rounds it is important that every answer is allowed. If a member does not feel good at the beginning of a unit, she is to be asked what she would like to do: Does this person want to watch today? Does she need a lot of space in the group? Does she need the support of the trainer or colleagues? It may be necessary for the trainer and participants to make suggestions from which the affected person can choose if she does not have any of her own ideas. When this is clear the training can continue according to the result. It is important for the trainers to remind the group to consider the rules of respect for others and to assure that each person has enough time to talk according to the theme.

Examples: "Show how you feel with your body" "Scale of feelings" "Symbols"
(Module I)

2) Attitude of the trainer:

The trainer is to show esteem and respect to the participants during the training. It is important that the individuals are in the foreground and the materials and methods in the background. The principle "it is important to have tools; however, if I sit opposite a person, then there is only him" is valid. The trainers are role models. The participants will enjoy this atmosphere and when necessary put it in to practice.

Physical contact, putting one's hand on a shoulder can be seen as very supportive and pleasant in some situations for the participants. It is; however, important to have consent and to make an agreement in the group contract. (Stewart, Joines, 2000) (Module I)

3) Information:

The trainer gives the participants information concerning the course and contents of the training. It is also advisable to explain the background of the methods. The more the participants know the more security, trust and competence they can achieve. The information and the transfer has to be conform to the participants needs. (Module I)

4) Discussions/ Reflection:

Discussions are assisted by means of pictures or flip charts, so that the participants are supported in concentration and that they have some form of orientation. Actual situations, pictorial examples or the reflection of exercises are to be discussed in the group. The trainer has the role of a moderator and takes the talking time of the individuals, behaviour and the OK position towards all participants into account and supports persons when necessary in activities and group work.

Example: "Choose an object in the room that portrays yourself- why?" "Describe yourself" "Chair work" (Module I)

5) Role-playing:

Role-playing is used to consolidate actual situations. In the game needs, feelings, relationships and possible actions can be made apparent and tested. Pictures or puppets can be used to help.

Example: "Conductor game" "Group massage" (sometimes it could be easier for participants to give, get and enjoy bodily strokes and contact to others in role-playing) "Psychodrama" (Module I)

6) Installations/ Sculptures:

Participants are encouraged to use their own initiative and take part actively with the help of these methods. Each installation, each physical position is commented on and taken seriously. The participants create a personal picture, a personal viewpoint. In installations and the building of sculptures one member of the group is the set-designer. The individual erects a personal installation.

Examples: "How do the careers look when..." "What do the others do when..." "Sociodrama" (Module I)

7) Physical exercises:

In some cases it is initially easier for individuals to perceive themselves, their feelings and needs on a physical level. *Examples:* "How does my body feel?" "What can I do with my body?" "Where do I feel tension?" "How is my posture when I am happy, scared, cross or sad?". (Module I)

8) Fantasy Journeys:

Fantasy journeys help individuals, without the limits or rules of daily life, to experience visions and wishes. The participation or closing of the eyes is voluntary. Reflection and the support of the trainer is especially important.

Example: "A secret door", "The journey to my place of strength" (Module I)

9) Painting/ different media:

After fantasy- or physical exercises, the expression of one's experiences presents itself. This is also possible when the participants can not verbalise these experiences. The portrayed pieces can be used as a basis for discussion and reflection.

Examples: "This is our group" "My place of strength" "My greatest wish"

10) Feedback:

Feedback will be implemented in each session with methods and materials fitting to the participants' needs/abilities. The trainer supports the decision process with absolute respect and acceptance towards any feedback of the participants. Through this, the participants can gain practice in exercising criticism, increase their confidence and competence.

It is important that the participants end the session well and leave feeling good.

Example: Corner feedback: The participants go to different statements in different corners of the room. Sticker Feedback: The participants stick a sticker on a board with prepared statements.

11) Contract work:

By the use of symbols on a poster the wishes of the participants, what should happen, what should take place and what must not happen, are to be clearly recorded. Agreements, consensus between individuals can result from this.

The aim of this is that each participant can relate to the contract, agrees with the results and can also independently follow the rules set out. It will soon become clear if the contract must be revised or newly set out.

This contract will always be present during the course of the training and is valid for every session.

With the help of the contract work "non-speaking" participants can have agreements as to how they can "agree" or "disagree" or how they can express other important statements. (Stewart, Joines, 2000; Manteufel, Seeger, 1992; [learn:line Bildungsserver NRW](#), 2006; Methoden- Kiste, 2006; SOS Kinderdorf, 2006; DPSG Fichtelbezirk, 2005; Schulpsychologische Beratungsstelle Ludwigshafen, 2005)

4. Teaching Material

- Flip chart (discussions and statements of the participants as an overview and support; prepared topics; other material can be introduced in this way)
- Music (fantasy journeys, physical exercises and creative processes)
- Materials for creative processes, for visualisation (paper, paints, pens, glue,...)
- Digital camera (group participants, physical posture as a basis for communication photography)
- Speech marks (for support and the recognition of the rule "one person speaks and the others listen")
- Finger puppets, puppets (for support in role-playing, psychodrama)
- Picture stories, prepared stories and texts (for fantasy journeys and as a basis for discussions)
- Symbols (work and living topics, feelings, feedback symbols, activities, strengths, weaknesses, relationships, communication, social topics, hobbies) The symbols will be announced and implemented conform to the participants' needs. The symbols can be introduced, for example, by games or by discussing them before "Who knows/ like that, who has experiences? What do you like best?"

MODULE II

Individual- And Group Analysis

1. Learning objectives

People with disabilities often have various additional dysfunctions and disorders, which means that they have various possibilities and needs. They may experience difficulties with learning and have disturbed perception.

People with various types of disabilities and disturbed abilities often lack an important personal capability; or, it is more difficult for them to develop it due to their motor, cognitive, sensory and emotional problems.

This is why from a catalogue of essential skills the first one chosen is social skills, personal management and skills needed to benefit from support. These skills have an undoubtedly important influence on the development of autonomy.

Social skills include empathy –an ability to understand other people situations. Some of the factors that encourage empathy development are social experiences, verbal and non-verbal communication, and the maturity of other social skills.

Social insight is also an indispensable quality needed in order to be able to live in social reality. People with severe disabilities may have difficulties understanding and forming conclusions on the basis of a given social situation. Some people with disabilities may only be able to concentrate on separate elements of a given situation and are unable to see the connections between them. This leads to difficulties in making appropriate decisions and doing appropriate things.

Communication disorders are a characteristic feature of people with intellectual disabilities. An indispensable goal of therapy is the support of communication development with other non-verbal means. Due to its importance a module on communication is included in the curriculum for the trainers. If the group members acquire communicating abilities that are understandable to others, their chances for gaining competence to live an independent life will rise and they will feel safer, this accordingly will encourage them to further development and finding suitable work .

Another important factor that influences autonomy development is personal management. Therefore, there is a need for various activities that stimulate activity, to make various situations more comprehensible (supporting cognitive competence) and others to encourage autonomy.

The ability to know how to get and benefit from social support, ask for assistance, and, what is more important – make use of it. This ability protects against loneliness, the sense of alienation, develops social competence, and encourages the development of cooperation abilities. These skills are seen to be especially important in the programme being developed for people with intellectual disabilities.

After this module the participants should be able to: ...

Reliably control their own behaviour, acquire abilities of expressing emotions in a controlled, readable manner that is accepted by society.

It is important for them to make choices considering both their own and other people's needs, they should not be egotistic. Here the importance of the development of empathy - the ability to understand other people situations, act on the reciprocity basis, should be stressed. After the module is finished, the participants should know how to form their own social relations based on the principle "treat others as you would like to be treated yourself".

As stressed earlier the ability of verbal and non-verbal communication with other people is of great importance. To understand and to be understood is a guarantee of success with relation to the environment. If messages that are sent to other people are readable - meaning all needs, expectations and emotions are understandable to others, there is a great probability that they will be fulfilled. If a person with disabilities is understood by other people, he/she will get more feedback from them, they will have more chance of being accepted, and as a consequence for the development of their own competence.

Finally, an ability to make use of social support is very important. This ability is to be especially developed in the final phase of acquiring competence for independent life. It will help people with disabilities to make use of services proposed by local authorities or non-governmental organisations. They will learn how to exercise their rights, define their needs and how to ask for assistance in order to satisfy them. They should be aware of who is obliged to help them and to what extent. It is very important that could the participants forward this knowledge to others, show others the way.

Last but not least, people with intellectual disabilities are to be equipped with the ability to cope with new situations. This skill will certainly be difficult to acquire because new situations are usually difficult situations for the participants. The new situations should be understood first if they are not to be scary. Certainly acquiring this skill needs to invoke earlier experiences and it needs a great deal of various exercises as well as very individual work with each participant. However, acquiring this skill will be a kind of life policy for BASKI Training participants.

2. Learning contents

2.1 Introduction

Learning contents will be focused mainly on the individual. Self-expression, ability to express one's own needs, expectations, naming individual personality traits and those of other participants - these are important skills that will constitute contents of this module. Knowing oneself and others enables the development of proper relations with other group participants.

2.2. Main Part

Learning contents initially consist of getting know oneself – in order to be able to actively manage personal development and behaviour, a person must form a notion of his/her own personality. In order to achieve this, self-awareness, or being aware of one's own feelings, motives, thoughts, understanding one's own behaviour and situation –knowing one's own personality, is needed. People with disabilities who are to participate in the workshops must be equipped with such knowledge. This will enable them to gain competence for independent life. Understanding oneself and one's own behaviour will certainly make it easier for the participants to pass on to the next stage; that is perceiving and understanding other group participants, shaping personal judgements and opinions concerning them, building relationships with group participants. Due to the complete knowledge of oneself and other group members, perceiving and naming "I versus the group" relationship will follow. It is a very important discovery for each person – to obtain information on differences between myself and others, what traits, likes and abilities we have in common, am I accepted by them, am I important to them. Such truths are important for building future relationships, joining the group, abilities to adapt to the group.

The **special characteristics**, group motivation, group needs and the identity of residential or work groups can be developed. The uniqueness of the group, mutual and special experiences, characteristics and what makes up this specific group can be compiled and recorded by means of sculptures, drawings or work on the flip-chart. Likes, hobbies and strengths of the participants can also be recorded, since the characteristics of each person make up the characteristics of the group.

The mutual **group identity** can also be developed in the same manner as the special characteristics. Group logos, poems and songs may be designed and written with the participants. Consequently, the motivation for the group and to be a member of the group can be actively increased.

BASKI Training offers an opportunity for the participants to reinvent and rediscover themselves.

The classic **group phase model** (Ted James)

In the **forming phase** the behaviour of the group is highly dependent on the behaviour of the trainer. The participants focus strongly on the trainer. This has both advantages and disadvantages. The trainers should immediately start with the wishes of the participants. They should take time and use aids to allow the participants to get to know one another. In this phase a few external structures should also be established.

The **storming phase** is the endurance test of the group. Here it becomes apparent who will survive the power struggle or not. As described above, the trainers are also subject to antipathy from some of the group members and in their own way they must assert themselves. It becomes apparent if the frameworks clarified in the forming phase are being adhered to. However, in any case, these should be consolidated. Trainers should especially clarify their own position. There is always the risk that their authority strongly decreases because they are too influenced by the group members. Power struggles are allowed and should take place – conflicts have a high potential. For a good reason some authors name this phase “Fermentation and Clarification”. Nevertheless, these conflicts should take place within a framework of clearly defined rules. Methods that allow power struggles to be held playfully are beneficial. Alternately tasks involving cooperation should also exist. So the trainers should provide for a sufficient programme.

As time goes on there are fewer demands on the trainers and hence they can try to transfer responsibility to group members. This occurs in the **norming phase**. Here the trainers should be careful, however, not to become part of the group but keep enough distance to utilise the harmony of the group. The fact that the groups’ own leadership is accepted need not be seen as negative. Nevertheless, it is sometimes important to selectively dissolve group-internal roles in order to tap the full competencies of the individual group members. This may be achieved, for example, by transferring the responsibility to a possible outsider, who can in this way, prove his leadership qualities to the group. For the planning of the programme this means that longer-term projects and more time consuming topics can also be implemented and worked through. The opportunity for free development should be given.

In the **performing phase** the leading and supporting task of the trainer is largely fulfilled. They are often solely involved in organisational tasks and getting materials needed. Group members often initiate their own programme points when this is allowed. In this way trainers can sit back. This should not be generally condemned. In any case, trainers slowly increase their distance from the group and become outside observers. They should, however, be proficient in this role and use it to the advantage of the group. Hence, only three actual tasks arise: the paramount responsibility of the trainer within this phase is the facilitation of a real solidarity and; therefore, the prevention of emerging status requirements of individuals. In addition to this, as outsiders, they have to give feedback to the group. Furthermore, with regard to the fifth phase it is wise at this stage to make themselves increasingly dispensable with regard to organisation.

The last phase describes the **adjourning phase**; when, for example participants leave the group, the group disbands, the organisation or the trainer does not want to continue working with the group form. A fairly precise date should be set for the final group meeting and this should also be made public so that this process does not become chaotic or difficult. This especially applies to regular recurrent groups. The unnecessary putting off of the disbandment just leads to an increasing paralysis of the group dynamics. An overview of the time remaining is a prerequisite for the organised course in this phase and prevents a hectic hustle and bustle. A good opportunity is the organisation of a final

meeting. Here the previous group work should be reflected upon. It is important that the final meeting does not lead to the idealisation of the group.

Last but not least, it is very important to point out and define significant persons, who support in daily life and work. The choice of proper authorities, placing trust in genuine people is a guarantee of safety, optimal assistance and directions for an independent life.

All these skills will be trained with participants during workshops under the supervision of trainers. Methods of work with a group will be chosen on the basis of participant's current experiences and according to their suggestions. These training sessions anticipate the active participation of people with disabilities. Role-playing from examples in the residential and working situations, arranging various typical and atypical situations. Participants show their opinions and needs, and assess the training session both verbally and non-verbally. The Organising of atypical situations enables training to cope with these situations. The ability to gain competence for an independent life will be shaped by practical exercises.

2.3. Conclusion

All activities that are focused on the target group must be accepted by them. They must also be based on current experiences according to a basic teaching rule stating that new skills must be learnt on the basis of previously acquired ones.

3. Teaching methods

- Stimulation of socio-cultural and artistic activities - active participation of workshop participants in arranged scenes from real-life situations.
- Films, demonstrations enabling participants to observe videos or pictures of events, situations and emotions.
- Work with simple texts and symbols, acquiring information
- Drama, role-playing by the participants
- Imaginary journeys
- Conflict resolution using "the Four Steps to Non-violent Communication"
- Simulations – creating situations that should cause a specified effect of real events
- Methods of creative activity – asking participants to prepare scenes that are understandable by others, games about guessing feelings, emotions, disappointments, etc
- Artistic work, creative work (e.g.: a group logo)
- Group games, to emphasise similarities in the group
- Group projects whereby individual, personal opinions and different outcomes are collected (to emphasize the diversity of the group members)

4. Teaching material

- 1 Tables with words containing simple messages, e.g. let me speak, break,
- 2 Symbols that support interaction (I have a different opinion"; "I want to say something"; "Yes, that is what I want"; "No, I don't want that"...)
- 3 Pictures with "faces" showing mood and emotions
- 4 Pictures depicting wishes, aims and needs
- 5 Symbols that support working with "the Four Steps to Non-violent Communication":
 - a) "What was/is the situation?"
 - b) "How did I feel?" or "How do I feel?"
 - c) "What did I need?" or "What do I need?"
 - d) "Please do" or "I will act accordingly"
- 6 Labels – captions to the pictures of various objects and situations, e.g. sweater, accident, cash desk, office, etc.
- 7 Tables with participants names of participants
- 8 Flip charts
- 9 Camera
- 10 Paints, crayons, pencils, cardboard
- 11 Stories with illustrations and films
- 12 Elements of theatre costumes.

MODULE III

Communication Analysis

1. Learning Objectives

1.1. Functional communication analysis (unit 1) - The objective of this unit is to elaborate, by means of observation and interaction, a communication profile for each participant; to observe his/her communication forms and their functional application in real life situations. This will contribute to increasing each participant's communication efficiency

1.2. Expansion of the communication profile (unit 2) - The objective of this unit is to actualise the existent communication skills of people with disabilities' and, by means of group communication activities, to develop new skills, thus expanding their communication profiles. Upon completion of this unit people with disabilities should feel more confident to use their already existing forms of communication and should be able to apply a wider range of skills to interact with other people.

1.3. Non-verbal communication (unit 3) - In many situations people with disabilities have difficulties recognising the non-verbal cues that occur during social interaction and interpreting the meaning embedded in the signals. Often these are subtle, fleeting signals that require individuals to process and interpret rapidly presented information in order to formulate a response. Some people with disabilities might face difficulties recognising personal space, linking vocal intonation with a facial expression to understand a person's feelings, and they may not understand hand movements, such as a palm facing forward to mean stop. The objective of this unit is to help people with disabilities recognise and interpret non-verbal signs for a better regulation of their own behaviour

1.4. Social discourse (unit 4) - The objective of this unit is to improve the social interaction skills of people with disabilities; such as, listening skills and participation in group discussions, as well as body language gestures and expressions.

1.5. Social strategies (unit 5) - The objective of this unit is to instruct people with disabilities on behaviour strategies in some common social situations to prepare them for real life.

1.6. "Spend a day with me" booklet (unit 6) - People with disabilities who have better verbal skills can be taught to self-advocate and to describe their strengths and weaknesses, physical pain, motor limitations, etc. People with disabilities who are essentially non-speaking and who have limited communication skills typically find this impossible to accomplish. Persons with severe disabilities develop their own non-verbal gestures that gradually become known only to family and trainers/caretakers who work with them regularly. Therefore, the purpose of this unit is to compile a "Spend a day with me" (SDM) booklet for each participant in the group which will provide people with disabilities an opportunity to express their voice and to communicate essential information.

2. Learning Contents

2.1. Functional communication analysis (unit 1) - People with disabilities have rich and diverse communication abilities, including contact and distal gestures (i.e., actions that convey interest in something out of direct reach), vocalisation, verbalisation, sign language, aberrant behaviour, the use of objects, and picture symbols. Trainers need to establish functional communication goals that target social and/or work interactions within daily routines.

The trainer is to assign group games and exercises in which communication is an obligatory condition. The trainer should also organise simulations of everyday situations (role-play) which imply communication with peers, family, caretakers, and strangers. Here the trainer should observe the communication behaviour of the participants in the different contexts (the communication forms which a participant uses to express identical messages may differ according to the different situations). It is important that these games engage the attention of the people with disabilities; external distractions should be removed since people with disabilities are highly susceptible to them.

During interaction it should be clarified what message the participant is trying to send, he/she should be given time and should be helped by the trainer with supporting questions and phrases ("It looks like you're telling me _____"; "Am I right that you're telling me _____?").

It should be kept in mind that for people with disabilities it is often difficult to differentiate emotions from behaviour; moreover, their emotions are not always motivated, they often experience inadequate feelings which can indeed be very strong. Often there may be the observation of sudden changes in mood which sometimes may be misinterpreted. Negation, for example, might express fatigue, discontent, worry, anger, willingness to change the activity, etc. So, it is crucial to identify the specific communication behaviour of each individual.

This process results in a communication plan that specifically identifies what the participant can do (the communication form), the reason for the action (the communication function), and the specific setting or event in which the communication takes place. For example, "John will look up

(form) to convey he wants to go home (function) during the afternoon dismissal time (setting)." The trainer is to fill out a chart:

When this is happening.... (setting, situation)	
The individual does..... (communication form)	
We think it means..... (function)	
We should....	

* www.dpw.state.pa.us/Resources/Documents

Overall strategy for understanding the communication of people with disabilities:

- **Get to know communication strengths/needs:**
 - Let them know you want to learn about their communication strategies.
 - Draw on the knowledge of others: family, friends, paraprofessionals.
 - Observe how people with disabilities show interest and understanding.
 - Learn how unique body movements can be interpreted as meaningful.
- **Understand movement differences:**
 - Identify problems with starting, executing, stopping, combining, continuing, or switching activities.
 - Identify meanings of recurring movements or intensity of movements.
- **Understand processing differences such as:**
 - Difficulty with word retrieval
 - Limited response repertoire (e.g.: ability to give only yes/no answers)
 - Longer response
 - Difficulty responding to someone else's initiated conversation
- **Look for signs of sophisticated thinking**
 - Humour
 - Insight
- **Understand refusal or resistance relating to:**
 - Personal considerations or preferences
 - Academic considerations such as needs for modifications; appropriateness of the task; need for coaching; ability to physically carry out the task.
- **Understand unintentional behaviour:**
 - Abrupt behaviour *may not* be related to non-compliance, non-understanding, or lack of interest.
 - Participant may be "stuck" in a repetitive thought or feeling.
 - Less participation may be fatigue rather than disinterest.

2.2. Expansion of communication profile (unit 2) - By means of different group activities trainers should provide various communication opportunities so that each participant can expand and

diversify his/her skill base by generalising an already established skill. For example, if a participant already uses pushing away gestures to protest during lunch time, the trainer can encourage him/her to expand his/her skills by using other communication forms, such as body orientation, modified signs, and vocalisation. The trainer could say something like "Oh, you're telling me you don't like that. Let's use a sign, too."

The trainer should introduce new ways of communication by demonstration, after which simulations and role-play should be organised in order to apply each skill. Role-play and simulations should be recorded or photographed and then the whole group should evaluate and compare. Thus self-knowledge and self-control will be enhanced which will help increase the confidence of the people with disabilities which is essential for effective communication.

It is known that people with disabilities often have problems answering direct questions; which however, does not mean that they do not understand or do not know what to answer. The most common way to facilitate this is to provide an array of optional answers; for example, written on Post-it notes or depicted with symbols. This method is especially effective with non-speaking learners who can point or nod towards the answer they have chosen. It also provides more time for reflection and enhances concentration.

People with severe disabilities find it extremely difficult to express their will. Often it is helpful, especially for non-speaking persons, to use communicative labels: objects, signs, pictograms, which are used as symbols of different actions or activities. The training to use communicative labels includes several steps (see Module 7 Self-determination).

The trainer could introduce alternative forms of written communication: people with disabilities can be helped to write drafts – they are given Post-it notes or cards with previously written statements – and they choose or approve of the order of the statements. In this way people with disabilities can compile texts by arranging sentence cards. Furthermore, people with disabilities can choose sentences from a book/text on a certain topic, the trainer/assistant writes them down on cards and then people with disabilities arrange them to make up their own text.

During this unit the available augmentative and alternative communication devices are introduced. The trainer should decide which methods to apply according to the profile of the group.

2.3. Non-verbal communication (unit 3) - The non-verbal cues which occur during social interactions are: body postures, personal space and special boundaries, facial expressions, gestures etc. In the work with people with disabilities, it is important to consider the influence of the disability on the non-verbal behaviour.

The trainer is to assist the people with disabilities to learn to notice the facial expression and body posture during interactions. Verbal prompts such as, "What do you think my face is saying to you..." can help to point out the cues. Organise a "Facial expressions" game: show an array of pictures of faces expressing different feelings and ask people with disabilities questions such as "Who

is angry?". A similar game with body postures can be played: show people with disabilities pictures or pictograms and have them choose the right one.

For the participant with less severe disabilities, trainers can provide opportunities for the participants to watch short clips of videotapes of a television show/animated film with the sound off. The people with disabilities are then asked what they think is happening by analysing the postures and the movements of the actors.

Play pantomimes and have people with disabilities guess the message. This helps to draw attention to the meaning of body posturing. Another possibility can be filming an activity; i.e. washing the dishes, with the participation of the target group. This helps to involve people with disabilities in an activity, increases their self esteem and teaches them new activities.

2.4. Social discourse (unit 4) -Practise with people with disabilities the meaning of words using different vocal intonations. This will help them to recognise the differences in meaning caused by vocal changes.

Instruct people with disabilities on the separate steps necessary for effective listening during conversations:

- facing the person with shoulders parallel to each other. If this position is considered as too aggressive, propose a 45° orientation of the 2 bodies.
- making eye contact at least 50% of the time
- using normal facial expression that is relaxed (if possible) or an expression corresponding to the emotional colour of the conversation.
- standing up straight with weight on both feet and shoulders back, or sitting up straight
- staying near the person (within 1 meter)
- appropriate responses such as head nods
- responding to the person or asking for clarification, no interruption, and being sincere

Encourage the participants to listen to others during discussion. Use a "talking stick" or another object and pass it around when talking about a topic. Establish the rule that a person can only speak when they have the talking stick in their hands. This helps to practise listening, waiting turns, and thinking about a topic before speaking; also it can help cue people with disabilities to plan instead of quickly reacting.

Have people with disabilities count to 10 slowly (if possible) before making a response. While counting, this provides time for them to register what the other person has said and they can prepare a response.

Play non-competitive games to initiate them to listen and to exchange information. You can make your own Social Skills card game (Sender/Receiver game). The game facilitates speaking practise, listening and turn-taking in small groups (up to 4). Use construction paper and markers. Create two decks of cards. The first deck has 4 cards; one card has "Receiver" written on it, the other three – "Sender", numbered from 1 to 3. The second deck contains different topics listed (the topics

should conform to the players' abilities; for example, the task could be to describe different objects/people). Players choose a card from the Sender/Receiver pile; this tells them their role in the game. Senders pick a card from the topic pile; this tells them what they need to discuss/describe. They will not reveal the topic to the receiver. Sender 1 says 2 sentences on the topic (two characteristics of the object/person, etc.) They can choose from different sentences, previously written on cards. Sender 2 needs to add another two sentences, Sender 3 – another two. The Receiver needs to listen to each of the participants and will need to summarise what he/she has heard about the topic and guess the name of the topic/object/person etc. They could be assisted by having them choose from previously given answers.

2.5. Social strategies (unit 5) - Determine three to five very common real life situations, which most often occur during the daily routines of people with disabilities (at the doctor's, in the supermarket, in public transportation, in the park, at the cinema, etc.) The situations chosen by the trainers depending on the everyday needs and/or demand of the group.

Provide a step-by-step skill sheet for each strategy: participants should practise one skill at a time (for example, while waiting in line, stand still at an appropriate distance from other people, etc.) Each skill/step is depicted with a picture/symbol/pictogram. People with disabilities look at the sheet to remind themselves of what they have to do. Each skill is role-played separately after which the whole situation is simulated. The role-playing is then filmed. The group discusses the role-playing: what went well, what was wrong, etc. The role-playing is repeated several times. Guide participants with verbal prompts and physical assistance. Use markers to determine where each participant should stand. The skills learned during this module can include asking for information or guidance, respecting social rules for behaviour, achieving simple goals such as going shopping, going to the doctor etc, and dealing with personal reactions during these activities.

2.6. "Spend a day with me" booklet (unit 6) -The SDM booklet is similar to a passport which contains essential information for the person. It should be a first-person narrative, accompanied by many distinctive photographs. The SDM booklet will contain; firstly, a personal case history of the participant. Secondly, through photos and first-person descriptions the communicational and other functional skills of the person which are critically important for interaction will be presented. The booklet will also include assisted daily living skills, therapy particulars, mealtime specifics, and use of specialised equipment. Another element that is worthwhile to be included is a "personality presentation". It should contain details on the personal preferences of the individual, illustrated with pictures and pictograms of emotions ("I like to...", "I don't like to...", etc.).

The physical presentation of the booklet should allow for modifications. It should be easy to remove or add sheets of paper in order to keep it updated. The different themes should be separated and indicated by colours, which allows for easier use.

Examples:

"Here I am reaching for the object symbol representing "music class." If you notice, the picture is both on the symbol itself as well as on the background board behind it. It is important to remember that I may not always reach for the correct symbol, and this is why it is crucial for me to receptively learn the name of each object symbol.

Once I have learned the name of each object symbol, it will be easier for me to reach for the desired object symbol, and—the picture!"

The involvement of the participants in the process of the compilation of the SDM booklet should be maximised: give them the opportunity to choose from different options what exactly to include in the booklets, which pictures, etc. They could compile the text by themselves by choosing and arranging previously written sentences.

* Teaching Exceptional Children, May/June 2004/Communication Made Easier, Facilitating Transitions for Students with Multiple Disabilities—Steven Peck

3. Teaching Methods

- **2.1.** -Observation, interaction, group work, group games, role-play, audio- and video recordings, photography
- **2.2.** - Direct instruction, physical guidance, verbal/gesture prompts, conversation, demonstration, role-play, simulation, video/audio recording, etc.
- **2.3.** -Direct instruction, verbal prompts, physical guidance, group work, role-play, pantomime, watching videos and filming, demonstration, etc.
- **2.4.** - Direct instruction, demonstration, role-play,
- group discussion, filming, watching videos, etc.
- **2.5.** -Direct instruction, demonstration, role-play,
- physical guidance, verbal prompts, group discussion, filming, watching videos, etc.
- **2.6.** - Individual work, verbal prompting, physical guidance, etc.

4. Teaching material

- **2.1.** - Different games and role-playing items, camera, video player, tape recorder, observation charts
- **2.2.** - Video recorder, tape recorder, video player, tape recorder, camera, pictures, pictograms, signs, books, Post-it notes, cards, objects (communicative labels), etc.
- **2.3.** -Pictures, markers, pictograms, videos, video player, etc.
- **2.4.** -Pictures, pictograms, markers, construction paper, video player, camera, etc.
- **2.5.** - Skill sheets, markers, video player, camera, pictures, pictograms, signs, etc.
- **2.6.** -Pictures, glue, markers, etc.

MODULE IV

Social Competence Analysis

1. Learning Objectives

This module supports the participants in the perception of their abilities, strengths, and weaknesses in relation to their social abilities. They are able to build up and increase their social competence, learn new things and gain an orientation with reference to the competence and resources in their social surroundings.

People with disabilities find out what information they need concerning the following topic: "From whom, from where, when, how do I get support, information, assistance?" "Whom, where, when, how can I give support, information, assistance?"

EXPRESSION:

Possible modes of expression and experiences of the participants are made familiar within the group. An overview of the existing qualities of the group is helpful for the trainer to choose related methods and contents. The participants are offered possibilities to express their feelings, needs and opinions in the training session. The form of expression of each participant is made known to all group members. When necessary, statements pertaining to actual personal situations and personal feelings can be supported by the trainer. A basis for communication should be created whereby all participants can understand and be understood. It is especially important to understand oneself. On offering different forms of expression it is necessary to always take "typical speech" into account. All members have the same amount of time and space available to express themselves.

ASSIMILATION:

The participants will learn to take time to express themselves and to give the others the same time. From the beginning the information will be passed on and an atmosphere will be created in which the whole group is a valuable resource. Regarding the contents, all participants are actively involved. Here they are asked for their support and attention. It is important to convey to the participants that they are jointly responsible for the course, contents and results of the training. The participants are to

reflect on and express their experiences when the others were listening to them. Feedback in this form to the group strengthens all participants.

Group dynamic processes and contents are to be formed in such a way that the participants listen to each other and learn from one another, also when they themselves are not actively participating in the discussion. The motivation for this is to be gained by the regular inclusion of all group members.

OPENNESS:

The quality of openness can be created with the aid of a supporting environment and a climate of respect. When the participants feel that they are accepted and that they are OK then they themselves are open to feedback and also criticism. The participants will be supported from the beginning to express themselves in a respectful manner, using I-messages, and without blaming or being derogatory.

COOPERATION:

The participants perceive themselves and also the other group members in a new way. They discover their possibilities of expression and action and those of the others. The individuals are strengthened in their autonomy by being offered new possibilities. They make their decisions and according to this they actively take part in the community of the group. The intrinsic value, all participants being OK, offers the basis for this. The trust that, for example, no one will do or say anything out of pure spite, but behave due to one's personal feelings and needs, is to be strengthened by means of regular expression and inclusion.

COMPOSITION:

With the experiences made relationships can be strengthened or new ones built in- and outside of the group. The participants learn to judge, if and what they value in relationships, what they need, wish for, and what they are prepared to invest. With reference to this the possibilities for individuals increase. Relationships within the group can be reflected on and used as a basis for a detailed look at this topic. The top priority is that the participants take part on a voluntary basis.

IDENTIFICATION:

The participants learn to orientate themselves to this form of community and to work with the group. They see each other as equal active participants. They are to be supported to find and practise the right balance between commitment and dissociation.

It is to be noted that well-meaning advice has no place in this course. Personal responsibility and confidence in the capabilities of others is to be respected. Someone who always wants to help could possibly not have confidence in the other person's ability to find his own solutions, this would be degrading. This is to be avoided in the basic skills training.

In all the contents and methods the trainer is seen as an example. He/she respects personal responsibility and treats all the group members with respect.

These module aims link with the following social competence values:

Communication, social perception ability, endurance, motivation, frustration tolerance, ability to assert oneself, adaptability, situational action taking one's own competence and needs into consideration, temperament, character, intelligence, self- and emotional management, relationship- and group competence,... (Stangl, Taller, 2005)

2. Learning contents

2.1. Introduction

Existential orientation round

It is important for the trainer and also for the participants that they have an overview on how the participants are feeling. Topics and/or needs/wishes can possibly arise or be deduced from this.

Possible questions:

- What has happened since our last session?
- Have the participants been able to put what they have learned into practice?

2.2. Main Part

"Social competence":

The following contents shall be worked through with the group:

- a) What does the group have?
- b) What does the group need?

EXPRESSION:

The participants use their usual forms of expression for feelings, needs, the description of personal competence, experiences and adventures. The forms of expression can be understood, accepted or expanded on and refined in cooperation with the group and by feedback. The search of adequate forms of expression has to be agreed on within the group; however, respect towards themselves and other participants needs to be shown.

Examples: "How do you show that you need something?" "How do we know that you...?" "What are your strengths in the group?"

ASSIMILATION:

The participants get support and exercises in the topics "What and how do I perceive?" "What are my possibilities for action now?" "What do I like/ not like, what do I need/ not need?" This can be practised by corresponding discussions and exemplary exercises.

Examples: "What and how do you know that...?" "Do you also know this?" "How was it for you?" "how do you show that when..."

OPENNESS:

All members can extract knowledge and experiences from the discussions and reflection with individual participants. They are able to reflect by means of perception, and possibly through exercise, are able to assimilate new possibilities of action that extend and build up their personal competence.

The motivation for openness results from the positive experiences in the contact with other people. Before "criticism" can be given in the group a basis of security and trust must be achieved. A mutual giving of OK-messages and verbal "tender loving care" achieves this atmosphere and increases the confidence of the participants.

Examples: "Non-violent communication" "Visualisation of feedback and opinions"

COOPERATION:

In the basic skills training the participants experience their relationships taking the available resources of the group and the group members into account. The meaning of relationships, building up relationships, using relationships, and setting and achieving common goals are important contents. A mutual understanding and knowledge concerning personal competence and the strengths of other members are important fundamentals.

Examples: "To speak for/about oneself" "You are OK-messages (in being), not OK-messages (in doing)" "A common wish/finding/reaching a common aim-". (Stewart, Joines, 2000)

COMPOSITION:

The participants are offered the possibility to make good and pleasant experiences. In the form of group exercises and with support, the participants practise behaviour and communication together. They are invited to actively work together on changes and to use the skills of the members. The contents of group work are the planning, dividing of responsibilities and the implementation.

Examples: "Who do you go to when...?" "How do you protect yourself when you are criticised?" "What do we want to change together?" (Personalentwicklungsberatung Gläser, 2006)

IDENTIFICATION:

The participants internalise the experiences that they have made by themselves and with other group members. If they trust in their abilities and those of their colleagues, their self-esteem and confidence increases. Little steps are set, practised and celebrated. Every experience is internalised and

influences the motivation and will for an increase in self-determined actions and life. Motivation is also promoted by congratulating the group and oneself.

Examples: "What can I/we achieve?" "What was good?" "What do I/we need?" "What do I still want to practise?" "What do we want to celebrate?" (Stangl, Taller, 2005 and Manteufel, Seeger, 1992)

2.3. Closing

a) The following existential orientation round serves as a reflection for all participants to see how, and if, their states of mind have changed. In addition to this it is essential that all participants end the training feeling good. Contents that are still open should be finished or with the agreement of the participants reliably postponed till the next session.

b) The participant feedback is, on the one hand, a reflection of the session for the trainer, and on the other hand, an invitation for the expression of opinions by the participants. Every type of feedback is allowed and desired.

Possible questions to attribute feelings to the contents:

- How did you feel with the contents?
- How did you feel with the exercises?
- How did you experience your colleagues?

3. Teaching Methods

1) Games:

The participants can get to know and practise their skills and social skills with each other in a fun way by the means of games.

Example: "Recognising a partner in 'feeling' by means of one's actual state of mind and physical expression " "Creeping up game"

2) Story, Narratives:

As well as other benefits, learning and perceiving from others is made possible by this.

Examples: Exemplary stories "What are the favourite fairy tales of the participants- why? – mutual analysis" "Creating a story/poem together"

3) Exercises:

The participants collect experiences as to how they can act and express themselves.

Examples: "Describe this picture to your colleague- how?" "Ask a colleague,..."

4) Role-playing:

The participants can perceive themselves in roles with differing abilities and responsibilities. In the game they can practise expressing problems and problem-solving.

Examples: "A king without a servant" "I am a carer"

5) Physical exercises:

Through physical exercises the participants learn to use their bodies as a support for feelings, needs and expression.

Examples: "What do I perceive at the moment? Where do I feel this?" "Where are my limits " "Who do I cooperate with well?"

6) Voting/agreement methods:

The participants have the possibility to choose from different methods. Their opinions are taken seriously and are recorded. For other topics the participants' expression of opinion are to be visualised. This eases the understanding, orientation and the mental emphasis of a topic.

Examples: "Methods with symbols" "These are your possibilities" "This belongs to this topic"

7) Painting- creative techniques:

This method gives the participant additional access and a possibility to express social competence. It is important to find methods whereby individuals can participate independent of their disability.

Examples: "My strengths" "This is me dealing with others"

8) Installations/ Sculptures:

In these methods a very careful handling of one another is already practised. Here the participants who "install" others should be made aware that they must politely ask for permission, move the people carefully and also thank them.

Examples: "Our group strength" "Group comfort" "When I don't feel good"

9) Non-violent communication:

These methods can especially be used in conflict- and discussion situations. The following contents are to be worked through with the affected persons:

- What is the situation?
- How do I feel?
- What do I need?
- I ask politely and act afterwards!

(Personalentwicklungsberatung Gläser, 2006)

10) Feedback:

On concluding the participants are asked to articulate their opinions and feedback. In this a difference should be made between personal feelings, group dynamics and methods.

Examples: "What was OK for you? What should not happen again?"

11) Contract work:

As a result of the experiences made agreements can be decided on with the participants. Naturally only then when the participants consent to this and the contract can be concluded. It is important to finalise the contract in such a way that all members can comply. (Stewart, Joines, 2000)

Examples: "I will tell my wish to ...by the next session" "...I will try.." "...if I...again, then...."

12) Discussions:

Through this the participants can practise and extend their social competence.

Examples: "Who will support me?" "How can I help others?" "How can I congratulate myself, when I have done something well?"

The participants have the possibility to find out and extend their abilities in differing ways by the aid of different methods. They perceive this in themselves and in other members. Hereby, they increase their personal action- and decision-making possibilities in their environment. (Manteufel, Seeger, 1992)

4. Teaching Material

- Flip chart (to prepare and record training contents, for the reflections and opinions of the participants)
- Handouts (to distribute to the participants if they want to keep the formulated contents)
- Puppets (to aid role-playing and exercises)
- Photos (to depict situations, possible actions)
- Video- and digital camera (to document exercises and for mutual sensitising, reflection and analysis)
- Exemplary stories and narratives
- Role-playing (contents, dressing-up clothes, props)
- Creative materials (for the portrayal of creative design or sculptures)
- Paper, paints (to design the personal handouts, for the creative portrayal of adventures and experiences)
- Stickers (to support in expression and collecting of opinions)
- Symbols (module contents, possibilities of expression, group and social themes, feelings, needs, examples of perception and observation, actions, aims, community, materials for picture stories,)

MODULE V

Resource Analysis

1. Learning objectives

The participants should learn skills of opening themselves without any fear, they are to emphasise their experiences in an atmosphere of respect and tolerance. They should take care about how they express themselves so that they do not hurt or frighten anybody. Everybody is to respect the individual experiences of others, nobody is to judge from their own point of view and everybody should try to understand the cause of other participants' behaviour. " I will tell you my story, but please don't laugh at me because this is the way I am"

An important objective of this module is the proper articulation of personal needs, fears and anxieties. "If I say what I am afraid of, the others will dismiss and explain my fears". Talking about personal expectations and needs openly, and in such a way that others can understand them, is a chance for the participants to get the support they need to fulfil these expectations and needs.

Another objective of this module is to motivate the participants to freely show their knowledge and talents. The knowledge of each participant will become a store for the whole group, they will share their experiences, skills and talents. All this will strengthen and integrate the group, and at the same time, will develop each of its members. In the course of artistic, drama and vocal activities abilities of expression, showing personal suffering, fears, happiness, joy, sympathy are to be learned and discussed.

This will lead to enriching knowledge about ourselves, to look inside our souls and create our own picture, and finally, to accept ourselves and compare ourselves with others, and as a result of all this to create proper relationships with others.

Common experiences and getting known one another will give rise to empathy. In the workshops the participants will learn how to respect their own feelings and to support one another in joint efforts. These relationships will also develop outside the group situation. They all differ in various ways but during the course of the training they will learn new and needed experiences on the path to gaining social competence.

And finally, a very important goal is that the participants feel that they are accepted and recognised by the trainers and the other participants. This will strengthen everybody very much in the creation of

proper relationships outside the group. It will significantly increase their chances of gaining assistance in their future paths to independence and autonomy.

After this module the participants should be able to ...

Believe in their own abilities; create an appropriate picture of themselves. "I have a lot of traits that are accepted by my colleagues and friends, I am similar to them but, on the other hand, I am different and I know that they also have their own personal traits that are characteristic to them as individuals". The building of mutual confidence, willingness to help and support one another will be a very important ability. Everybody has their own expectations, but on the way to their fulfilment they should take into account other people's interests, trust others and respect and tolerate the differences of others. We learn to acquire knowledge on the basis of other people's experiences. A group gives possibilities for obtaining new knowledge and skills but, on the other hand, it reflects on individual personalities. Individuals are judged, their behaviour and ways of expressing feelings, and one is either accepted or not. Group and other relationships present chances for gaining competence for an independent and self-reliant life.

2. Learning contents

2.1. Introduction

In this module we assess the contribution of the group, how strong it is, what resources it has and what each of its members can contribute separately. The proper utilisation of these resources will be directly related to the success of the BASKI Training.

Each participant will be oriented on perceiving the group, himself/herself in relationships with both the group and each of its participants.

2.2. Main Part

The meeting of participants with the trainers gives them more and more knowledge about their experiences and, from this they gain a new store of knowledge. During the next meetings and during various activities and games suggested by trainer other abilities and talents of each participant appear. Through this they assess and acquire new knowledge and gain new experiences. They all observe one another, find common traits as far as appearance is concerned and find the differences between themselves, e.g. "Jacek has big hands like me, but he hates tomato soup which is my favourite.", or "I like the way Kasia laughs, but others don't like it". Differences and tolerance are learned. The participants exchange opinions and assess the level of usefulness of the acquired knowledge. They are to express their opinions in a clear way with the use of fixed notations and symbols.

In this module the group creates value the individuality of each of its participants. It is the trainer's task to enable each participant to express himself/herself, share personal experiences, emphasise personal talents. This takes place in an atmosphere of tolerance, mutual respect and recognition. The

success of the module will be measured by the honesty of expression and the acquisition of mutual confidence between the trainer and the rest of the participants. All acquired skills must be enhanced and repeated in new situations. Joint role-playing will enable the trainer to assess the position of a given person in the group and how it changes as the common lessons proceed. The group gets to know one another and integrates through various games, and at the same time, each participant is unique.

Artistic activities enable the expression and discovery of talents and skills of the participants. By the articulation of opinions the participants will feel that their opinions are important to others and they are able to support others help them and be needed.

The main objective is support and counselling to aid the formation of clear self-perception; the self-perception of each individual and that of the group. By means of a comprehensive resource analysis of the differing personality dimensions the participants should identify with and experience positive self-perception for themselves. At the same time using resource analysis of the differing aspects of the group they should be able to perceive a positive group (self-) perception. It would be very good and rewarding, if each participant could formulate a life rule for themselves, or if they could compose a group picture together at the end of the training.

In order to identify personal resources it is helpful to take the following dimensions into account and to work on these:

- Identity (This is who I am, my name, age, sex, address, what changes? What stays the same?)
- Physical and outward appearance (Figure, height, face, health, sickness, mobility, disability)
- Upbringing, education, work and career (Past, present, future, experiences, wishes)
- Vitality and needs for daily living (Eating, drinking, excretion, sleep, breathing, safety, change)
- Wishes, interest, aims and dreams (work-related, personal, cultural, social, public)
- Character and values (core values e.g. authenticity, honesty, reliability, motivation and the willingness to perform, tolerance, fairness, solidarity, personal responsibility,...)
- Way of life and living (way of life, lifestyle, environment)
- Experiences (what has been experienced?)
- To own, money and assets (capital, material and monetary assets, bonds, savings account, insurances)
- Social relationships (interpersonal and social relationships, environment, current situation, wishes)
- Relaxation, recreation, leisure, games, sport, quiet time, pleasure
- Meta-dimension (The aim is positive congruent self-perception)
- Maxim (positive self-perception achieved by an affirmative, respectful and supporting environment)

These dimensions can also be used in adapted and modified forms for the formulation of the group- (self-) perception.

2.3. Conclusion

The participants are to assess the results of work in the group conducted through games, like: "I would takeon a deserted island because", or "Now I am strong because.....", or "Here I have learnt....." Participants are to express themselves and their relations with others through theatre scenes and role-playing, for example by telling other colleagues about the group.

By spending time together, learning and developing friendships they gain competence **that will certainly make it easier for them to exist in an independent life.**

3. Teaching methods

- Workshops –specific situations are prepared, the participants are to act freely and be directed by simple questions like: our colleague made a mistake and he got onto the wrong bus, what do you think he should do?
- Drama is a prepared and directed scene with the use of certain stage props and costume elements. Stage props, on the one hand, stress that it is only a game and, on the other hand, they give the drama piece a professional character whereby the participants try as hard as they can to play their role because they know that they are on the stage meaning they are being carefully watched by others. This is an excellent method to help the participants open themselves. A lot can be learned about them because they feel that they are playing somebody else.
- Artistic activities are a perfect way to express feelings, release stress and express oneself.
- Vocal and drama shows, e.g. role-playing will allow the expression abilities of each participant, a way to each person's soul will be found and the expression of oneself in front of others
- A game consisting of finishing sentences allows the collection of opinions, tests knowledge and documents the achievements of the participants
- Collages, painting, drawing, making posters (e.g. to depict the body, types of living and working settings or wishes and goals; the designing of advert posters of oneself)
- Group work, group discussion (e.g.: What is typical for a man/woman? Pass the ball around and each person accounts a personal experience or something he can do well)
- Imaginary journeys (e.g. "to travel in the hand" "My dream house ")
- Physical exercises (e.g.: Movement in space, closeness, distance to others, and perception of group members. Building caves in the room. Exchange of experiences and reflection afterwards)

4. Teaching material

- Cards used by therapists
- Camera
- Task supporting, pictorial representation (Hobbies, work, relaxation, leisure, relationships, man, woman,...)
- Creative media (Newspapers, posters, paints, glue, scissors,...)
- Texts for imaginary journeys and meditation
- Materials to build stations to portray from a variety of resources (blankets, objects, symbols)
- Summaries in picture- or easy reading form for the participants
- Theatre costumes symbolising characters, e.g. king's crown, rattle, lady's hat, etc.
- Paints, crayons, paper
- Coloured stickers for assessing
- Pictograms
- Illustrations showing different situations from everyday life and work
- Pictures showing various situations
- Photos of faces showing various emotions and feelings.
- Short films showing different situations that may happen in everyday life and work

MODULE VI

Conflict Management

1. Learning Objectives

1.1. Conflict situations analysis (unit 1) -The objective of this unit is the presentation of different conflict situations to people with disabilities, the causes and the consequences of conflicts, the rationale for developing skills for positive interpersonal relations.

1.2. Behaviour problems (unit 2) - The objective of this unit is to demonstrate to people with disabilities healthy ways to express feelings, needs and wishes so as to improve their behaviour in interpersonal situations. They will learn how to cope with problem behaviour such as aggression, irritation, impulsiveness, disrespect of personal space, deviation, etc.

1.3. Interpersonal problem-solving (unit 3) - The objective of this unit is to train people with disabilities how to cope with problems in interpersonal problem situations by giving them the opportunity to practise a step-by-step strategy, thus promoting their assertive behaviour during social interactions.

1.4. Social skills (unit 4) - The objective of this unit is to expand on the topic of problem-solving by shifting the emphasis on the skills needed to achieve solutions to problem situations. People with disabilities should improve their knowledge of the effects of different types of behaviour and their abilities for non-conflict communication.

1.5. Negotiating (unit 5) - The objective of this unit is to train people with disabilities to reach solutions during interpersonal interactions by negotiating with others in order to achieve acceptable outcomes. This will improve their abilities to advocate for themselves, to stand up for their needs and rights.

1.6. Conflict management in different social settings (unit 6) - The objective of this unit is to practically prepare people with disabilities to cope with different problem/conflict situations that

might arise in different social settings in their everyday routines. During this unit the group will act out different social situations in order to elaborate strategies for conflict prevention/management.

2. Learning Contents

2.1. Conflict situation analysis (unit 1) - Demonstrate to people with disabilities examples for 6 general categories of problem situations:

- asking for information or favours from others
- refusing unreasonable requests
- dealing with legitimate and non-legitimate criticism
- handling disagreement
- meeting new people
- coping with objectionable behaviour from others

People with disabilities should watch videos presenting different problem situations, for each situation they should watch two possible developments – positive and negative. They should analyse and compare as a group the two developments: What went well? What went wrong? How does it make you feel? Identify the cause for each conflict and define the effects of conflict behaviour. Justify the positive interpersonal relationships. Define the effects of positive/appropriate behaviour.

2.2. Behavioural problems (unit 2) – Role-playing in pairs or small groups different problem interpersonal situations to determine what behavioural problems each person with disabilities has. Define the problem behaviours with the whole group (ask questions such as “Was that right? How do you think (the partner in the role-playing) feels now? What should you have done?”). Give reasons why a certain type of behaviour is necessary in order to avoid conflicts and give examples of consequences of negative behaviour. Underline the cause-effect relationship between behaviour and result.

Keep in mind that people with disabilities often show unintentional behaviour. Prepare strategies for each person with disabilities to help them self-regulate during social interactions; for example, what should they do when they feel that the other person does not understand them, when they feel irritated, when they are bored, etc. Provide them with step-by-step sheets which contain the separate steps which the person should undertake in order to behave appropriately when interacting with other people without causing conflict situations. The separate steps/skills should be depicted with clear pictures and directions. A different sheet could be provided for different situations. It may concern the possible conflict solutions with step-by-step descriptions, or the coping strategies for the emotions caused by the conflict. Repeat the role-playing of the same situations as in the beginning letting the people with disabilities follow the step-by-step check lists. Repeat role-playing several times and prompt the participants by showing them the same pictures as in the check lists so that they can

memorise how they should behave. The role-playing can be recorded and later watched with the whole group in order to evaluate and compare.

People with disabilities could also take part in role-playing where they could act different roles in conflict situations such as anger, sadness, etc. Using body language, people with disabilities can express feelings, emotions and behaviour that would be very difficult for them to express in real life. In this way they would be able to see, analyse and learn how to handle feelings and emotions in conflict situations.

2.3. Interpersonal problem-solving (unit 3) - People with disabilities are taught five basic steps of interpersonal problem-solving:

- a) definition and dealing with emotion generated by conflict
- b) generation of alternative solutions,
- c) evaluation of probable consequences,
- d) selection of best alternative, and
- e) enumeration of specific means to implement the solutions chosen.

The trainer introduces a problem vignette, asking for information or favours from others. The whole group brainstorms alternative solutions to this problem (the trainer asks questions with previously supplied answers for the participants to choose from), role-playing is implemented to determine the probable consequences of each solution (with verbal and physical prompting by trainer, several repetitions), the participants determine and select the most effective alternative, and then enumerate the specific steps necessary to implement the chosen solution.

After working through the vignette presented by the trainer, the group can go through a similar process with one or two similar real life problems. Each of the six categories of problem situations should be presented (see unit 1, general categories of problem situations).

2.4. Social skills (unit 4) - The same problem vignettes used in the interpersonal problem-solving training (see unit 3, p.4. - five basic steps of interpersonal problem-solving) are also used in the social skills training; however, instead of leading the group through a problem-solving procedure, the trainer takes a predetermined solution to each problem and the group members can then take turns role-playing this solution. Once again, a limited choice should be provided between previously given answers.

Emphasis needs to be placed on such non-verbal clues such as eye contact, voice tone and loudness, appropriate affect, and appropriate gestures.

The trainer and other group members need to provide feedback and positive reinforcement to the role-playing performances. Role-playing can be recorded and watched by the whole group for evaluation and comparison. Reflection should be guided by the trainer by means of guiding questions.

2.5. Negotiating (unit 5) - The negotiation procedure involves the following steps:

- (a) asking if you can talk with the person
- (b) stating what you want
- (c) giving a reason
- (d) if the response is negative, asking for a solution
- (e) if the response is negative, proposing a compromise
- (f) thanking the person for listening
- (g) remaining calm
- (h) not using any humiliating comments
- (i) not interrupting
- (j) express and share feelings with others
- (k) respect the rights and values of others
- (l) accept constructive criticism

Emphasis is placed on the following non-verbal skills for interpersonal interaction: facing the person with shoulders parallel to each other (or at 45° to one another if the first position is considered as too aggressive), making eye contact at least 50% of the time, using a normal facial expression that is relaxed (if possible for the person), standing up straight with weight on both feet and shoulders back, or sitting up straight, staying near the person (within 1 meter), appropriate responses such as head nods), responding to the person or asking for clarification, not interrupting, and being sincere.

People with disabilities are asked to describe the skill, give a rationale for learning the skill, and to discuss if and where they have used the skill before (this is done by asking them questions with limited choice of answers). The trainer models the skill steps.

The people with disabilities are asked to memorise each skill step with the help of a skills sheet (a written list of the skill steps, depicted with pictures/pictograms). The people with disabilities are prompted to memorise one skill step at a time until all skill steps are memorised. A practice session is conducted for demonstrating all steps of the skills in a novel role-playing situation (within the range of situations that are most likely to occur during the participants' daily routines). The trainer can ask people with disabilities to talk about a real conflict situation and then organise the negotiation role-playing on the basis of this. This would allow people with disabilities to integrate the negotiation skills more easily. The trainer provides visual prompts to help people with disabilities recall the necessary steps.

2.6. Conflict management in different social settings (unit 6) - Discuss with people with disabilities several common social situations that require interpersonal interaction. Choose settings that people with disabilities are most likely to encounter during their daily routines: at the doctor's, in the supermarket, on public transportation, in the park, etc. First revise the skills which are necessary in each situation; for example, to stand still when waiting in line, not to talk to other people without a reason, etc. Give examples of possible conflict developments in each chosen situation. Organise role-

playing in pairs or small groups. Role-playing should simulate problems/conflicts which might arise in different situations (for examples, at the doctor's: a person comes in and does not wait his turn, he wants to see the doctor at once without waiting in line). Watch with the whole group video records of negative developments of each problem situation. Ask people with disabilities questions in order to clarify what went wrong and to give reasons why one should behave differently. Demonstrate to them the right behaviour for each context and how to deal with somebody's "bad" behaviour. Provide them with skill check lists in which each behaviour routine is described in detail, step-by-step. Each step is depicted with a picture/pictogram. Have people with disabilities act out each situation giving them visual prompting in order to help them recall the separate steps. Repeat each simulation several times reducing the prompting given in order to train the participants to act more independently. In every game switch the roles, so that every participant can experience the different sides of the conflict situation.

3. Teaching methods

- **2.1.** - Demonstration, direct instruction, group discussion, comparison, watching videos, asking questions, etc.
- **2.2.** - Demonstration, direct instruction, role-playing, group discussion, individual work, verbal and non-verbal prompting, etc...
- **2.3.** - Group discussion, direct instruction, demonstration, physical guidance, verbal prompting, role-playing, etc.
- **2.4.** - Group discussion, direct instruction, demonstration, physical guidance, verbal prompting, role-playing, etc.
- **2.5.** - Group discussion, direct instruction, demonstration, role-playing, visual prompting, etc.
- **2.6.** - Group discussion, direct instruction, demonstration, role-playing, visual prompting, watching videos, etc.

4. Teaching material

- **2.1.** - Video player, pictures, pictograms, whiteboard/flip chart, markers, observation sheets for people with disabilities (to check the characteristics which are and/or are not observed in certain problem situations), etc.
- **2.2.** - Pictures, step-by-step check lists, role-playing settings, camera, video player, etc.
- **2.3.** - Vignettes/Pictures, step-by-step check lists, role-playing settings, camera, video player, etc.
- **2.4.** - Vignettes/Pictures, step-by-step check lists, role-playing settings, camera, video player, etc.
- **2.5.** - Vignettes/Pictures, step-by-step check lists, role-playing settings, camera, video player, etc.
- **2.6.** - Video records, video player, vignettes/Pictures, step-by-step check lists, role-playing settings, camera, etc.

MODULE VII

Self-Determination

1. Learning Objectives

1.1. and 1.2. Choice-making Part 1 (Unit 1 +2)

The general aim of the choice-making training is to help the people with disabilities become more independent in making choices and decisions, since these are fundamental rights that most people take for granted. The individual who lacks the ability and the opportunity to make their own choices in fact lacks control of his/her own lives. Opportunities for choice-making will have beneficial behavioural effects on the people with disabilities, who upon completion of the training will be expected to present an increased level of engagement in different activities in their daily lives and show noticeably improved behaviour.

1.3. Expressing preferences (Unit 3) - Upon completion of this unit people with disabilities should be able to identify the appropriate label/symbol/sign depicting certain activities, etc. and to use them to communicate their preferences to the others. This will raise their independence and will allow them to exert greater control over their everyday lives along with improving their communication skills.

1.4. Problem-solving (Unit 4) - This unit aims at empowering people with disabilities to actively solve the problems they encounter by introducing them to a basic problem solving strategy and to the consecutive steps of a self-instruction sequence. Upon completion of the problem solving training people with disabilities should be able to teach themselves to seek solutions to different problem situations, and to reflect on and evaluate the outcome of their efforts.

1.5. Life planning and goal setting (Unit 5) - The main objective is for people with disabilities to acquire a notion of what a goal is and to clarify their perception of their own lives and what they would like them to be. Upon completion of this unit people with disabilities should have a view of their

current life situation as individuals and they should be able (with assistance) to determine their personal goals and the steps necessary to achieve them.

1.6. Self-determination (Unit 6) - The objective of this unit is to assess the participants' personal preferences regarding their occupation by introducing some possibilities available in their living area, to acquaint them with their rights as employees. Upon completion of this unit people with disabilities should have a better orientation regarding job seeking possibilities.

2. Learning Contents

2.1. Choice-making Part 1 (Unit 1) - For the purposes of the basic skills training, choice is defined as the action of an individual moving toward, picking up or actively selecting an item. The key components of the strategy for teaching choice-making are the following: preference assessments, a sequence of choice levels, constant time delay (routinely giving participants prompts that enable them to learn new skills more efficiently by limiting the number of errors). During all phases people with disabilities are presented with a pair of stimuli and a verbal cue "(Person with disabilities' name), I have (first item) and (second item). Do you want (first item) or (second item)?" and given four seconds to respond before the stimuli are removed.

Preliminary phase – Preference Assessment

- a. Preference assessment is conducted to determine the likes and dislikes of the participants. Items are selected based on the availability, on a daily basis in the institution, of different activities, food, objects. Beforehand the participants should be acquainted with all the items.
- b. Upon completion of the check list, an observation is made to determine if they accept or reject the stimulus.
- c. To qualify as *accepted* the person has to consume food or manipulate an item within five seconds, and maintain interest in the item for five seconds.
- d. *Preferred stimuli* are those items that are accepted and consumed or manipulated appropriately for at least 80% of the presentations, *neutral stimuli* items are accepted and consumed or manipulated 40-60% of the presentations, and *disliked stimuli* are accepted and consumed or manipulated 0-20% of the presentations.

Note: During this phase it should be kept in mind that many people with severe disabilities use atypical responses to indicate preferences: facial expressions, vocalisations, body language. To be able to exchange information with success, the trainer has to be familiar with the use and particular meaning of the non-verbal expressions of the person with disabilities.

The idea of the exercise must be explained in detail to the people with disabilities. The trainer has to ensure that they understand the goal, as well as the actual content of the exercise.

Furthermore, specific attention should be paid regarding the actual objective of the exercise since presenting an object considered as unwanted by the individual, can provoke strong negative reactions, depending on the type of disability.

1.2. Choice-making Part 2 (Unit 1 - continued) -

Intervention phase – training in choice-making

Prior to beginning this step, complete baseline phase of evaluation for pre-intervention data. Choose between preferred stimulus and disliked stimulus with the introduction of the time-delay procedure (four second delay)

- a. Provide a verbal cue and present a pair of preferred and disliked stimuli; wait four seconds for a response from the participant.
- b. After four seconds, prompt him/her to choose an item. If he/she does not respond to the stimuli remove it, and present the next pair.
- c. If a response occurs, allow the person to consume or manipulate his/her selection, with assistance from the trainer, if needed. If the person with disabilities makes a choice prior to the prompt, it is independent. Mastery is determined by a minimum of eight independent choices for three consecutive sessions. The instructional session consists of presenting ten pairs of stimuli.

Note: The trainer should provide a sequence of pairs of items to choose from. Firstly, the trainer should offer pairs of one preferred and one disliked item (the trainer should make sure that the preferred item is not always the first one to be presented). This type of choice allows an obvious response. Then the participant should be offered to choose an item from pairs of one preferred and one neutral item. Finally, pairs of two preferred items should be presented to the person with disabilities. All pairs should be presented along with a verbal cue. If the person with disabilities chooses items classified as disliked or neutral, another preference assessment should be conducted. In this first part of the choice-making training actual items should be provided.

The trainer should not forget to provide verbal positive feedback whenever the person with disabilities makes a choice by himself.

Evaluation

A. Baseline evaluation phase

1. Provide a verbal cue and present pair of preferred and disliked stimuli, wait four seconds for a response from the person with disabilities.
2. After four seconds remove stimuli if the person with disabilities does not respond to it, present the next pair.

3. If a response occurs, allow the person with disabilities to consume or manipulate the selection, with assistance from the trainer if needed.

B. Generalisation evaluation phase. Choice between two preferred stimuli, continuing the time-delay procedure. Follow the same procedure as the previous phase with the exception of the types of stimulus pairs.

Time-delay method:

- First stage: The trainer prompts a correct selection using gesture and physical prompt together at zero seconds delay. Then the trainer praises the person and escorts him/her to the activity or setting.
- Second stage: Gesture prompt is given at zero seconds delay and physical guidance is given at five seconds. If the person with disabilities makes the wrong choice, the trainer says "No, you need this one" and physically guides the person with disabilities. Then the trainer praises the person with disabilities and escorts him/her to the activity or setting.
- Third stage: Gesture prompt and physical guidance are given both at 5 seconds delay. Five repeated trials should be provided.
- Finally, the person with disabilities should be able to make a self-determined choice independently, without any prompts.

2.3. Expressing preferences (Unit 3) –

Phase One: Assess Activity Preference (See 2.1)

Phase Two: Teach Communicative Labels for known Preferences

1. Identify objects, pictures, or other symbols to represent activities and settings.
2. Show person with disabilities an array with target symbol and irrelevant distracters.
3. Use systematic prompt fading to teach correct object selection (e.g., time-delay – see Unit 1 and Unit 2).
4. Provide access to activity or setting immediately after the selection of correct symbol.

To teach label/symbol/sign selection use the time-delay method. First the trainer prompts correct label selection using a gesture and physical prompt at zero seconds delay. Then the trainer praises the person with disabilities for selecting the item and escorts him/her to the activity. Later, when a second array of labels is offered to the person with disabilities, the gesture prompt is given at zero seconds delay and the physical guidance is given at 5 seconds delay. If the person with disabilities starts to select the wrong label, the trainer says "No, you need this one" and physically guides to the correct selection. Once the person with disabilities has the correct object in hand, the trainer praises him/her and they go to the corresponding setting. Further, when another array of labels is offered to the person with disabilities, the gesture and the physical guidance are both given at 5 seconds delay and five repeated trials are implemented to encourage correct anticipation. The array of labels presented

to the person with disabilities includes one object/symbol/sign that represents the available setting or the correspondent activities and two distracters not associated with any of the activities.

Evaluation is carried out by recording the cumulative number of correct selections of the object that represented the scheduled/available setting.

Phase Three: Give Opportunities to Use Labels to Request Activities

1. Provide an array of trained symbols for available activities or settings.
2. Provide access to activity or setting chosen.
3. If no choice, retrain phase two.

2.4. Problem-solving (Unit 4) - Active problem-solving is carried out in five stages, implemented within the whole group:

1. Identification of the problem, the trainer should ask leading questions
2. Listing of all possible solutions
3. Evaluation of the options and selection of the best choice. This implies identification of the consequences of each option. The group identifies and eliminates any options that are unsafe or against the rules. The pros and cons of each possible solution are identified. The final decision is to be made by the person with disabilities himself/herself.
4. The person with disabilities takes action.
5. Evaluation and reflection: Has the problem been solved? If not, why?

It is important for people with disabilities to know exactly how to take action (for this purpose short role-playing scenarios could be acted out) as well as how to reflect on that action.

This strategy for generalised problem-solving can be applied only after practical training for solving problems within the completion of a particular functional task, providing people with disabilities with the exact problem solving sequence. For example, the task could be to make a toast.

Ten problem situations are given related to this particular task: **1.** Toaster upside down; **2.** Toaster unplugged; **3.** Utensil too big; **4.** No towel on table; **5.** No cloth on table; **6.** Objects on table on top of crumbs; **7.** Vacuum unplugged; **8.** Bread crumbs under table; **9.** Game pieces on floor blocking the vacuum; **10.** Cord hook in wrong position

The self-instruction sequence presented to the people with disabilities consists of the following steps:

1. State problem
2. State response
3. Self-evaluate
4. Self-reinforce

Procedure:

- People with disabilities are asked if they would like to learn to make toast by themselves.

- The trainer models the appropriate response while describing verbally what she/he is doing (Step 1).
- The person with disabilities performs the same response while the trainer instructs aloud and guides physically (Step 2) after which the person with disabilities performs the response again aloud (Step 3).
- Self-instructional statements are developed from the repertoires of people with disabilities and include:
 - Stating the problem (e.g. "Don't go in")
 - Stating the response (e.g. "Turn it")
 - Self-evaluating (e.g. "Fixed it")
 - Self-reinforcing (e.g. "Good")
- The indicators for evaluation of the performance of the people with disabilities are the following:
 - Frequency of self-instruction steps verbalised and frequency of correct responses to problem situations
 - Frequency of correct responses to trained and untrained problem situations
 - Frequency of self-instruction steps verbalised in response to trained and untrained problem situations

2.5. Life planning and goal-setting (unit 5)

- a. Aid people with disabilities in the development of a "life map". Within a square drawn in the centre of a large sheet of paper, people with disabilities use pictures and words to depict the important aspects of their life at present. Then the outside of the square, the participants depict what they would like their life to be about five years from now. All life areas – work, social activities, place of residence, and so on – are included in the life map.
The trainer should keep this in mind and control the future objectives: they must not be too ambitious: the type of disability must be considered, etc.
- b. Once the square is completed, each person shares his/her life map with the group and explains the various components of his/her life now and how he/ she would like their life to be five years from now.
- c. The trainer and peers ask questions to help the person with disabilities clarify and elaborate the views of their life now and in the future. The map is then used to visually illustrate the concept of a goal and to identify each participants personal long-term goals.
- d. Once personal goals are identified, an activity called "goal-planning meeting" is conducted for each person for one of his/her goals.
- e. These meetings are structured with specific goals and rules so that the trainer and peers can suggest possible action steps that a person with disabilities can take to achieve a goal, but ultimately leave the final selection of action steps in the hands of the people with disabilities:
 - i. One person states his goal and it is written on a large piece of paper.

- ii. Each person in the meeting asks him questions to clarify his definition of the goal. These clarifications are written next on the goal.
- iii. Everyone brainstorms the actions that the person with disabilities might take to accomplish the goal. The actions are listed on the paper.
- iv. The participant categorises the actions as (a) "something that I would want to do to meet this goal,"(b) "something that I might do later to meet this goal," or (c) "something that does not work for me, or that I have already tried."
- v. All actions marked by the person with disabilities as A are written on paper and cut into separate strips. These strips are laid on the table and, with the trainer's assistance, the participant sequences the actions into steps. The steps are then used to prepare an action plan used to monitor the steps for achieving the goal.

Finally, a goal-setting template is filled in. It contains four columns:

1. Action steps
2. Who can help?
3. How do you know when you have completed the step?
4. Reward/Benefit (How will my life be different?)

2.6. Self-determination (Unit 6) - Preference assessment and preference expression: prior to the preference assessment, a list of job possibilities in the area should be compiled. It should consist of simple tasks for manufacturing certain products within the sheltered workshops available in the person with disabilities' living area. The tasks should correspond to the person with disabilities' abilities and skills. They should be able to perform these tasks after proper training. The tasks are assigned to the participants accompanied by the proper instruction, physical guidance and gesture prompting. Each task is assigned several times (minimum five times) in order to observe a consistent reaction. Each participant reaction is recorded and the tasks are classified as preferred, disliked or neutral. People with disabilities should be offered to perform consecutively different selections of tasks and should be provided the opportunity to make a choice and express it by means of communication labels (signs, objects, pictograms which depict each task and have been previously agreed upon).

Self-advocacy: people with disabilities are acquainted with their rights and responsibilities as employees and who to turn to if they feel their rights have been violated. Instruction is carried out through demonstration of different situations (through videos, role-playing, pictures, and pictograms). Practice is carried out through role-playing, with physical guidance and prompts.

Behaviour at work: the trainer models the appropriate behaviour at the work place and gives each person with disabilities a check list with the things that should and should not be done (they are depicted by means of pictures and pictograms).

3. Teaching Methods

- **2.1.** - Observation, recording of reactions, physical guidance, gesture prompting, vocal cues, individual work, and group work
- **2.2.** compare 2.1.
- **2.3.** - Time delay, observation, physical guidance, gesture prompting, vocal cues, individual work, and group work
- **2.4.** - Direct instruction, prompting, corrective feedback, verbal praise and positive gestures delivered on a variable basis following correct responses and verbalising, individual work, group discussions, brainstorming, etc.
- **2.5.** - Individual work, group discussion, brainstorming, direct instruction, physical guidance, gesture prompting.
- **2.6.** - Direct instruction, group discussion, role-playing, physical guidance, gesture prompting, etc.

4. Teaching Material

- **2.1. + 2.2. Choice-making Part 1 (Unit 1)** Actual food and leisure items (used for certain leisure activities or in certain settings/places), which are immediately available within the facility and which the people with disabilities have already been acquainted with.
- Data sheets for recording the responses of the people with disabilities.
- **2.3.** - Different objects usually used in the different settings (places like the common room, the gym, the park, the TV room, etc.) or during certain activities which will be used as communicative labels (also pictures, pictograms, symbols, signs); report sheets to record correct answers
- **2.4.** - The training can be carried out in different settings: work place, recreation room, kitchen, etc. and the corresponding objects and appliances can be used. Markers, flip chart/board. Active problem-solving worksheets:

<ul style="list-style-type: none"> - Active Problem-Solving - Student Worksheet - Name_____ Date_____
<ul style="list-style-type: none"> - 1. Identify the problem (Write your problem)
<ul style="list-style-type: none"> - 2. List all possible solutions
<ul style="list-style-type: none"> o Evaluate each option and select best choice (cross out any solutions that are unsafe and/or are against home, school, or community rules.) - Write out the choice you selected
<ul style="list-style-type: none"> - 4. Take action. (Write the action you plan to take. What will you do)
<ul style="list-style-type: none"> o Is the problem solved? (Do you feel this problem is solved?) YES or NO? If no, go back to step 3. and select a different choice. If YES, answer the question below. - How do you know? - Do you feel good about the outcome? Why/ why not? - Would you like to take any other action to finish solving this problem?

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- **2.5.** - Sheets of white paper, markers and crayons, notepads, pictograms, goal-setting templates, etc.
- **2.6.** - Role-playing settings, items for work tasks, pictures, pictograms, videos, video player, camera, whiteboard/flip chart, markers, etc.

ANNEX I

Detailed experiences according to modules

MODULE I

Learner-centred group - Experiences

The experts spoke of their life situations, how and what they would have changed. They used the opportunity with reference to their own experiences, to exchange personal stories, fears and successes and to obtain new information.

The meeting clearly showed the needs of each person; namely, to communicate, to address problems, to look for and try out solutions. This exchange offers recognition. By recognition a person gains self-esteem, confidence and autonomy.

This change and development was also observed during the expert meeting. The experts used and designed the sessions for themselves, their self-perception and according to their needs. Nothing that BASKI portrays and contains contradicts what the experts support and also need and use themselves.

The needs of the experts with reference to self-determination are summarised in the following statements:

- "With one another, together, learning from one another (realising that I can also do it)"
- "Learning, accepting and protecting one's own boundaries"
- "Knowing one's wishes and needs"
- "Support from specialists and advisers"
- "To give and receive help"

Important relation of the learner-centred group to module I

By learning about the Basic Skills Training Model, the experts found out the meaning of, and had "permission" to take themselves seriously and express their feelings and needs.

The experts reported that a big turning point in their lives was only possible when it was possible for them to change their living/work situation or their surroundings. Until this time it was very difficult for all participating experts. Sometimes just being asked led to change; however, in other cases there were collapses, panic attacks, illness and attempted suicide beforehand.

Change can lead to confidence - Confidence can lead to change or to realign.

The module "Environmental- and needs analysis" shall give individuals with disabilities the possibility to perceive themselves and their environment in a sensitive way and to reflect if this situation fulfils their needs and wishes, strengthens or harms them and if they would like to make changes. In this module people with disabilities can reflect their consisting stable and/or changeable environment with the support of the trainers. When working with the feelings and needs of the participants the group has to account for the environment. Every step during the training has to be supported according to the participants' needs for realising, reflecting and for getting certitude.

MODULE II

Learner-centred group - Experiences

During the meetings with the group of people with disabilities we generally spoke about the needs and difficulties they come across in their everyday lives. The participants taking part in these sessions were people who actively worked outside their homes and some who worked in occupational therapy workshops (in Poland this is a stage of the educational system for intellectually disabled people that prepares them for vocational activities). The participants were prepared to work in a sheltered employment programme or in so called mainstream employment. Among this group of participants there were also people who had never been employed, who acquired the competence for independent life under the supervision of foundations or associations. The difference between the expectations and signalled needs by these groups was clearly visible. People without professional experience did not have crystallised expectations and were full of threats and fear. They were aware that a job was needed for gaining self-reliance and financial independence but their fears concentrated on the lack of preparation for a specific profession, being attractive to employers. They stressed their lack of experience, they were afraid of the contact with a new social group as they did not know if they would be accepted and they were afraid of being teased. This group had often bad experiences as regards their contacts with peers or within the family.

The group of people participating in occupational therapy workshops had good social contacts, they had a sense of security and are able to cope with difficult life situations. Anxiety was increased by the inadequate assessment of personal competence by the group participants that was often a result of trainers who encouraged these people to work by means of positive appraisals only. The immature way of expressing emotions and frequent aggressive reactions disproportionate to the cause were also worrying.

Last but not least, the participants of group in mainstream employment actively stressed their problems connected with signalling and exercising their needs. These people mainly need support in the field of proper communication, both verbal and non-verbal. They often reported difficulties in articulating their problems, obtaining proper information and guidelines, making it difficult for them to

undertake appropriate activities connected to their jobs. They experience problems in formulating questions and a lot of patience and good will was needed to understand what is difficult for them, although they perform repeatable, learned activities with pride and satisfaction.

All the meetings gave us a lot of knowledge regarding their needs in acquiring competence for independent life. In these sessions the participants honestly expressed their fears, needs and suggestions; they also gave us knowledge on teaching contents and methods that would be most willingly accepted by them during workshops.

Important relation of the learner-centred group to module II

The group is positively motivated to the participation in workshops. They articulated their needs, they hope to obtain support and acquire skills that will help them in independent life. Some of them were worried about the expression "independence" as they still need the feeling of being under a protective umbrella and have a support of a trusted competent person.

Each of them would bring their own experience and knowledge to the group, each of them has their own way of communicating, expressing themselves, their own moods and emotions. With the help of trainer they would formulate common rules, and a uniform and clear way of communicating. They perceive workshops as a chance for getting to know new friends, having good fun and nice way of spending time, an opportunity to underscore their own talents and skills. Among the session participants there were no people who would turn down a possibility of common learning. They were only afraid whether they would face up to group and trainer expectations. However, all the participants would like to participate in such workshops.

MODULE III

Learner-centred group – Experiences

The sessions with the learner-centred group were very helpful; the cooperation with the experts was very effective. Despite their disabilities the experts were highly communicative and outgoing. They showed a wide knowledge of the rest of the group in the facility we visited, demonstrating strong relationships with each other. They helped each other consistently and participate actively in the daily activities. The experts were seen to be highly responsible and they often acted as mediators in conflict situations. One of the experts taught her peers how to use non-verbal signs to communicate and promoted the usage of signs for communication within the group. We have concluded from the sessions with the learner-centred group that the whole group greatly appreciated the cooperation with Dia-Sport representatives and they showed a great desire to participate in meaningful activities outside the facility. We observed the necessity of more contact. They all enjoy group activities very much, they were very eager to be active participators (to perform plays, to create pieces of art, to cook, etc.) They demonstrated the need for opportunities to act independently, in a self-determined way. They need to perform tasks that are meaningful and useful to society, with tangible results. The

whole group was curious and open for new experiences and were highly interested in new technologies and would enjoy the opportunity to use them.

The sessions with the learner-centred group were performed in the Metropolitan Municipal Daily Centre for persons with Intellectual Disabilities - Sofia. The centre offers daily care and support, leisure and recreational activities (cooking, drawing, etc.), skill development activities

- Some of the people with disabilities who attend the daily centre have had negative experiences in terms of self-advocacy in family-related situations or with people who don't know them very well. Lack of understanding of their real needs on behalf of their families appears to be the major factor that inhibits the people with disabilities from feeling and acting independently and with self-confidence.
- They are very open and outgoing, they mostly a medium level of care, they showed interest in participating in group activities and in acquiring new skills and they need more contact outside the institution and enjoy being trained in any practical skills (for example cooking). An exhibition was organised of paintings and drawings created by the people who attend the institution.
- The professionals from the institution are quite sensitive to the users' feelings and needs although they do not always have the possibility to satisfy them. They believe that the users are fully able to express their needs and desires. Nevertheless, they do not consider the users ability to organise their everyday life in independent way.
- Most of them are graduates in special education; others have only completed secondary education. Most of them have professional experience in only one institution.

Target group and hosting centre

The Metropolitan Municipal Daily Centre for Persons with Intellectual Disabilities was established as such in 2000. At the moment there are 40 people with disabilities visiting this centre regularly. The staff consists of a director, 4 specialists – social workers, pedagogues, psychologists, a doctor, 3 helpers – supporting staff (hygienists, helping in the kitchen, common workers).

The centre offers the following possibilities and activities for the people with disabilities (age of the people with disabilities – 18 years and over) and their families:

- Capacity for hosting – up to 60 people with disabilities.
- The people with disabilities can visit the centre according to their wishes 5 days a week (Monday-Friday) or they may just choose which weekdays they will be there.
- The people with disabilities can attend joint activities in the morning /rehabilitation, physical activities, psychological consultations, etc./.

- In the centre there is a hall for joint activities, a specially equipped sports hall, psychological therapy room, common room – listening to music, drawing, communicating. The people with disabilities have the possibility to use a PC as well.
- The social workers, pedagogues and the psychologist have specialised lessons with the people with disabilities – reading, writing, social behaviour, etc.;

Important relation of the learner-centred group to module III

The sessions with learner-centred group have demonstrated that persons with disabilities have a very strong need to communicate with people outside their close circle (family and caretakers). While communication is essential for everyone, people with different levels of disabilities need specific assistance to satisfy them. For that reason, they should be provided with regular and diverse opportunities for communication. Furthermore, since it is through communication that they most effectively overcome their difficulties and inhibitions, they feel more independent and complete.

MODULE IV

Learner-centred group – Experiences

The giving and receiving of help are very decisive contents for the acquisition of basic skills. The expert sessions also demonstrated this. The experts described their situations before they could start living a self-determined life. Environments where too many wanted to help, where the individuals were never asked what they needed, where little or no confidence was entrusted in their abilities, where they were seldom listened to and; therefore, the individuals always felt under pressure. This was a decisive factor in the resulting insecurity, lack of confidence, panic, fear, anger, helplessness and illness in the experts. What they needed was support, continual treatment with esteem and respect, feedback and to be listened to and understood. The experts saw a group, community as a very important factor. They enjoy discussing and sharing their views with others and as a result of their experiences, helping others. The experts had their experiences; grief, hopelessness and despair mark their life history. However, they use their experiences to pass them on. By supporting others they are given a sense of recognition and gain more self-esteem.

Important relation of the learner-centred group to module IV

What the experts especially showed was that individuals would like to recognise and preserve their limits but practise and "permission" to do so is lacking. There is a fear of hurting the feelings of others (assistants, family, other individuals with disability,...) by refusing their help. It is very important for individuals to have support when questioning their personal needs, in having practice and choices for the corresponding reaction.

In relation to this the participants must be given information, security, protection, revision, time, patience and trust. With this the individuals are able to develop their own abilities and social competence.

It is of great importance to protect and safeguard the participants from negative experiences that they may have made in their daily life. In the BASKI Training a framework is created and the individuals are offered tools, with which help can be adequately given and also refused.

The experts emphasise the exchange of experiences with one another, the support of specialists, learning to understand oneself and others and equal participation and a communal spirit. In order for the participants to become increasingly independent the Basic Skills Training Model offers support, room to practise and demonstrates opportunities.

MODULE V

Learner-centred group - Experiences

The group is formed in a natural way being united with a common aim that is to acquire skills needed for gaining autonomy.

Each workshop participant brings his/her individual personality traits and experiences to the group. In order to guarantee BASKI Training success the strength of the group should be set as well as each individual person's strength. Experiences brought by each person must constitute the basis for future activities. Each participant – expert shared his/her experiences, events, pleasant and sad stories in a different way. They were not satisfied with current relationships with their carers or close persons. They mainly stressed failures in the contact with other people. Their behaviour was focused primarily on satisfying others and getting their acceptance. They unanimously declared the need of expressing their own expectations. Their strength is now integrated in the group, the members of which have had similar bad experiences. Now they were able express their fury and dissatisfaction, they could talk about things they have not liked so far, things they have protested against. Common opening and getting to know one another gave the group participants the feeling of having tight bonds with the other members and they need to support each other. This facilitates the chances for gaining success as far as autonomy is concerned because the atmosphere and mutual positive relationships enable curriculum enhancement and motivation for openness. The trainer watches carefully and enhances the possibilities of expression by the participants. They eagerly participated in joint activities.

If the participants are positively motivated their fears become weaker, they gladly talk of their successes and satisfaction. Success and positive self-appraisal strengthen their motivation, we are on

a good path to increasing their autonomy, but it is important that they are able to transfer the faith in themselves and their new skills outside the group situation into real life where there will be no trainer with them.

Important relation of the learner-centred group to module V

This is quite a new experience for a group of people with disabilities. The group members worked together and learned how to appraise and correct themselves and their own behaviour, and how to build positive relationships with others. They learned to control their own expression, to communicate using a language that is understood by others, to express their own expectations and needs, to support and help each other.. They obtained knowledge, support and permission for self accomplishment. It is important for them to start trust in others, to openly express their expectations and needs, to develop their own talents and have an the opportunity to express themselves and show their feelings without any fear.

MODULE VI

Learner-centred group - Experiences

The sessions with the learner-centred group were very helpful; the cooperation with the experts was very effective. Despite their disabilities the experts were highly communicative and outgoing. They showed a wide knowledge of the rest of the group in the facility we visited, demonstrating strong relationships with each other and their peers. They helped each other consistently and participated actively in daily activities. The experts were highly responsible and often acted as mediators in conflict situations. One of the experts taught her peers how to use non-verbal signs to communicate and promoted the usage of signs for communication within the group. We have concluded from the sessions with the learner-centred group that the whole group greatly appreciated the cooperation with the Dia-Sport representatives and they showed a great desire for the participation in meaningful activities outside the facility. We observed the necessity of more contact. They all enjoy group activities very much, they were very eager to be active participators (to perform plays, to create pieces of art, to cook, etc.) They demonstrated the need for opportunities to act independently, in a self-determined way. They need to perform tasks that are meaningful and useful to society, with tangible results. The whole group is curious and open to new experiences and are highly interested in new technologies and would enjoy the opportunity to use them.

Important relation of the learner-centred group to module VI

From the sessions with the learner-centred group it has become clear that often there are conflict situations within the group, caused by various factors that are often very small and insignificant at first sight. A conflict situation may arise e.g. from the fact that someone has moved someone's pencil, the different kind of music one likes to listen to, jealousy towards the attention paid by the trainer, etc. Most people with disabilities were aware of this and struggled to find ways to prevent or deal with such situations. So, it could be concluded that there was a distinct need of knowledge and skills for avoiding and coping with conflicts which would contribute to improving the atmosphere in the group as a whole.

MODULE VII

Learner-centred group - Experiences

The sessions with the learner-centred group was very helpful; the cooperation with the experts was very effective. Despite their disabilities the experts were highly communicative and outgoing. They showed a wide knowledge of the rest of the group in the facility we visited, demonstrating strong relationships with each other and their peers. They helped each other consistently and participated actively in daily activities. The experts were highly responsible and often acted as mediators in conflict situations. One of the experts taught her peers how to use non-verbal signs to communicate and promoted the usage of signs for communication within the group. We concluded from the sessions with the learner-centred group that the whole group greatly appreciated the cooperation with the Dia-Sport representatives and they have a great desire for the participation in meaningful activities outside the facility. We observed the necessity for more contact. They all enjoyed the group activities very much, they were very eager to be active participators (to perform plays, to create pieces of art, to cook, etc.) They demonstrated the need for opportunities to act independently, in a self-determined way. They need to perform tasks that are meaningful and useful to society, with tangible results. The whole group is curious and open for new experiences and are highly interested in new technologies and would enjoy the opportunity to use them.

Important relation of the learner-centred group to module VII

During the sessions with the learner-centred group people with disabilities demonstrated their eagerness to be given opportunities to act more independently, to perform meaningful and useful tasks, to be active participators in different activities. Therefore, the self-determination training is an essential part of the BASKI Training because it gives people with disabilities self-confidence and promotes their willingness to develop further.

ANNEX II

Specific literature and links

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