



CP-PACK

Module 3

TRAINER GUIDE

Inclusion and Acceptance

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Training Module for Parents and Teachers “Inclusion and Acceptance”

This is a theoretical training module, which, on the basis of latest knowledge in the field, will approach different matters about the subject.

We also consider that parents and teachers have a lot of valuable knowledge that result from practical experiences. Therefore, the course should also be a place where participants (parents/parents, teachers/teachers and parents/teachers) get an opportunity to discuss and share their practical experiences. This way, participants will be inspired by each other in how to work on and incorporate inclusion and acceptance of the child in many situations.

Subject of training module	Inclusion and Acceptance
Target group(s)	Parents and teachers of children with Cerebral Palsy (CP) 3-18 years of age
Goal(s)	<p>At the end of this module trainees</p> <ul style="list-style-type: none"> • will increase their level of acceptance of children with CP at home and in school situations and know how to help bring this acceptance on to other situations, like relatives, authorities, leisure time organizations etc. • will know how to support the quality of inclusion of children with CP at home and in school situations and know how to help bring this inclusion on to other situations, like relatives, authorities, leisure time organizations etc.
Learning Outcome(s)	<p>Parents will be expected to:</p> <ol style="list-style-type: none"> 1. Cope with mood (shock, deny, refuse and depression) because of having CP children. 2. Know what can be done if children with CP show signs of grief and crisis because of his/her disability. 3. Recognise their roles for reaching success in inclusion applications. 4. Arrange home environment suitable to education for continuity of inclusion education 5. Connect inclusion products in school with daily life. 6. Comprehend the importance of sharing all acquired training outcomes with other family members.

	<p>Teachers will be expected to:</p> <ol style="list-style-type: none"> 1. Apply educational inclusion and its varieties. 2. Provide orientation of children with CP to school environment. 3. Arrange school environment in accordance with features of children with CP. <p>Parents and teachers will be expected to:</p> <ol style="list-style-type: none"> 1. Know the duties and responsibilities in inclusion products. 2. Benefit from support services used in inclusive settings. 3. Increase their level of acceptance of children with CP in social environments. 	
Contents (General and/or Detailed)	Content for PARENTS	Time Needed
	1. Coping with the mood (shock, deny, refuse, depression etc.)	1 hr
	Group work Coping with the mood	1 hr
	2. Arrangement of home environments	1 hr
	3. Practical session – Arrangement of home environments: A demonstration of a yoga technique promoting communication with the child with cp	1 hr
	4. Tasks and responsibilities in inclusion (in school, supportive services, etc.)	1 hr
	Group work - Tasks and responsibilities in inclusion (in school, supportive services, etc.)	2 hr
	5. Increasing social acceptance	1 hr
Contents (General and/or Detailed)	Content for TEACHERS	Time Needed
	1. Educational inclusion, applications of educational inclusion and variety of educational inclusion	2 hrs
	Group work - Educational inclusion, applications of educational inclusion and variety of educational inclusion	1 hr
	2. Rationale of mainstream	2 hr
	3. Applications of inclusion at different educational levels	1 hr
	4. Transition	1 hr
	5. Tasks and responsibilities in inclusion (in school, supportive services, etc)	1 hr
	Group work – tasks and responsibilities in inclusion (in school, supportive services, etc.)	1,5 hrs

Time Needed	Parents: 8 hours + 1 hour for evaluation = 9 hours Teachers: 9,5 hours + 1 hour for evaluation = 10,5 hours
Methodology	<ul style="list-style-type: none"> • Lectures, • Examples and discussion, • Case Studies, • Web mining, • Workshop and working in groups
Assessment and evaluation plan (trainer/trainee and module)	Evaluation through questionnaires, checklists and self- assessment at the end of the training course.
Supporting training material needed	Handouts of papers and PowerPoint presentations, prepared scenarios for the case studies and problem based learning, website links, references
Educational Environment	A meeting room/conference room during the lectures / presentations, as well as appropriate spaces for group work, case studies, workshops, drama, etc. Also, a projector connected to a pc, a screen, a flip chart and internet access. Where needed there must be extra pcs with internet access, video and audio-visual equipment, board and/or special equipment/assistive devices.
Qualities of Trainer(s)	One or more trainers will implement the module. The trainer or trainers should be professionals in the field of education, with practical experience about the subject, but also have the ability to critically reflect about it. Moreover, he/she should have a friendly, open attitude to inclusion.

Chapter 1

Cooping With the Mood (shock, denial, etc.)

Duration: 2 hrs

Learning Outcomes

At the end of this chapter, participants will identify the typical reactions and phases one has to go through when living through a crisis.

They will become aware of the difficulties that may arise between the parents as a couple and how to react to that before it may be too late.

The participants will know the importance of informing relatives about facts regarding the diagnosis, helping them to understand the situation of the child.

They will understand the importance of assisting grandparents and other relatives and close family friends through their period of crisis.

The participants will know tools to help “good cooperation” between the family and relatives to grow in a fruitful way that everybody can benefit from.

The participants will know about the phases of grief and crisis connected to its own limited situation that the child with CP may have to live through, and will identify tools to handle these phases.

Methodology

- Lecture
- Group work (for further, look in the booklet)
- The trainees will find links to extra material in the booklet.

Supplementary Training Materials

- Computer with internet access
- Projector/beamer
- Paper
- Pencils

Feedback on the Chapter

No feedback on the specific session and no evaluation of trainees

Suggested Reading

- Emily Pearl Kingsley: 'Holland' - a poem about getting a child with a disability:
<http://www.our-kids.org/Archives/Holland.html>
- About Emily Pearl Kingsley:
http://en.wikipedia.org/wiki/Emily_Kingsley
- Ariel - a case story (go to page 34):
<http://www.livingwithcerebralspalsy.com/pdfs/cpuk.pdf>

Chapter 2

Arrangement of Home Environments

Duration: 2 hrs

Learning Outcomes

The participants will identify tools that can help them in their efforts, naturally including and integrating the child with CP at home and in several situations, like social arrangements and sport activities. They will also learn the best way of mediating information about the child to others.

The participants will also, for example, learn a specific technique to communicate and be together with the child with CP.

Methodology

- Lecture
- Workshop (for further, look in the booklet)
- Trainees will find links to extra material in the booklet

Supplementary Training Materials

- Computer with internet access
- Projector/beamer
- Paper
- Pencils

Feedback on the Chapter

No feedback on the specific session and no evaluation of trainees

Suggested Reading

- National Network for child care
<http://www.nncc.org/Diversity/divers.disable.special.html>

- Yogi Bhajan on inner anger <http://www.facebook.com/video/video.php?v=1015087216484>
- Kundalini Yoga meditation for emotional balance <http://www.youtube.com/watch?v=fhI58fL5q7U>
- Kundalini Yoga breathing techniques <http://www.kundaliniyoga.org/pranayam.html>
- Short history of Sat Nam Rasayan <http://creacicle.com/blog/?p=1774> (Spanish)
- Sat Nam Rasayan <http://www.sat-nam-rasayan.de/> (German)
- Sat Nam Rasayan and Guru Dev Singh <http://www.satnamrasayan.it/gurudevsingh.php> (Italian)

Chapter 3

Tasks and Responsibilities in Inclusion (in school, supportive services, etc.)

Duration: 3 hrs

Learning Outcomes

The participants will get to know tools that can help them in their efforts to include and integrate the child with CP in different situations: school, classroom, sport activities, at social arrangements etc., and what is the best way to mediate information about the child.

Methodology

- Lecture
- Group work,(for further, look in the booklet)
- Trainees will find links to extra material in the booklet.

Supplementary Training Materials

- Computer with internet access
- Projector/beamer
- Paper
- Pencils

Feedback on the Chapter

No feedback on the specific session and no evaluation of trainees

Suggested Reading

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Chapter 4

Increasing of Social Acceptance

Duration: 1 hr

Learning Outcomes

The participants will know and become aware of which mechanisms in society (in school, at home, in the contact with social - and health services, etc.) can be obstacles for social acceptance and they will know tools that can prevent this from happening.

The participants will know which mechanisms and feelings may occur in the child with CP when having to deal with an excluding and not-accepting attitude from the surroundings and they will know tools that can prevent this from happening.

Methodology

- Lecture
- Trainees will be able to find links to extra material in the booklet.

Supplementary Training Materials

- Computer with internet access
- Projector/beamer
- Paper
- Pencils

Feedback on the Chapter

No feedback on the specific session and no evaluation of trainees

Suggested Reading

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Chapter 5

Educational Inclusion, Application of Educational Inclusion and Variety of Educational Inclusion

Duration: 3 hrs

Learning Outcomes

The participants will know about and receive tools to build a school with equal room and space for all children/students – with disabilities or with typical development – in an atmosphere of mutual respect of individual difficulties and differences.

The participants will know about possibilities of alternative communication and will learn from each other about other tools available to include children with CP in the school.

Methodology

- Lecture
- Group work (for further, look in the booklet)
- Trainees will be able to find links to extra material in the booklet.

Supplementary Training Materials

- Computer with internet access
- Projector/beamer
- Paper
- Pencils

Feedback on the Chapter

No feedback on the specific session and no evaluation of trainees

Suggested Reading

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Chapter 6

Rationale of Mainstream

Duration: 2 hrs

Learning Outcomes

Participants will realize the importance of a well working inclusion strategy and plan if mainstream schooling is to become a success for all children.

Participants will understand the importance of a very conscious strategy of ensuring that teachers are well educated in the field of inclusion, and they will know about the importance of the cooperation between parents and school.

The participants will know the value of children being helped and taught to join a fellowship with children of different kinds and with different difficulties.

The participants will know the value of an including mainstream school system as a way to secure an inclusive and democratic society for all citizens at all levels and from all parts of society.

Methodology

- Lecture
- Trainees will be able to find links to extra material in the booklet.

Supplementary Training Materials

- Computer with internet access
- Projector/beamer
- Paper
- Pencils

Feedback on the Chapter

No feedback on the specific session and no evaluation of trainees

Suggested Reading

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Chapter 7

Applications of Inclusion at Different Educational Levels

Duration: 1 hr

Learning Outcomes

The participants will know which aspects in childhood are important to take into account when working on integration in school situations. They will know which aspects are of prior importance and which are secondary to that.

Methodology

- Lecture
- Trainees will be able to find links to extra material in the booklet.

Supplementary Training Materials

- Computer with internet access
- Projector/beamer
- Paper
- Pencils

Feedback on the Chapter

No feedback on the specific session and no evaluation of trainees

Suggested Reading

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Chapter 8

Transition

Duration: 1 hour

Learning Outcomes

The participants will know about the important moments (milestones) in the schoollife of a child with cp where decisions must be made in order to help the student follow the right path for further education in life – taking into account abilities and possibilities.

Methodology

- Lecture
- Trainees will be able to find suggesting for extra material in the booklet.

Supplementary Training Materials

- Computer with internet access
- Projector/beamer
- Paper
- Pencils

Feedback on the Chapter

No feedback on the specific session and no evaluation of trainees

Suggested Reading

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