



Erasmus+ project “Extending Social Educators Competences”
ESEC Project Nr. 2018-1-PL01-KA204-051126

RECOMMENDATIONS REPORT:

The project course of

Emotional and Social Skills:

Emotional Interaction and Family Disruption

The peculiarity of the 2020 session has been introduced by the pandemic that has changed the plans of the sessions and the whole project – the activities and communication with the course participants had to take place totally on-line even within the country. The project organizers had to modify the prepared organizational settings and materials for this format, as well as conducting sessions and activities.

Abstract

The Recommendations Report consist of description of chapters developed by partners to provide more detailed information about evaluation, considerations and suggestions that are based on the 2020 session of parent educators developed in each country, within the framework of the European project Erasmus + ESEC “Extending Social Educators Competences”. This report contains all the information based on evaluation of the training course and parents’ of participants’ recommendations concerning the design and implementation of the training activity, regarding the training course held in Alzira that has been conducted by the MANRA ESEC project group. In this document it is presented the project course of “*Emotional and Social Skills: Emotional Interaction and Family Disruption*”, with the aim of the completion of a training course organized by the Mancomunidad de la Ribera Alta (Spain).

First of all, the report reveals the *most useful learning units* developed through the training course, with basis on the comments and points of view collected of participants and/or parents, or opinions of especially. It is important to remain that the training course’s content is about *Emotional and Social Skills: Emotional Interaction and Family Disruption*. Thus, this information is collected based on the impressions of the participants and parents, regarding what has been of most interest and usefulness in terms of learning units and based on the acquisition of social skills based on emotional interaction, and also skills based on the learning to manage situations of family disruption.

In addition, the report contains information about the *more useful teaching methodology*, by



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incorporating the different perspectives of the participants and parents in the course, process and development of the training course. The most useful methodology for the participants will be the one with which they feel most comfortable and familiar, as well as the one that allows them to carry out the training course correctly based on their availability and the reconciliation times on a personal level.

Furthermore, in the document are also explained the *more useful materials* and so *more organization issues* regarding the content implemented into the training course developed by MANRA and in order to establish the necessary adaptations to organize a positive and enriching development of the training course taking into account the current situation. Besides, the report contains also information about the *duration of the training course* and materials regarding *alternative content* used and included into the content of the training activity for the development of the parent training course organized by MANRA.



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1. Most useful learning units (based on comments of participants and/or parents or opinions of especially).

The session 2020 conducted by MANRA *Emotional Interaction - Family Disruption* cover the most topical issues of *Social and Emotional Skills*. The terms are chosen for discussions according to the parent most attended questions of parent integrated roles, communication among parents and children, parent educator communication and active listening with parents, peculiarities of communication in digital age; these are contextualized with the current social processes and needs. Course educators can add some specific activities to meet special needs of the course participants. Articles and clips are suggested to consider emotional interaction peculiarities, competence improvement, and discussion.

The course consists of thematic activities that include short introductions and tests for the course participant self-evaluation of their emotional interaction skills and conflict prevention, as well as reflections on the content of the course. So, referring to the comments of participants and/or parents, or opinions of especially observed, the need for the first learning unit on “*Emotional Interaction*” is highlighted, which favors an approach to different terms and concepts such as active listening, emotional intelligence or the normalization of a feeling, which allows parents stand before the understanding of this type of emotional and social skills and thereby promote an understanding of all those key factors that must be taken into account to carry out the educational task with children.

Similarly, the participants have also highlighted the importance of the “*Family Disruption*” learning unit, since many of its sections, information, guidelines to follow, testimonials, practical exercises, etc., have greatly helped them to learn skills, guidelines, tools, instruments and ways of proceeding at the educational level in order to know how to handle situations of stress and conflict within the family nucleus.

Thus, in a more theoretical way, the importance of the Emotional Interaction Learning Unit is highlighted as a starting point to understand some key concepts and aspects of the course as a start, to locate, followed by a unit proposed from a more experiential point of view and based on the experiences of testimonies on this type of situation. Both units complement each other since in one they lay the theoretical foundations of the emotional and social skills that allow them to be placed in the educational context of the children, and in the other, it is intended to apply this type of skills based on an information base, experiences and practical testimonies to know how to act or understand this type of family disruption situations.



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2. More useful teaching methodology

Regarding the *more useful teaching methodology*, it is important to explain that the peculiarity of the 2020 session has been introduced by the pandemic that has changed the plans of the sessions and the whole project – the activities and communication with the course participants had to take place totally on-line even within the country. The project organizers had to modify the prepared organizational settings and materials for this format, as well as conducting sessions and activities.

Consequently, the teaching methodology has considerably changed the way of implementing the ESEC project training course, organized by the Mancomunidad de la Ribera Alta. Thus, the training methodology has been based on an on-line modality through which the participants have been provided with everything necessary for the completion of the course, such as, for example, access to the project website, the different materials and presentations regarding the content of the training course, virtual meetings to teach the face-to-face distance, as well as all the guidelines to follow and instructions that have allowed them to train based on a methodology adapted to the needs of the moment, both individual as a collective level.

According to the evaluation of the training activity, and based on the information provided by the participants, it is considered that the most useful learning methodology has turned out to be the ***online modality*** mentioned above. Thus, the participants affirm that the completion of the training in its online format has allowed them to adapt the course delivery to the needs of the moment, as well as greater time flexibility and the option to attend the sessions and perform the tasks at hand. at your own pace and depending on your personal availability.

In addition, regarding the content by implementing the online modality, the sessions with the parents' educators held in Alzira have been conducted in three parts that mutually integrate with their specific methodological accents about *Emotional Interaction*: active listening, emotional intelligence and normalization of a feeling. Besides, the content has also integrated the learning unit of *Family Disruption*, that it has facilitated the learning of the participants based on information about the management of situations of stress and disruption in the family nucleus, through information, experiences and testimonies.

Furthermore, on the basis of the theoretical content and the activities proposed, participants have been able to learn to debate on the subject and thus reach their conclusions. The activities have informed the participants of the session by talking about the target issues to which they are addressed and trigger discussions. At the end of the reading of the contents and the realization of the proposed exercises of both learning units, participants have evaluated their acquired social skills, realized conclusions and then discussions in groups, even through a methodology adapted to current needs such as the online format.



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3. More useful materials

The training course organized by Mancomunidad de la Ribera Alta, in the chapter on ***Emotional and Social Skills: Emotional Interaction and Family Disruption***, within the framework of the ESEC project, provides a whole series of necessary materials in order to teach to social educators learning how to articulate the educational task with the families that are in these circumstances, and to parents, by learning how to manage the educational task with their children providing them with the correct strategies to develop emotional interaction and control situations of family disruption.

Consequently, it is important to highlight the more useful materials that have been implemented in order to conduct the training course. Among all these materials, the most useful for carrying out the training action have been the two learning units on ***Emotional Interaction and Family Disruption***. In addition, not only the theoretical material of these units, in relation to the course content, has been the most useful for its development, but also the use and completion of the exercises proposed in each of the sections or sections that make up these content units.

In this way, the participants have been able, on the one hand, to learn the theoretical foundations necessary for the development of emotional and social skills regarding the educational function, and on the other hand, to check the acquisition of knowledge and skills from a more practical point of view. Thus, other course materials have also been very useful, such as training through testimonies based on experiences, which have served to exemplify possible real situations that may currently occur in a family context, regarding the children’s education.

This last tool has turned out to be very useful since it has allowed the participants of the course to exemplify this type of cases and situations, and to observe how the emotional interaction skills, social skills in general and knowledge acquired during the training process could be applied in order to put in practice what they were experimenting with this training.

In the same way, the materials provided with respect to other topics that have been addressed by the project partners have also been very useful, such as the Motivation of Self-Care for Parents of INCLUDE as complementary documentation, the contents of which have been mentioned and introduced in the course in the same way as those provided by the other partners.

Besides, all the complementary videos, articles, readings, etc. that have been included in the course content have also been useful to complete and further enrich the knowledge of the participants in the training course.



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4. More organization issues

Regarding *more organization issues*, it is relevant to mention that one of the most important organizational aspects of the training course developed by Mancomunidad de la Ribera Alta has been the preparation of the appropriate materials for the session in advance, which is necessary to have the session successful. These materials were prepared, reviewed and published on the ESEC project website, as well as made available to the course participants during the course so that everyone could have the same availability and access to them. These have been elaborated in the formats “power point”, ‘pdf’, ‘doc’. Anyway, the materials must be accessible for those who will use them for the purpose of knowledge improvement and competence development on *Emotional and Social Skills: Emotional Interaction and Family Disruption*. The materials are discussed in the country project group when being prepared.

Other aspect has been the *registration of the participants* into the project website which takes place on volunteer bases and access to it should be made as simple as possible. The organizers had taken into consideration that many offers are suggested on-line; therefore, the social workers, parent educators, parents, and anyone who wants to join the whole program or a particular session has to assume the profile of the project and course sessions from the first lines of information. In addition, *introduction into the session* and assignments prior to the session have been accessible before or right after the registration. The session and activities of 2020 at MANRA had been introduced by (a) e-mailed program of the session and activities and (b) uploaded to the website. The two ways are preferable for easy-to-find the assignments because of different levels of the parent digital competencies. Furthermore, the *instruction on how to work with the materials and assignments* has also been discussed with respect to participants during the course. These can be located either prior or right after the defined aim of the session so that the participants of the session can anticipate possible synergy, as well as guess about the way to their success (new knowledge, considerations, and know-how). *The management of the session*, usage of the materials, and difficulties encountered has depended much on the introduction and how well the participants are prepared for the particular activities or whether they have completed assignments.

The **participants** were 21 social educators/social workers participated to the online training course. Participants have been selected according to: their interest in the topic of parent-training, their availability and access to a computer and internet connection. In addition, into the **organization of the online training course**, all partners collaborated in preparing the learning units used in the training course. MANRA prepared 2 e-learning units regarding the chapter of *Emotional and Social Skills: Emotional Interaction and Family Disruption*.

MANRA translated in Spanish the e-learning units. The e-learning units were uploaded into the Moodle system according to the requirement of the Rezekne Academy of technologies.



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MANRA organized lectures in distance learning modality, using Cisco Webex Meetings. Power-point slides have been prepared for distance learning lectures. Information was posted on a Facebook profile. Participants have been divided into 4 small groups of learners in order to manage interactivity and respond to the needs of those learners that cannot participate in the same learning session. The same distance lectures were held depending on the conciliation of learners. The distance learning lectures were of two hours of 45 minutes. Exercises were organized, dividing the participants into small groups, and giving them tasks to perform together. Tasks were:

- Searching on the internet parent training materials to realize a short report.
- Organizing a parent-training event using the didactic materials of the training course.

Educators supported the groups of learners.

5. Duration of the training course

Regarding the *duration of the training course* and its agenda, the training course activities started on June 1 2020 and finished on June 8 2020. Topics of the training course were the following ones:

- ✚ Emotional interaction.
- ✚ Active listening (definition, tools, degrees of active listening).
- ✚ Emotional intelligence (definition, emotional awareness and emotional validation).
- ✚ Normalizing a feeling (definition, perspective and perception, empathy).
- ✚ Motivating parents self-care.
- ✚ Families quality of life.
- ✚ Multilevel approach to self-care.
- ✚ Family disruption.
- ✚ Family stages of acceptance.
- ✚ The couple as the base on the reconstruction.
- ✚ Grandparents involvement.
- ✚ Siblings of a child with a disability.
- ✚ Testimonies.

From June 1 to June 4, learners learned the e-learning units on the Moodle system.
From June 4 to June 8, learners worked in groups to apply the acquired knowledge:



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- ❖ To write a short report on parent-training using the internet;
- ❖ To prepare a proposal for a parent-training event.

On June 8, learners attended the final lesson discussing the training results and providing materials with exercises and questionnaires developed for the training course.

On June 8, MANRA sent by email the certificate of attendance and the evaluation questionnaire to all participants.

6. Alternative content

Finally, with regard to the *alternative content* included in the training course organized by the Mancomunidad de la Ribera Alta, within the framework of the ESEC project, reference has been made to the topics prepared by the other partners of the project, For example, the subject of the Motivation of the Self-care of the Parents presented by INCLUDE, framed in the assignment of tasks and actions to develop in this project, as well as the themes elaborated by the other partners have been presented and discussed. Similarly, reference has also been made, within the very content of the course prepared by MANRA, to a whole series of articles, additional readings, books, videos, etc., which deal with topics or aspects similar to the content of the course itself and which may be of interest to participants when supplementing their training, in terms of acquiring new knowledge and skills and in terms of broadening their vision and perspective in terms of emotional and social skills.

During training, content and activities, as well as at the end of sessions and learning units, information on various materials has been provided and reading promoted, the study and visualization of this alternative content among the participants of the training action with the aim of complementing what was learned in the course and the acquisition of new knowledge. All this alternative content has served to expand information on the course and the topics to work on it, as well as to enrich the training action of useful information and content. Finally, it is important to highlight that the bibliographic references show the different sources in which information has been consulted for the preparation of the subjects of the course and their content, as for the expansion of the additional content of the training course organized by MANRA, within the framework of the ESEC project "Extending Social Educators Competences".



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7. Bibliography

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Normalizing feelings

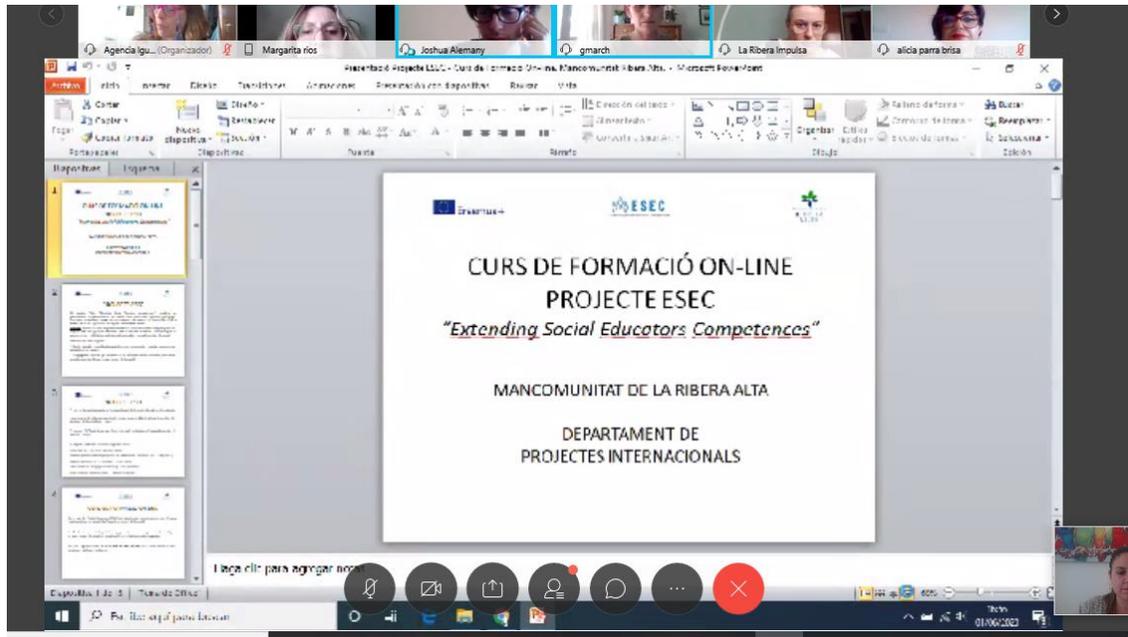
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8. Annexes

Here following some pictures of the training course.





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Documento 1. Formación a distancia - Interacción Emocional. MANRA. [Modo de compatibilidad] - Microsoft Word

Degrees of Active Listening

Repetir y reflexionar también son herramientas para mejorar la comunicación.
Anima al orador a compartir

Página: 3 de 10 Palabras: 2.785

Documento 1. Formación a distancia - Interacción Emocional. MANRA. [Modo de compatibilidad] - Microsoft Word

No se debe equivocar la perspectiva de la persona, sino proponer otra perspectiva independiente de la situación.

Fig. 1. A hierarchy of means of regulating emotion.

Como puede ver, hay diferentes maneras de normalizar una emoción indeseable, pero como una posición de educador especial, el replanteamiento tiende a ser la estrategia verbal más adecuada para ayudar; en nuestro caso, padres con hijos con discapacidad. Pero los educadores especiales pueden intervenir en la difusión mediante el suministro de información y explicaciones y en el sentido de control al proporcionar herramientas para gestionar las situaciones.

Página: 8 de 10 Palabras: 2.785



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