



“Eliminating Social Exclusion” (EliSE)
Nr. 2019-1-LV01-KA204-060427

LEARNING MODULE “MODEL FOR FAIR TRAVELING OF FAMILIES WITH CHILDREN AFFECTED BY BEHAVIORAL DISTURBS”

No	Unit	Institution	Aim	knowledge	skills	competences
1.	Introduction	RTA	To acquaint with the framework of sensory integration and its application possibilities in work with children with behavioral disorders	-knows what sensory integration is -knows the role of sensory integration in the development of children with behavioral disorders -knows methods and possibilities for creating and developing sensory integration	-uses various exercises in the formation of sensory integration of children with behavioral disorders together with specialists -uses the basic principles of sensory integration in daily work with children with behavioral disorders	knows and uses the basic principles of sensory integration in everyday life knows and uses various resources to obtain information for work with children with behavioral disorders to develop sensory integration knows and uses various methods and techniques in the formation and development of children's sensory integration
2.	Children behavioral difficulties: Parental Attitudes; Characteristics of Children with Behavioral Difficulties; Communication Skills; Coping with Stress	SHEM	-to gain an understanding of parental attitudes, characteristics of children with behavioral difficulties -to develop an understanding of	-knows characteristics of children with behavioral difficulties and parental attitudes -knows communication skills strategies for	-identifies characteristics of children with behavioral difficulties and parental attitudes -implements various practical approaches for	-knows and identifies characteristics of children with behavioral difficulties and parental attitudes



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			<p>communication skills and implement practical approaches for empowering parents</p> <ul style="list-style-type: none"> -to comprehend stress coping skills and the ability to control reactions that develop during stress and support parents in tackling issues connected with their children behaviors -to improve capacity in designing and managing parent-training activities 	<p>implementing practical approaches to empower parents</p> <ul style="list-style-type: none"> -knows stress coping skills and strategies for supporting parents of children with behavioral difficulties 	<p>empowering parents of children with behavioral difficulties</p> <ul style="list-style-type: none"> -implements various stress coping strategies to support parents in tackling issues connected with their children behavioral difficulties 	<ul style="list-style-type: none"> -knows and implements various communication skill approaches for empowering parents of children with behavioral difficulties -knows and implements various stress coping strategies to support parents in tackling issues connected with their children behavioral difficulties
3.	Fair traveling programme characteristics and evaluation criteria	Ecoistituto	<p>Training parents of children with Autism Spectrum Disorder to tackle, evaluate, and solve problems occurring when they travel with their children.</p>	<ul style="list-style-type: none"> - Knowing how, problem-solving can be used to define, prioritize, and evaluate problems with children with Autism Spectrum Disorder; - Knowing how to solve problems occurring in traveling with autistic children; 	<ul style="list-style-type: none"> - Improving social inclusion skills; - Improving communication skills to interact with children with Autism Spectrum Disorder; 	<ul style="list-style-type: none"> - Acquiring competence in problem-solving strategies; - Acquiring competence in managing communication barriers of autistic children; - Acquiring competence in



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				- Knowing how to manage unexpected changes with autistic children		supporting autistic children to handle unexpected change when traveling,
4.	Recognizing Parents' needs:	Include	The aim is to teach special and social educators strategies to recognize the needs of parents of children with behavioral difficulties. This awareness by the social educators is a prerequisite for the implementation of any training process.	<p>Knows the social and cognitive factors that affect the behavior of the child</p> <p>Knows that parents face different needs and the parameters of parent's needs' differentiation</p> <p>Knows the difficulties of deep understanding of the needs and the illusions that they could face</p> <p>Know the steps of the effective collaboration between parents and educators</p>	<p>-how to avoid prejudice in conduct with parents</p> <p>-Prepare questionnaires to understand the needs of the parents</p> <p>-Ask specific questions to understand the needs of the parents in order to have specific answers</p> <p>-develop the skills in order to apply steps in collaboration with parents</p>	<p>Knows that parents need acceptance and support in order to be motivated to support effective their children</p> <p>Knows that educators may face prejudices and their understanding of the parent's needs may be deficient</p>
5.	Strategies for Self-care and well being	Include	This aims is to give the capacity for special	Understand the Stressors of parents of special needs children e.g.	How to support parents to reduce the stressors and improve the QoL, e.g.	Quality of life has objective and subjective aspects



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			educators to create a motivational context for parent’s self-care and wellbeing, to introduce a multilevel approach to needs and help them to incorporate this approach in their daily lives	financial, time, management, social isolation, lack of sleep know about the Quality of life of parents with behavioral disorders children know the Multilevel approach (mental, physical and spiritual) to self-care	mental illness, marital problems, burn-out How to support parents to develop strategies of self-care and relaxation during traveling Prerequisites of self-care (e.g. supportive environment, basic needs met) How to develop social stories to prepare children’s travelling	Travelling could pose more stressors to the parents of children with disabilities
6.	Children’s engagement and preparation of travel	JKPU	to ease and improve preparation process of adjusting children behavior to unexpected situations or events during travelling or stay at the destination place. The course will offer some solutions for parents of children with some mild disabilities or disorders.	knows how to use some techniques of relaxation of children before a trip as well as within stressful situations; he\she is familiar with some organization basic knowledge how to operate with some IT or ITC tools (organizer), which could	can prepare and use the detailed schedule and agenda of travelling in regard of children; knows how to deal with problems and stressful situation; uses given techniques to solve some tensions caused by delays, crowd, strange culture, languages, local	can foresee some difficulties which have to do with travelling of families of the disabled or with disorders; knows how to upskill these helpful activities on their own which in some future may be useful; has got communication and social intelligence; knows



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				be helpful in communication with kids or even reducing tensions caused by some fear of travelling or unknown places, people, surroundings...etc. Has got knowledge of psychology of children and social technology.	and original surprises affecting children and families on the trips; uses some plays and games, talks with children to prepare them for some unexpected and weird situation on the go out and trip	how to effectively motivate children
7.	Fair traveling Social Barriers	NAMCB	The aim is the participants to understand social barriers and to develop vital skills in social interaction, learning methods and strategies, self-control and social skills developed during this period determine behavior throughout life	Knows the equal rights of participation as these are demonstrated in the Universal Declaration of Human Rights. The social barriers the financial situation their socio-economic level	-skills to explain the social barriers to parents -skills to be resilient in social barriers -skills for supporting the child to be calm down	change attitudes towards the mental model of disabilities approach the disability through the social model approach the social parameters of family traveling