



Extending Social Educators Competences/ ESEC Nr. 2018-1-PL01-KA204-051126

The project course on Family Disruption

Mancomunitat de la Ribera Alta

The program

The aim of the program:

- Enhance the comprehension of the special educators on the family disruption that can occur when having a child with a disability. The family disruption includes the relations between partners, siblings and grandparents.

Allocated hours, total – 10 hours (1.5 credit points):

- Independent work – 4 hours
- Learning unit – 6 hours

Special educators will learn or improve their skills and competence:

- About the stages of acceptance that goes through the family when learning about the disability
- The necessity of the reconstruction of the values and beliefs of the family
- How to help the families find a balance in their relation with the different members
- Develop capacities in resolving the disruption between members of the families

Outcomes of the classes 'Family disruption'

- Special educators will learn about the different experiences that can go through the family and its members
- Develop a scope of what it means to have a member of a family with a disability through testimonies and experiences
- Learn to reestablish communication between members of the family on healthy bases
- [Link to The PROGRAM and to The References](#)

Section 1: Family stages of acceptance

- The family is the first social institution, its members are interlinked socially, emotionally and financially.
- It is important to understand the effect the diagnosis has on the family as a whole (a group)
- Personal characteristics is linked to the degree and coping mechanism of the emotional turmoil
- [Link to The Section 1](#)

Section 2: The couple as the base of the reconstruction

- Learning about the disability of the child can be a source of stress, sadness, anxiety, anger and overall can result in high level of tension between the partners
- Communication and a good understanding between the partners is a necessity in the reconstruction of the bases of the family and for the preparation of the necessities that a child with a disability can bring
- [Link to The Section 2](#)

Section 2: The couple as the base of the reconstruction

- As to understand the situation and the different experiences that are related by the parents, read the testimonies part 1 that are linked below.
- So facing the situation of a disruption what can be done by a special educator to reestablish a communication between the partners
- [Link to The Testimonies](#)
- [Link to How to help in this situation](#)

Activity 1: Article « Martial Relationship in families raising a child a Disability »

- This article gives different scopes and experiences of the couple when having a child with a disability and compare them to couple with a child with no disability
- Try to find the different patterns suggested in the article of couples with a disabled child
- Discuss the result of the study
- [Link to The Activity 1](#)

Section 3: Grandparents involvement

- The increased life expectancy as well as a better health and more financial capacities lead to the change of the role of the grandparents in the family system.
- The dynamic of the family changed and the involvement of the grandparents is to be taken in account when considering a family with a disabled child
- [Link to The Section 3](#)

Section 3: Grandparents involvement

- As to understand the situation and the different experiences that are related by the parents and grandparents, read the testimonies part 2 that are linked below.

- [Link to The Testimonies](#)

Section 4: Siblings of a child with a disability

- Testimonies of siblings are varied and diverse, affected by the family values, the parents' acceptation and the personal values of the sibling.
- These testimonies tend to be positive (pride and new perspectives of life) but they can also bear mixed feelings (pity and compassion) and negatives ones (jealousy and shame).
- [Link to The Section 4](#)

Section 4: Siblings of a child with a disability

- Nevertheless, the sibling can have different behaviors toward their sibling depending on their age, the age of the sibling with a disability and the parent's comportment. Read testimonies part 3.
- How can the parents find the right balance in their family when a child has more necessities than the other ?
- [Link to The Testimonies](#)
- [Link to How to help the families find their balance](#)

Activity 2: Article «What the Other Children Are Thinking»

Read the article below and discuss:

- What are some of the mistakes made by the parents that can have a negative impact on the siblings?
- What do you think can be done to enhance the stability of the family in those cases?
- [Link to The Activity 2](#)

Task 1: Disability and normality

- This article is about a Swede research carried out on the expectations and reactions faced by the parents of children with intellectual disability in their everyday life.
- Identify the different expectations that the parents have face in the speeches of educators and specialists
- Discuss on how to avoid them
- [Link to Task 1](#)

Task 2: Rights and social help

- As to best advocate for their children, parents have to be expert on the rights and social help that are intended for family of a child with a disability. A special educator can help by providing them with the necessary information.
- Research the different social help in your country/region (Rights, social allocations, organizations...) allocated to parents and children facing this situation

Control Test:

- You can find below a test as a reminder to the most important points of the lecture
- [Link to The Control Test](#)

Thank you for your activities and best of luck