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PROJECT NO 2018-1-PL-KA2014-051126

# ERASMUS+ STRATEGIC PARTNERSHIP PROJECT "EXTENDING SOCIAL EDUCATORS COMPETENCES"



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# THESAURUS



# ABUSE

any behavior that is unwanted, intentionally harmful, demeaning or insulting, or causes the victim to be afraid. This may refer to physical violence, sexual assault, bullying, emotional maltreatment or neglect. Sexual abuse is similar to sexual assault, being a pattern of sexually violent behavior that can range from inappropriate touching to rape. The difference between the two notions is that sexual assault constitutes a single episode, whereas sexual abuse is ongoing.

# ACTIVE LISTENING

hearing the sounds with deliberate intention. Unlike hearing, listening is a skill that can be improved through conscious effort and practice. Degrees of active listening can be divided into: repeating, paraphrasing and reflecting.

# CAREGIVER

either mother or father, or other family member (grandmother or grandfather, siblings, aunt or uncle, adoptive parent) of the disabled child, responsible for parenting and caring. Caregivers are providers of practical, day-to-day unpaid support for individuals who are not able to independently complete their daily living tasks.

# CHILDREN DISABILITIES BY CATEGORIES

Autism Spectrum Disorder (ASD), Deaf-Blindness, Deafness/Hearing Impairment, Developmental Delay, Emotional Disturbance, Intellectual Disability, Multiple Disabilities, Orthopedic Impairment, Other Health Impairment(s), Specific Learning Disability, Speech/Language Impairment, Traumatic Brain Injury (TBI), Visual Impairment (including Blindness).

# **COGNITIVE BEHAVIORAL THERAPY (CBT)**

a talking therapy useful in managing problems by changing the way individuals think and behave. It helps to treat anxiety and depression, and other mental and physical health problems, including stress.

# COLLABORATION

a working practice whereby individuals work together and enable themselves to a common purpose to achieve the desired benefit. The purpose of collaboration is to create something new in support of a shared vision.

# COMMUNICATION

The imparting or exchange of information, ideas, or feelings. The act of transferring information from one person or group to another. Communication often reaches the form of discussion, exchange of knowledge, views, opinions, or values.

# COMMUNICATION PARTNERSHIP IN EDUCATION

direct and indirect verbal and nonverbal exchange of student information between parents and educators in the learning environment, in order to benefit instruction of children, therefore causing children do better in school.

# COMMUNICATION SKILLS

abilities one uses when giving and receiving different kinds of information. They include: listening, straight talking, nonverbal communication, stress management, emotion control.

# COOPERATION

the process undertaken by two or more people working, learning, creating something, organizing one's life together to complete a task or achieve a goal. The advantage of cooperation is achieving better results by putting experiences together. This often creates synergy that is impossible while working alone. Cooperation is important in networks where individuals exchange relevant information and resources in support of each other's goals, rather than a shared goal. Something new may be achieved as a result, but it arises from the individual, not from a collective team effort.

# COORDINATION

sharing information and resources so that each party can accomplish their part in support of a mutual objective. It means teamwork in implementation, not creating something new.

# **CORE COMPETENCES FOR SOCIAL AND EMOTIONAL LEARNING (SEL)**

social awareness, self-awareness, self-management, relationship skills,  
responsible decision-making.

# **CORE EMPLOYABILITY SKILLS**

learning to learn, communication, teamwork, problem-solving.

# EMOTIONAL INTELLIGENCE

a psychological category understood as the ability to perceive emotions, to access and generate them in order to assist thought, to understand emotions and emotional knowledge, as well as to regulate emotions in order to promote emotional and intellectual growth. Principal components of emotional intelligence are: self-awareness, self-regulation, internal motivation, empathy, and social skills. The recognition of one's own emotions guides thinking and behavior, thus enabling to manage and/or adjust emotions to particular environments, or to achieve one's goal(s).

# **FAMILY DISRUPTION**

a term referring to events which disrupt the structure of individual families. These events include: divorce, legal separation, and parental death, out of home placement, and deployment. Family disruption when having a child with disability affects the relations between partners/parents, siblings and grandparents.

# INTELLECTUAL AND DEVELOPMENTAL DISABILITIES (IDDs)

disorders usually disclosed at birth and negatively affecting physical, intellectual, and/or emotional development of individuals. IDD directly influence upon the nervous system, the sensory system, metabolism, as well as they cause degenerative disorders.

# **NORMALIZING A FEELING**

it occurs when diffusing - where undesired emotions are dissipated or their impact is reduced; when reframing - where emotions are redefined or rendered more acceptable; when adapted - where repeated exposure to particular situations asks for adjustments.

# **PARENTING (CHILD REARING)**

the process of promoting and supporting the physical, intellectual, emotional, and social development of a child from infancy to adulthood. Parenting refers to a raising of a child in balanced and coordinated relationship of biological and social development.

# **PARTICIPATORY ADULT LEARNING STRATEGY (PALS)**

a four-stage process practiced by adult learners that includes: introduction, where the learning topic and related information is preliminarily provided to learners; application, where trainees apply information already learned; informed understanding, where trainees are involved in self-assessment, reflection, and group discussion; repeat learning process, where next steps are planned for learners in order to provide further understanding, the use of knowledge, and mastery.

# QUALITY OF LIFE (QOL)

the individuals' perception of their position in life within the context of their culture and values, in relation with their goals, expectations, standards, and concerns. The concept has a broad spectrum and is viewed as multidimensional, encompassing emotional, physical, material, and social wellbeing. It identifies personal physical health, psychological state, level of independence, social relationships, personal beliefs, and the perception of salient features of the environment.

# **SELF-ASSESSMENT**

an activity of collecting evidences to evaluate one's knowledge, skills, abilities, attitudes, and other qualities. Self-assessment reflects mutual relations in families. Self-evaluation is a background for target-setting

# SELF-CARE PILLARS

knowledge and health literacy, mental wellbeing, physical activity, healthy eating, risk avoidance, good hygiene, rational use of products and services.

# SKILLS

the expertise or talent needed in order to do a job or task. These allow a respective level of quality and the achievement of a desired success. Skills make individuals confident and independent in life. Skills can be learned or improved.

# **SOCIAL AND EMOTIONAL LEARNING (SEL)**

The process through which children and adults acquire and apply knowledge, attitudes, and skills in order to manage emotions, set and show empathy, establish and maintain positive relationships, and make responsible decisions.

# SOFT SKILLS

understood as necessary human qualities are: analytical thinking and innovation; creativity, originality and initiative; critical thinking and analysis; complex problem-solving; leadership and social influence; emotional intelligence; reasoning; idea-producing.

# **STRENGTH-BASED PARENTING (SBP)**

connects children with their strong points so that they are more likely to cope with adversity by focusing on their strengths, rather than manifesting avoidance or aggressive coping responses. Strengths can be displayed through: personality characteristics, social personality characteristics, cognitive functioning, behavioral characteristics/coping mechanisms, and individual skills.

# STRESS

as a medical notion means any factor that negatively affects the health of the body or has an adverse effect on its functioning, caused by injury, disease, or worry. One form of stress usually diminishes resistance to other forms. Permanent stress produces changes in the balance of hormones in the body.

# **SYNERGY**

the potential ability of individual organizations or groups to be more successful or productive as a result of a merger. This additional possibility - not available when working individually - may open the way to create new knowledge.

# **WORK SKILLS FOR THE FUTURE**

sense-making, social intelligence, novel and adaptive thinking, cross cultural competency, computational thinking, new media literacy, trans-disciplinarity, design mindset, cognitive load management, virtual collaboration.



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