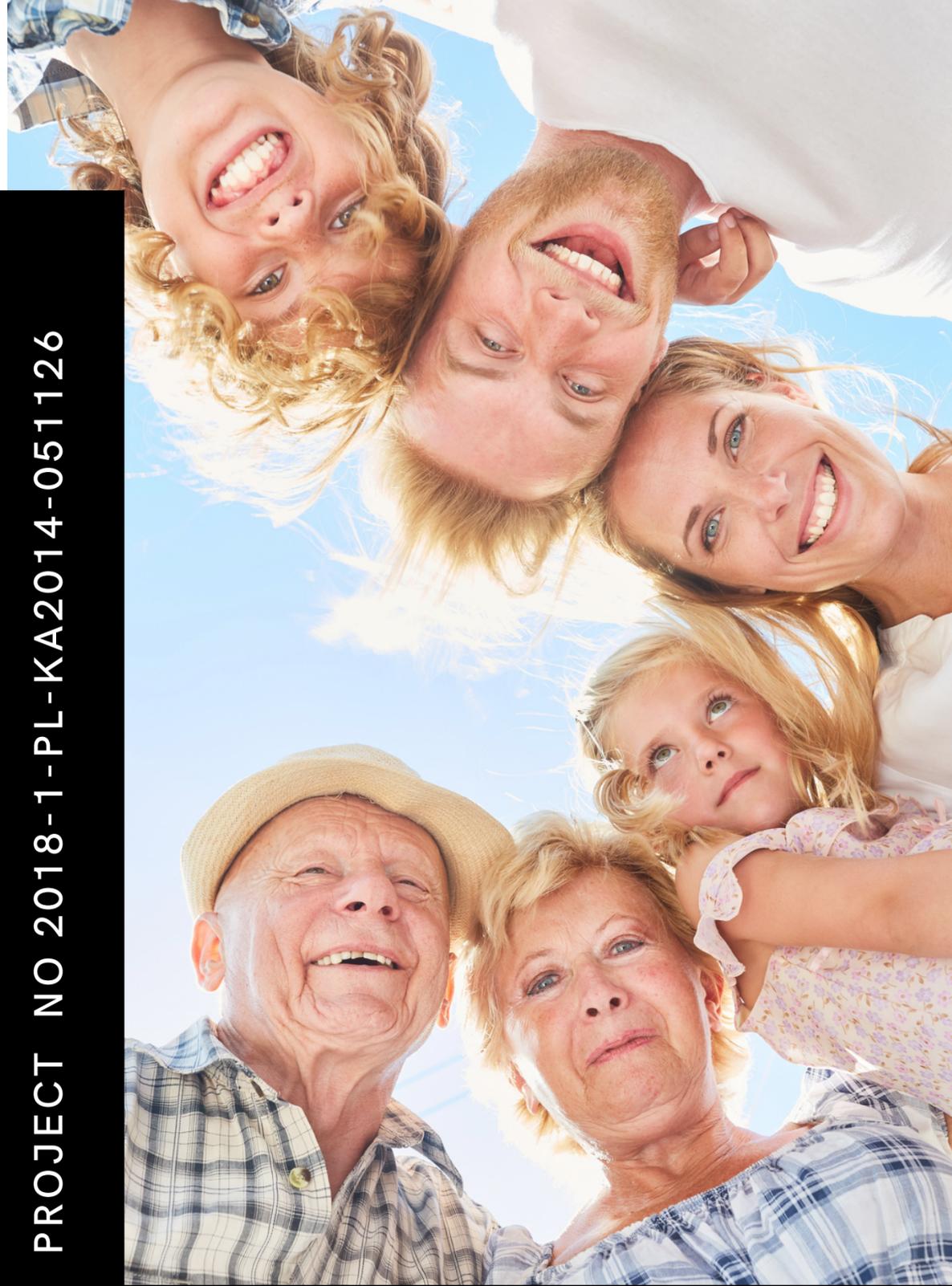


PROJECT NO 2018-1-PL-KA2014-051126



ESEC

**MOTIVATING
PARENTS
SELF
CAREE**



PART II

INTERVENTION

- Cognitive Behavioral Therapy (CBT) – the concept that human thoughts, feelings, physical sensations and actions are interrelated; dealing with stressful problems in a positive way by breaking them down into smaller parts

STRESS AND RESOURCES

- Personal resources of the family members
- Internal resources of the family system
- Social support from resources external to the family

COPING STYLES

Coping Inventory for Stressful Situations (CISS): ● Task-oriented coping ● Emotion-oriented coping ● Avoidance-oriented coping

GENDER DIFFERENCES

- Discuss the level of stress of mothers and fathers of children with autism and Down syndrome
- Discuss the impact of stress on parental wellbeing (depression, anxiety, marital dissatisfaction, etc.)

STRENGTH-BASED PARENTING

What does strength-based parenting bring to children? ● higher levels of life satisfaction ● better understanding of one's own strengths ● coping with conflict in pro-active ways ● using one's strengths to help meet homework deadlines ● having lower levels of stress

STRENGTH-BASED PARENTING

Reflect on and discuss the ideas of: ● toxic stress ● tolerable stress ● positive stress

STRENGTHS AND CHALLENGES

Let's parents respond to two open-ended questions: ● What are your child's greatest strengths? ● What are your child's greatest challenges or problems?

STRENGTHS OF CHILDREN WITH A DEVELOPMENTAL DISABILITY

Reflect on and discuss: ● Personality characteristics ● Social personality characteristics ● Cognitive functioning ● Behavioral characteristics/coping mechanisms ● Skills

CHALLENGES OF CHILDREN WITH A DEVELOPMENTAL DISABILITY

Reflect on and discuss: ● Behaviour problems ● Adaptive skill deficits ●
Cognitive communication skills deficit ● Restricted/repetitive behavior ●
Anxiety/sensory ● Attention difficulties ● Other medical issues

CHALLENGES OF CHILDREN WITH A DEVELOPMENTAL DISABILITY

Reflect on and discuss: ● Behaviour problems ● Adaptive skill deficits ●
Cognitive communication skills deficit ● Restricted/repetitive behavior ●
Anxiety/sensory ● Attention difficulties ● Other medical issues

OVERALL DISCUSSION

Reflect on and discuss: ● how the studied tools can enhance the comprehension of the situation faced by parents of children with a developmental disability ● how the studied tools can be successfully used in particular family environments

READING ACTIVITIES

- Read two suggested articles on the value of strength-based parenting and on emotional intelligence of parents of children with intellectual disability
- Express personal opinions about advantages of strength-based parenting and about the value of emotional intelligence in favour of coping with stress

SELF-EVALUATION

- Think about to what extent tools that have been studied might be useful for the parents
 - Reflect on the idea if you would be able to teach those tools to other parents who are in similar life situations
- Thank you very much for every activity in which you participated. With every good wish to everybody

**THANK YOU VERY
MUCH FOR EVERY
ACTIVITY IN WHICH
YOU PARTICIPATED !!!**

**WITH EVERY GOOD
WISH TO
EVERYBODY**

PROJECT NO 2018-1-PL-KA2014-051126



ESEC EXTENDING SOCIAL EDUCATORS COMPETENCES

THE PROJECT COURSE MOTIVATING PARENTS SELF-CARE



THE AIM OF THE LESSON

This lesson aims to give the capacity for special educators to create a motivational context for parents self-care and well being, to introduce a multilevel approach to needs and help them to incorporate this approach in their daily lives.

LESSON SUMMARY

- The care of a child with behavioral disorder places extreme stress on all aspects of the parents' lives often resulting in decrease of Quality of Life. It is imperative to create the circumstances necessary for the parents to be able to focus on their well-being. In order to do so, practical barriers need to be removed and parents need to be introduced to a multilevel approach to self-care needs and be encouraged to incorporate it in their daily lives. •

**OUTCOMES OF THE
LESSON:
“MOTIVATING
PARENTS SELF-
CARE”**

Learners will approach the following concepts:•Quality of life of parents with behavioral disorders children•Multilevel approach (mental, physical and spiritual) to self-care•

SPECIAL EDUCATORS WILL IMPROVE THEIR SKILLS AND COMPETENCE IN 3 MAYOR TOPICS

1st topic: Families Quality of Life Understand the factors impacting on the Quality of Life of parents of children with behavioral disorders and the stressors they face
2nd topic: Multilevel approach to Self-care Understand levels and goals of the self-care of parents of children with behavioral disorders•

1ST TOPIC: FAMILIES QUALITY OF LIFE

I. Stressors of parents of special needs children e.g. financial, time, management, social isolation, lack of sleep ● II. Impact on QoL, e.g. mental illness, marital problems, burn-out ● III. Caregivers state of mind e.g. increased fear of future, responsibility, grief

1ST TOPIC: FAMILIES QUALITY OF LIFE

Further reading
The aim is Special educators to approach :
I.the concepts of Quality of Life (QOL) and Family Quality of Life (FQOL)
II.the factors impacting on the Quality of Life of parents with children with behavioral disorders
III.the methods of evaluating FQOL

2ND TOPIC: SELF-CARE

- I. Prerequisites of self-care (e.g. supportive environment, basic needs met)
- II. Goals of self-care (increase of all aspects of QoL, empowerment)
- III. Multilevel approach (mental, physical and spiritual) to self-care

2ND TOPIC: SELF-CARE

Further reading The aim is Special educators to approach :I . The concepts of self care and well being in the context of Family Quality of Life (FQOL) II. Self-care pillarsIII. Self-care goals and strategies

-

FINAL TEST QUESTIONS

1. What are the stressors parents of special needs children face?
2. What is the impact of the stressors faced by parents of special needs children?
3. What are the main concerns of parents of special needs children?
4. What needs to be done before addressing the self-care of parents of special needs children?
5. What are the goals for the self-care of parents of special needs children?
6. What does the improvement of self-care of parents of special needs children entail.

USEFUL LINKS

- 20 Things Every Parent of Kids with Special Needs Should Hear•<https://www.abilities.com/community/parents-20things.html>•Quick & Easy Self Care Tips for Busy Moms•<https://raisingtheextraordinary.com/self-care-moms/>•Self-Care And Spring Cleaning: Tips For Parents Raising Kids With Disabilities•<https://jewishweek.timesofisrael.com/self-care-and-spring-cleaning-tips-for-parents-raising-kids-with-disabilities/>••

VIDEOS

- Self-care<https://www.youtube.com/watch?v=-Pm46CNLW0o>•A day in the life of a mother and her disabled son
- <https://www.youtube.com/watch?v=YWrSn-fnRtc>•Mom Of Autistic Child Walks Through A Day With Her Son | TODAY
- <https://www.youtube.com/watch?v=JGhgcaQ2Tvs>••

**THANK YOU VERY
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EXTENDING SOCIAL EDUCATORS
COMPETENCES/ ESEC NR. 2018-1-PL01-KA204-
051126



THE PROJECT COURSEPREVENTING AND RESPONDING TO SEXUAL ABUSE OF DISABLED CHILDREN



THE AIM OF THE COURSE

This lesson aims to give the capacity for special educators increase awareness regarding the prevalence of sexual abuse of disabled children and young people, to alert them to the signs of sexual abuse, to educate them regarding the prevention and response to sexual abuse and to introduce a multilevel approach regarding the structural and policy supports they could advocate for

LESSON SUMMARY

- Sexual abuse of disabled people is a huge problem. Disabled children and teens are three to four times more likely to be sexually abused than are those without disabilities. Some researchers estimate that the lifetime rate of abuse of adults with disabilities is as high as 90 percent.
- It is imperative to empower parents to prevent and intervene on behalf of their vulnerable children. Increased awareness of the prevalence of sexual abuse in this population, information regarding the signs of sexual abuse in disabled children and teens and strategies for prevention as well as response will be presented.

□ OUTCOMES OF THE LESSON: "PREVENTING AND RESPONDING TO SEXUAL ABUSE OF DISABLED CHILDREN"

Learners will approach the following concepts:-Sexual abuse statistics in disabled children and teens-Signs of sexual abuse-Consequences of sexual abuse-Responding to sexual abuse-Preventing sexual abuse - Necessary structural and policy changes•

**SPECIAL EDUCATORS WILL IMPROVE THEIR SKILLS
AND COMPETENCE IN 5 MAJOR TOPICS**

1st topic: Statistics regarding sexual abuse in disabled children and teens
Increase knowledge regarding the vulnerability and risk factors for abuse and the profile of the abusers
2nd topic: Signs of sexual abuse
Understand and be able to identify the physical, behavioral and psychological signs of sexual abuse in disabled children and teens
3rd topic: Develop a protocol of response in the event of suspicion of sexual abuse
4th topic: Familiarize with strategies for preventing sexual abuse at the level of family, school and care facilities
5th topic: Familiarize with strategies for preventing sexual abuse at the level of structural and policy changes.

**1ST TOPIC: STATISTICS REGARDING SEXUAL
ABUSE IN DISABLED CHILDREN AND TEENS**

I. Statistics regarding abuse of disabled people ● II. Vulnerability of different types of disabilities ● III. Risk factors increasing vulnerability ● IV. Underreporting of abuse ● V. Who is most likely to sexually abuse

**1ST TOPIC: STATISTICS REGARDING
SEXUAL ABUSE IN DISABLED CHILDREN AND TEENS**

Further resources

- Statistics <https://strathprints.strath.ac.uk/27452/1/strathprints027452.pdf>
- Abuse of people with disabilities: a silent epidemic <https://www.youtube.com/watch?v=yhLsATwO0o4>
- Risk factors https://westyorkscb.proceduresonline.com/chapters/p_abuse_disabl.html
- Shocking allegations of abuse at special schools <https://www.youtube.com/watch?v=SrhXqVzmdU>

2ND TOPIC: SIGNS OF SEXUAL ABUSE

I. Physical signs
II. Behavioral signs
III. Psychological signs

2ND TOPIC: SIGNS OF SEXUAL ABUSE

Further resources•Recognizing and preventing abuse, neglect and exploitation <https://www.youtube.com/watch?v=UU94N2yi294>•The sexual assault epidemic no one talks about<https://www.npr.org/2018/01/08/570224090/the-sexual-assault-epidemic-no-one-talks-about?t=1585734473543>

**3RD TOPIC: DEVELOP A PROTOCOL
OF RESPONSE IN THE EVENT OF SUSPICION
OF SEXUAL ABUSE**

I. How to talk to disabled victims of sexual abuse
II. Reporting to authorities
III. Support and treatment of victims of sexual abuse

**3RD TOPIC: DEVELOP A PROTOCOL
OF RESPONSE IN THE EVENT OF SUSPICION OF SEXUAL ABUSE**

Further resources
Tip sheet: how to talk to your child to reduce vulnerability to sexual abuse <https://www.stopitnow.org/ohc-content/tip-sheet-how-to-talk-to-your-child-to-reduce-vulnerability-to-sexual-abuse>

**EXERCISE- THE PROCESS
OF REPORTING SEXUAL ABUSE IN MY COUNTRY**

Exercise- familiarize yourself with the process of reporting sexual abuse of a disabled person or young adult in your country. What authorities are informed, in what manner (e.g. phone call). What is the procedure followed with someone reports sexual abuse of a disabled child or young person. Prepare a list of agencies and contact information as well as a step by step description that is expected to be followed.

**4TH TOPIC: PREVENTING SEXUAL ABUSE
AT THE LEVEL OF FAMILY, SCHOOL AND CARE FACILITIES**

I. Within the family/ with your child
II. Staying safe outside the home
III. With service providers

**4TH TOPIC: PREVENTING SEXUAL ABUSE
AT THE LEVEL OF FAMILY, SCHOOL AND CARE FACILITIES**

Further resources
How to talk to your child to reduce vulnerability to sexual abuse <https://www.stopitnow.org/ohc-content/tip-sheet-how-to-talk-to-your-child-to-reduce-vulnerability-to-sexual-abuse>
Shocking allegations of abuse at special schools <https://www.youtube.com/watch?v=SrhXqVzmdU>
Recognizing and preventing sexual abuse <https://www.autismspeaks.org/recognizing-and-preventing-sexual-abuse>

**5TH TOPIC: PREVENTING SEXUAL ABUSE
AT THE LEVEL OF STRUCTURAL AND POLICY CHANGES**

I. Recommendations for schools and students
II. Recommendations for disability service providers
III. Recommendations for criminal justice professionals

**5TH TOPIC: PREVENTING SEXUAL ABUSE
AT THE LEVEL OF STRUCTURAL AND POLICY CHANGES**

Further resources
Violence abuse and bullying affecting people with intellectual/developmental disabilities
https://thearc.org/wp-content/uploads/2019/02/NCCJD-White-Paper-1-Violence-Abuse-Bullying_5.pdf
What should everyone know about abuse?
<https://thearc.org/everyone-know-abuse/>

FINAL EVALUATION QUESTIONS

- Why do disabled children have a higher risk for sexual abuse?•What circumstances are more dangerous?•What are the most prevalent signs of sexual abuse in disabled children?•How can we prevent sexual abuse?
- If there is suspicion of sexual abuse what should be done?•What societal and policy changes would be helpful?●

**THANK YOU VERY MUCH FOR
EVERY ACTIVITY IN WHICH YOU PARTICIPATED !!!
WITH EVERY GOOD WISH TO EVERYBODY**

PROJECT NO 2018-1-PL-KA2014-051126



ESEC

**EXTENDING SOCIAL EDUCATORS
COMPETENCE THE PROJECT
COURSE ON
PARENTING SCIENCE:**

COMMUNICATION WITH PARENTS



THE AIM OF THE CLASSES

- to offer parents an opportunity to improve their understanding and skills of parenting; obtain deeper knowledge in Parenting Science and practice; further develop their communicative skills and accents on cooperation, as well as improve self-evaluation experience.

**PARENTS WILL LEARN OR IMPROVE
THEIR SKILLS AND COMPETENCE:**

- Parents' roles and adult learning features
- Role of cooperation in adult learning and parenting
- Role of communication in adult learning and parenting
- The basics of the parenting science
- Self-evaluation and evaluation of competencies
- the themes of the program are mutually integrated by the design of classes

**OUTCOMES OF THE
CLASSES 'COMMUNICATION WITH PARENTS'**

- Parents' roles and adult learning features
- Role of cooperation in adult learning and parenting
- Role of communication in adult learning and parenting
- The basics of the parenting science
- Self-evaluation and evaluation of competencies
- the themes of the program are mutually integrated by the design of classes

A DESIGN OF INTERACTIVE CLASSES I

- Activity 1. •Adults and parents education needs in the EU – why and what parents need to know and be able to achieve in their children upbringing? The social context:•- post-industrial changes and digital technologies – the new generation lives among and with digital technologies;•- too much time spent in communications via mobile devices and too few for live communication; •

A DESIGN OF INTERACTIVE CLASSES II □

- enormous speed of changes in technologies and technological devices;
- responsibilities of families change in the uncertain social world and new way of their children thinking;
- youth employment becomes a problem related to appropriate education and their will to work;
- demonstrated will of youth's independence and self-confidence coupled with comparatively poor life experience; •

A DESIGN OF INTERACTIVE CLASSES III

- When the list is ready – this will serve you as a starting stage in your discussions on parenting – please, discuss it in small groups or at a plenary session and select some 3-4 for more detailed discussion:•Why do you consider the selected needs dominating?•Where is the main problem?•Agree upon one need (these can be more if you can allocate more time for discussions) that is the most common for families that are represented in the group.•

ACTIVITY 3.

- How to solve topical parenting problems? Link to Activity table 2.
- Parenting (child rearing) is 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 (Abraham, 2017).

WORK WITH ACTIVITY TABLE 2.

- When the table is ready, discuss it in the small group or plenary session (if there are few participants).
- Spot out common needs for the majority of the participants; discuss why? What are the reasons? What knowledge, understanding, and communication skills do you have or lack to cope with the needs that you experience?

ACTIVITY 5.

- What are the most topical problems of your children:• what they want to be, •to have, and •avoid?
- What we want to achieve by solving a topical problem?••

ILLUSTRATE WITH A CASE OF YOUR EXPERIENCE

••You will see that you and your children want to be successful, recognized, accepted in peer and/or adult community (family), need more communication, arrive to the mutual understanding among their family members. Actually, your needs are common, the tools, ways, means of achieving might be different (because of different experiences).•

USE YOUR PARENT'S EXPERIENCE

•Now it is time to discuss the problems with your children/youth deeper, in details, and make it a regular affair in families. It will take some time, actually discussions should be non-stop, and these should be a normal topic among constant communication in your families. This is what your children need first of all; this is where your children learn life. •

**ACTIVITY 6. 2020 GROWING/EMERGING
MIXED SKILLS - (NOT EVERY SKILL FOR EVERYONE)**

- Skills are the expertise or talent needed in order to do a job or task: practical jobs, learning, drawing, swimming, communicate, cooperate, etc. These allow a person for doing particular job at a respective level of quality and achieve the desired success. Skills make a person confident and independent in life. Almost any skill can be learned or improved if they are set realistic. •

ACTIVITY 7. DISCUSSION:

- Why soft skills (human qualities) become as important as the hard (pragmatic, technical) ones?
- Select an item from the suggested above or choose your own and create one more table

**ACTIVITY 8. USE THE PICTURES
TO DISCUSS THE CHOSEN HINTS.**

•You can choose more relevant pictures from the web. •Mind: there is a noticed tendency – as soon as parents or teachers join an app children use to disappear and change for another app. •Do you know how, when, with whom your children communicate in the web? •You can choose for the discussion: •- The most popular free applications •- The most popular iPhone apps –what is on the screen of your child’s iPhone? •

ACTIVITY 9. DISCUSSION ON PARENTS'ROLES

- Participants should be able to
- identify the various aspects of parent roles
- agree upon a set of the generic role aspects of parenting
- reflect upon conceptualisations of parenting from a European perspective (use experiences of the participant countries in this seminar/program)
- By developing a critical awareness through discussions of the various aspects of the parent roles, participants will be encouraged to adopt a differentiated approach in endeavouring to respond to the individual needs of parents and adult learners at various stages of their professional development.
-

ACTIVITY 10. ADULT LEARNERS - PARENTS AS LEARNERS
LINK TO FEATURES OF ADULT LEARNERS

•The best learning is learning together with your children – make it a joint venture! What can you children teach you?••Please, find below some most important features of adult learners. Read them and discuss in groups:•-What you have to master for parenting to improve your family upbringing or family pedagogy?•- If you are a teacher or educator to deliver the Parenting science program for parents, what you have to take into consideration when preparing and delivering classes for parents (they are adult learners).

ACTIVITY 11.
COOPERATION: PERCEPTION - UNDERSTANDING - DOING

•Please, comment:•Cooperation is the process undertaken by two or more people of working, learning, creating something, organizing one's life together to complete a task or achieve a goal. The value of cooperation/collaboration is achieving better results by putting experiences together; this often creates synergy, that is impossible while working alone.••

**VIDEO ON ATTENTION AND PERCEPTION
(YOU CAN CHOOSE OTHER CLIPS THAT YOU FIND RELEVANT).**

•<https://www.weforum.org/agenda/2017/06/why-people-with-creative-personalities-see-the-world-differently>•Please, pay attention to the instruction of the video. •After watching the video, please, speak out what you have noticed/perceived. •If you have to make a decision, what is your perception (how many cases did you notice to base on for your decision?) •What else did you notice to make your conclusion? •Your conclusion on the video and decision-making: Your ideas for cooperation with this group? What activities can you initiate with this group? •

**COOPERATION AND COLLABORATION:
IS THERE A DIFFERENCE?**

- (You can enter the web-site and test your collaboration skill. Test: English: Online Collaboration Skills Barometer / <http://dev.ecdl.it/project/online4edu/index.php?lang=en>)Link to Discussion
- Collaboration is a working practice whereby individuals work together and enable themselves to a common purpose to achieve the desired benefit.
- Synergy – additional possibility which is not available when working individually; the importance of this phenomenon lies in possibilities to create new knowledge.
-

**ACTIVITY 12.
COMMUNICATION**

- Communication is the act of transferring information from one person or group to another. Quite often communication reaches the form of discussion – exchange of knowledge, views, opinions, or values. •

DISCUSSION

- what collaboration and communication skills we have, and which ones still need improvements?
- If you are a teacher who delivers these classes: What should be of special attention in the program which you are going to offer the parents/choose for your individual development?
- If you are a parent: How such classes for parents could be improved?

ACTIVITY 13.
STRATEGIES FOR EFFECTIVE PARENTING: DISCUSSION

- children and adult behaviour problems, avoiding physical or/and mental violence/misbehaviour. Discuss a chosen by you situation. Use the Activity table 5 below.

ACTIVITY 14

- An extra activity, an additional one to Activity 5: Some pedagogical hints to solve conflicts ••

OPTIONAL ACTIVITY

- Designing a course • „Parenting science: communication“: • (a) for parents if you are teachers/mentors/educators; • (b) for your personal development if you are parents and want to go deeper into The Parenting Science •

SELF-EVALUATION

•and evaluation of the program outcomes: •SWOT analysis•

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PROJECT NO 2018-1-PL-KA2014-051126



ESEC

EXTENDING SOCIAL EDUCATORS COMPETENCES

„COMMUNICATION WITH PROFESSIONALS AND EDUCATORS”



THE PROGRAM

The aim of the lecture: •to facilitate the kind of social interactions and relationship between the members of the families involved in the care taking of the child and educators or professionals. ••To provide and exercise some communication skills for educators/care givers/teachers; •

EXPECTED OUTCOMES

The participants will learn or improve their range of skills and competences, as regards: ● improving communication skills; ● how teachers/professionals should be comfortable communicating with parents and in regular way using phone calls and the latest devices of electronic (ICT, Apps, ...) and social media communication. ● coping approaches, tools, methods.

INTRODUCTION

- Key roles of agents of communication in the context of relationships: educator/teacher – professionals – students – parents of students (sometimes students with special needs).
- Communication is both receptive and expressive;

**EDUCATIONAL ACTIVITIES
REQUIRE EXCELLENT COMMUNICATION**

1. Teaching and caring are often done in the isolation of a classroom without the presence of other adults, good teaching involves consultation with colleagues. ● 2. Schools that see themselves as professional learning communities encourage teachers to plan lessons together and learn from one another. They take a team approach when problem-solving, especially for difficult students. ●●●●●

**NEW TECHNOLOGIES OF
COMMUNICATION APPLIED TO EDUCATION**

Using technology to facilitate any kind of social interactions. In these days a cutting edge compilation of technologies gives unlimited opportunities to communicate on many levels: •Cloud services; •The Internet of Things; •Big Data; •Artificial intelligence and robots; •5G and 6G platforms.

**NEW TECHNOLOGIES OF COMMUNICATION
APPLIED TO EDUCATION**

Some pedagogical theories helped to facilitate and introduce the ICT infrastructure into education and made this process smooth and useful:

- Vygotsky's Social Development;
- Dewey's Experiential Education Learning Theory ;
- B. F. Skinner's theory of reinforcement;
- J. S. Bruner's psychological theory;

Cognitive processes in pedagogical communication: gaining attention (reception), informing learners of the objective (expectancy), stimulating recall of prior learning (retrieval), presenting the stimulus (selective perception), providing learning guidance (semantic encoding), eliciting performance (responding), providing feedback (reinforcement), assessing performance (retrieval), enhancing retention and transfer (generalization).

	Indicator	Group of tasks
Information-processing skills	Reading	Reading documents (directions, instructions, letters, memos, e-mails, articles, books, manuals, bills, invoices, diagrams, maps)
	Writing	Writing documents (letters, memos, e-mails, articles, reports, forms)
	Numeracy	Calculating prices, costs or budgets; use of fractions, decimals or percentages; use of calculators; preparing graphs or tables; algebra or formulas; use of advanced math or statistics (calculus, trigonometry, regressions)
	ICT skills	Using e-mail, Internet, spreadsheets, word processors, programming languages; conducting transactions on line; participating in online discussions (conferences, chats)
	Problem solving	Facing complex problems (at least 30 minutes of thinking to find a solution)
	Task discretion	Choosing or changing the sequence of job tasks, the speed of work, working hours; choosing how to do the job
Other generic skills	Learning at work	Learning new things from supervisors or co-workers; learning-by-doing; keeping up-to-date with new products or services
	Influencing skills	Instructing, teaching or training people; making speeches or presentations; selling products or services; advising people; planning others' activities; persuading or influencing others; negotiating
	Co-operative skills	Co-operating or collaborating with co-workers
	Self-organising skills	Organising one's time
	Dexterity	Using skill or accuracy with one's hands or fingers
	Physical skills (gross)	Working physically for a long period

COMMUNICATION SKILLS IN THE CONTEXT OF EDUCATION.

**COMMUNICATION SKILLS IN
THE CONTEXT OF EDUCATION.**

In the very successful Finnish paradigm of pedagogical approach, there is a significant focus on the individual learner/student and his Q&A skills, who is at the center and the core of all the educational and skilling activities. A student is the base of the triad: parents – student – educators.

COMMUNICATION STRATEGIES AND GOOD PRACTICES

- Personal contact, including conferences, home visits, telephone calls, and curriculum nights or open houses, seems to be the most effective form of communication and may be among the most familiar. However, the establishment of effective school-home communication has grown more complex as society has changed....

COMMUNICATION STRATEGIES AND GOOD PRACTICES

Very important for educator/ teacher is being of proactive; any time educator could streamline the parent-teacher-student communication chain:•When everyone is in the loop, at-home conversations about schoolwork are more productive. Parents are empowered to work with teachers as allies to help their kids succeed.•The more educators reach out parents (and students) proactively as a group, the less time they spend reacting to questions and concerns over email or by phone. When questions do arise, they'll likely be more informed and constructive.•Students take more accountability for their own learning. With clear expectations and a supportive team of in-the-know parents and teachers, kids are more likely to perform and do their best work.●●●

**COMMUNICATION IN THE CONTEXT
OF CRISIS - COVID 19**

•Most of educators/teachers on almost all levels of education use forms of distance learning in the time of quarantine (Covid 19). The forms of conduct distance learning which have been chosen by educators and teachers are:•sending tests, work cards or homework assignments;•online lessons (video conferencing);• using e-learning platforms e.g. Epodręczniki.pl (website of textbooks);• using dedicated platforms by publishers.♦♦

EFFECTIVE COMMUNICATION

- identifying the problem;
- brainstorming as many solutions as possible;
- jointly evaluating the pros and cons;
- deciding on a solution to try;
- putting the solution into action;
- reviewing the solution after a period of time.

EFFECTIVE COMMUNICATION

- When you want to have more and better conversations with the staff in your own building and surroundings, try to test many different tools. There is recommended to look explicitly for these features:
 - Ease of signing up
 - Ease of use
 - Topic specific conversations
 - Private conversations
 - Sending/sharing of files
 - Integration with Google Apps
 - Send messages when receiver is offline
- [Link to Lecture Unit 5](#)

ACTIVITY 1

Read the definition included below and propose your interpretation and understanding of „communication partnership“ based on your experience: According to Epstein (2001), the definition of communication partnership in education includes the following: Both the direct and the indirect verbal and nonverbal exchange of student information between parents and educators in the learning environment works to benefit instruction of children. When parents and educators communicate effectively as it related to student’s education, thus creating a partnership which plays a positive role in children’s education, therefore causing children do better in school. (p. 113) Reference: Epstein, J. (2001). School, family, and community partnerships: Preparing educators and improving schools. Boulder, CO: Westview Press.

ACTIVITY 2

Read the definition included below and propose your interpretation and understanding Read the article linked below and watch the linked video:
1.Reh, F. John. (2019), Ways to Improve Your Communication Skills at Work.<https://www.thebalancecareers.com/improving-your-communication-skills-at-work-22757662>. "Learn How to COMMUNICATE!" | Jordan B. Peterson (@jordanbpeterson) | #Entspresso <https://www.youtube.com/watch?v=h6A4-fuK4cg>
Aim of the activity: - review and estimate your communication skills; Task to carry on:- evaluate your communication skills after reading the linkend article and watching the linkened video.- ask yourself how to bridge your communication gap and flaws?of „communication partnership“ based on your experience: According to Epstein (2001), the definition of communication partnership in education includes the following: Both the direct and the indirect verbal and nonverbal exchange of student information between parents and educators in the learning environment works to benefit instruction of children. When parents and educators communicateeffectively as it related to student’s education, thus creating a partnership whichplays a positive role in children’s education, therefore causing children do betterin school. (p. 113) Reference: Epstein, J. (2001). School, family, and community partnerships: Preparing educators and improving schools. Boulder, CO: Westview Press.

ACTIVITY 2

Read the definition included below and propose your interpretation and understanding Read the article linked below and watch the linked video:
1.Reh, F. John. (2019), Ways to Improve Your Communication Skills at Work.<https://www.thebalancecareers.com/improving-your-communication-skills-at-work-22757662>. "Learn How to COMMUNICATE!" | Jordan B. Peterson (@jordanbpeterson) | #Entspresso <https://www.youtube.com/watch?v=h6A4-fuK4cg>
Aim of the activity: - review and estimate your communication skills; Task to carry on:- evaluate your communication skills after reading the linkend article and watching the linkened video.- ask yourself how to bridge your communication gap and flaws?of „communication partnership“ based on your experience: According to Epstein (2001), the definition of communication partnership in education includes the following: Both the direct and the indirect verbal and nonverbal exchange of student information between parents and educators in the learning environment works to benefit instruction of children. When parents and educators communicateeffectively as it related to student’s education, thus creating a partnership whichplays a positive role in children’s education, therefore causing children do betterin school. (p. 113) Reference: Epstein, J. (2001). School, family, and community partnerships: Preparing educators and improving schools. Boulder, CO: Westview Press.

**THANK YOU VERY MUCH FOR EVERY ACTIVITY
IN WHICH YOU PARTICIPATED !!!
WITH EVERY GOOD WISH TO EVERYBODY**

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