



# WELCOME TO MULTIPLIER EVENT ERASMUS+ FUNDED PROJECT

# TETRAS

Enhancing transfer of transversal skills for social inclusion

**Improving competences of educators**  
**Focus: successful social inclusion of people with cognitive disabilities for the transfer of transversal skills**

**26 November 2024- 9.30-14.30- Veneto Region Brussels Office, Av. De Tervueren 67**



CONFERENCE OF INGOs  
OF THE COUNCIL OF EUROPE  
CONFERENCE DES OING DU  
CONSEIL DE L'EUROPE

Support of the Committee Inclusive Territories Environment and Health



# **SELF-IN (ADULT EDUCATION FIELD) (Self-management programs from a metacognitive approach)**

**Brussels, 26<sup>th</sup> of November 2024**



**Co-funded by  
the European Union**



# SELF-IN PARTNERSHIP



UNIVERSITÀ  
DEGLI STUDI  
DI PADOVA



## The Valencian Institute of Social Services , IVASS:

- Public entity with its own legal status, assets and resources
- It has the capacity to manage the policy of the Valencian Regional Government (Generalitat Valenciana) in the fields of:

### SCOPE

- social welfare
- elderly people
- dependency
- mental health
- care of people with intellectual disabilities
- assists and acts in terms of social services and socio-health care
- it protects, safeguards and guardianships persons with judicially modified capacity whose attribution are with the Generalitat Valenciana itself.



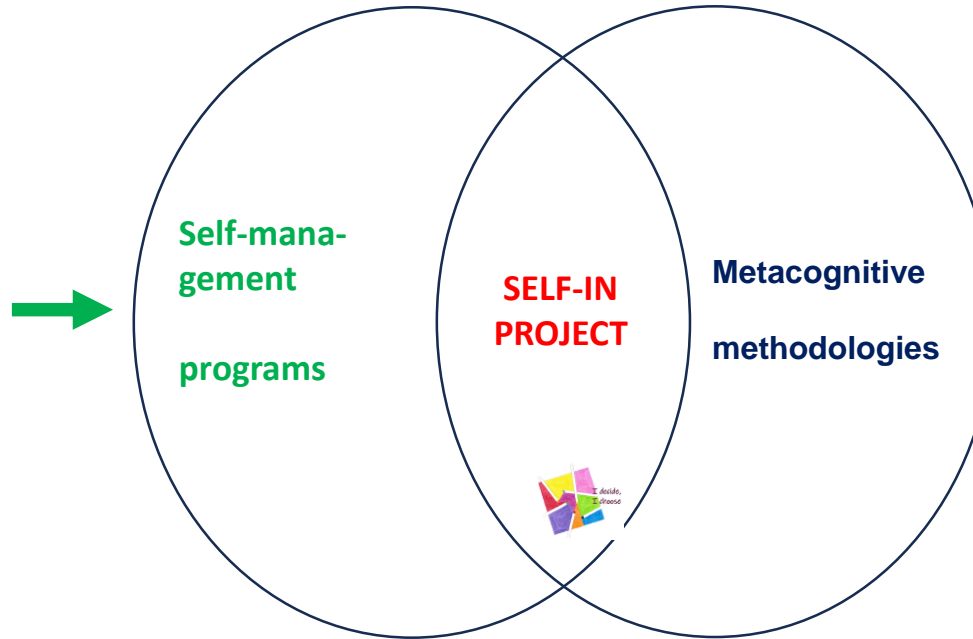
### PORTFOLIO

- IVASS has more than 30 facilities: daycare centers, residences, occupational centers and sheltered houses, distributed throughout the three provinces of the Valencian Community,
- where its 1.500 professionals such as, physiotherapists, psychologists, nurses, caregivers, occupational therapists, social workers, and so on,
- who dedicate their efforts to the attention and care of 1.200 people with social care needs,
- it provides them, in a participatory manner, the necessary support for their integral development with quality service.

# SELF-IN INNOVATION

**SELF-IN integrates metacognitive methodologies within self-management programs to improve the key competences of people with intellectual disabilities.**

**Self-management programs are spaces where people with intellectual disabilities meet, discuss, and learn how to take part in our society.**



**Metacognition is the person's ability to use their previous knowledge to plan a strategy to perform a task; applying the necessary steps to solve the problem; reflecting on and evaluating the results; and modifying, if necessary, the personal approach used (Flavell, 1976).**

# SELF-IN EDUCATIONAL RESOURCES

## 1. HANDBOOK FOR EDUCATORS




**SELF-IN**

SELF-MANAGEMENT  
LEARNING PROGRAMS (SLP)  
QUALITY OF LIFE,  
METACOGNITIVE PROCESSES  
AND MOTIVATIONAL ORIENTATION  
FOR PEOPLE WITH  
INTELLECTUAL DISABILITIES

Workbook for course designers and trainers

Co-funded by the European Union

2021-1-ES01-KA220-ADU-000033660



## 2. COURSE FOR PwID

Example 2

NAME: \_\_\_\_\_ DATE: \_\_\_\_\_

### My Self Monitoring Form

Target Behaviour	Monday	Tuesday	Wednesday	Thursday	Friday
I kept my hands to myself	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I was quiet and listening	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I kept my eyes on my teacher	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I followed instructions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I completed my work neatly	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I participated in the lesson	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Parent Signature: _____		Parent Notes: _____			
Teacher Notes: _____		_____			

Example 3

Daily Behaviour Sheet for: \_\_\_\_\_ DATE: \_\_\_\_\_

Behaviour Goals	I kept my hands to myself	Raise My Hand	Follow Directions
Morning routine	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Read to Self	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Morning Meeting	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Guided Reading	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Words Their Way	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Recess	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Computer Lab	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Daily 5	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Lunch	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Writing	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Specials	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

## 3. MOOC COURSE



**Co-funded by the European Union**

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**UNIT 1.**

INTRODUCTION TO THE COURSE

**"A SELF-MANAGEMENT LEARNING MODEL TO FOSTER THE INDEPENDENCE OF PEOPLE WITH INTELLECTUAL DISABILITIES"**

SELF-IN PROJECT: a self-management learning model to foster the independence of people with intellectual disabilities



Activity 1.Trailer.

SELF-IN project: partners and educational materials

# 1. HANDBOOK FOR EDUCATORS

It will be available in Spanish, Dutch, English and Italian.

At this moment, available in Spanish, Dutch and English on the project website ([https://www.ivass.gva.es/Erasmus\\_SELF-IN/Educative\\_resources.html](https://www.ivass.gva.es/Erasmus_SELF-IN/Educative_resources.html))



## SELF-IN

SELF-MANAGEMENT  
LEARNING PROGRAMS (SLP)  
QUALITY OF LIFE,  
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## 2. 43-HOUR SELF-IN TRAINING COURSE FOR PWID

### 43-HOUR SELF-IN TRAINING COURSE FOR PWID

- 19 pedagogical exercises organized in 6 units to improve the competences needed to participate in self-management programs. The exercises were designed according to the frameworks previously explained in this video.
- Pedagogical guide to develop a 43-hour course using the 19 exercises.

Free access to the 19 exercises and the pedagogical guide on: [https://www.ivass.gva.es/Erasmus\\_SELF-IN.html](https://www.ivass.gva.es/Erasmus_SELF-IN.html)



Figure 2. Training itinerary map. Source: SELF-IN project

Already available in English, Dutch and Spanish on IVASS website.

### SELF-IN COURSE: 2 examples of exercises

**Example 2**

NAME: \_\_\_\_\_ DATE: \_\_\_\_\_

#### My Self Monitoring Form

Target Behaviour	Excellent	OK, but not very good	Needs Improvement	Needs Attention
I lead my things to myself	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I use quiet and listening	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I lead my eyes on the teacher	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I followed instructions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I complete my work (neatly)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I participated in the lesson	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Parent Signature: \_\_\_\_\_ Teacher Notes: \_\_\_\_\_

**Example 3**

NAME: \_\_\_\_\_ DATE: \_\_\_\_\_

#### Daily Behaviour Sheet for: \_\_\_\_\_

Behaviour/Goal	1 (Bad)	2 (Fair)	3 (Good)	4 (Excellent)
Waking up on time	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ready to go to school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Waking up on time	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Wrote their name	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Read	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Completed task	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Did it	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Look	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Writing	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Spoken	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**Problem solving cycle: Step 2. Making and following up**

The exercise consists of applying a plan that you have developed in the preparation phase. You make the plan, you will need to follow up and see yourself if you are not working according to the plan. At the end of the week, you will have a good plan, but at the end of the week, you will have a good plan, but at the end of the week, you will have a good plan.

**Activity 2: The road friend**

Question: There was an occupational center. His best friend, Joseph, always works with him and the teacher said: "You're the best friend, Joseph, but now he has to leave, Joseph goes and for the rest of the day, he is very sad. How does he feel about this?"

With the help of the following questions, we will find the first step of the problem solving cycle.

What happened? Is something wrong? Is it a problem?  
Can you define the problem?  
What are the causes of the problem?  
What are the consequences of the problem?  
What are the resources available to solve the problem?  
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**Activity 2: The road friend**

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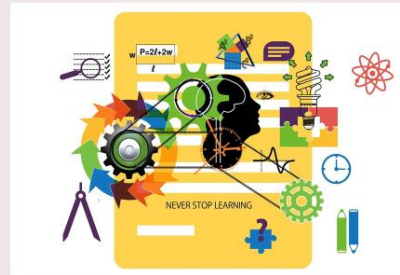
Figure 3. SELF-IN course. Unit 2. Monitoring my learning process.

Figure 4. SELF-IN course. Unit 5. Problem solving and decision making

# 3. MOOC COURSE FOR PROFESSIONALS

## Course topics

1. Introduction to the SELF-IN Project and this course.
2. Theoretical approach to self-management programs (SLP).
3. Practical approach to self-management programs.
4. Metacognition and motivation for successful and sustainable self-management.
5. Self-management implementation.
6. Students' voices.
7. Conclusions and certification.



Source: <https://pixabay.com/illustrations/to-learn-training-school-knowledge-7012679/>

**MOOC COURSE FOR PROFESSIONALS.**

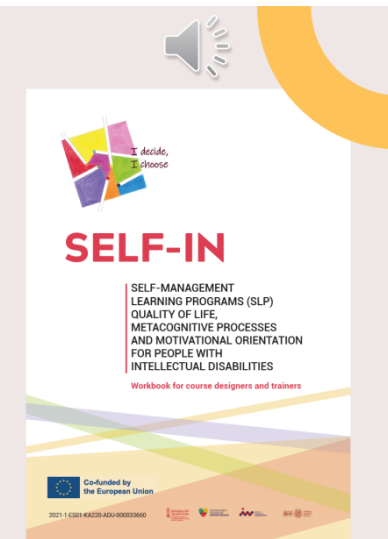
**ONLY IN ENGLISH LANGUAGE**

**TO BE FINISHED DECEMBER 2024**

## Course methodology and resources

Students can learn, at their own pace, through the following material and activities included in the course:

- Lesson videos.
- Suggested lectures such as sections of the SELF-IN handbook for educators or academic articles.
- Real examples and case studies.
- Exercises and quizzes.



Self-in handbook



**THANKS FOR THE ATTENTION!!**



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