



KEHITYSVAMMAISTEN
PALVELUSÄÄTIÖ



Erasmus+



UNLOCKING FREEDOM
Through Adult Education

Instructor's Manual

Moving Course

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1. Introduction

The material for this Moving Course has been gathered as a product of the Service Foundation for People with an Intellectual Disability Erasmus + pilot project “Unlocking Freedom Through Adult Education”. The purpose of this material is to provide the trainer with tips and directions regarding the types of things that must be taken into consideration when organising a course for the disabled or people with special support needs. In this material we handle matters the disabled and their loved ones wanted to discuss during the pilot project. The Moving Course may include various other aspects as well, but the material collected here is based on the course and the project.

The Service Foundation for People with an Intellectual Disability has carried out moving training for the disabled and their relatives from the early 1990’s. To support training, we created this material based on our experience and know-how. Moving training is modelled in Finnish on Vernerri, from where you can read more closely on our ideology regarding moving training. (vernerri.net.)

In this EU Erasmus+ project we wanted to consider moving training together with our partners. We found a partner in Valkeakoski Lifelong Learning Centre. Disabled people, their loved ones, and local government representatives also joined together to prepare the Moving Course that was held as a product of this project. At first, we had a training session where, based on moving training, we in cooperation developed a model for this course. The titles for each lesson and, in part, their contents were created together with this network of cooperatives. Apart from the authors, section 5 of this manual was written by Pauliina Von Bell, a teacher at the Valkeakoski Lifelong Learning Centre.

2. What Does the Law State About Equality and Lifelong Learning?

During the project we worked together with Valkeakoski Lifelong Learning Centre. This experience taught us that lifelong learning centres and adult education centres may have unnecessary obstacles in organising education that would be available for all. In Finland, the Non-discrimination Act (1325/2014) obliges schools/educational establishments and lifelong learning centres to consider how their course selections could be available to all. Sometimes this availability must be moderately adjusted to create a path along which a person with special support needs can access the same studies as anyone else. Lifelong learning is equally important to everyone. The modern society demands us to possess key competences for lifelong learning. Lifelong learning centres and adult education centres have an important role in supporting those skills.

2.1 Lifelong Learning

The Finnish National Agency for Education has defined the key competences for lifelong learning as important aspects of professional expertise. These skills refer to the facilities a person needs in order to learn constantly and to master future challenges, new situations and the changing circumstances of working life. They depict the skills a person possesses to overcome different types of situations. They increase the professional education and citizenship skills required in all areas of work or study. With these skills, students/learners can follow the changing trends of working life and the society as well as function in the changing conditions.

The key competences of lifelong learning are

1. lifelong learning and problem solving
2. interaction and cooperation
3. professional ethics
4. health, safety, and functional capacity
5. initiative and entrepreneurship
6. sustainable development
7. esthetics
8. communication and media skills
9. mathematics and natural sciences
10. technology and computer science
11. active citizenship and different cultures (oph.fi.)

3. How Does an Intellectually Disabled Person Learn?

An intellectual disability refers to the difficulty of understanding and learning new things. The disability limits a person's functions only partially. People have different strengths and abilities. Everyone must receive support in finding their own possibilities. The degree of the disability may vary from severe impairment to a mild learning disability. Around 40 000 people in Finland have an intellectual disability. Intellectual disabilities may be examined and defined from various perspectives, such as medicine/diagnoses, functional capacity, and social perspective.

Traditionally intellectual disabilities, as well as other disabilities, have been examined from a medical viewpoint. For a long period of time this viewpoint has been accompanied by the perspective of functional capacity, which considers the person's ability to cope in different types of surroundings. The last few years have seen a rise in the social point of view, which reminds us that people's options are often limited by prejudices, discrimination and their dependence on others rather than their disability. (verneri.net.)

When considering a disabled person's participation on a moving course, the perspective of functional capacity is especially highlighted. Functional capacity refers to a person's ability to function in a manner required by the situation and circumstances. It is always a relationship between a person and his or her surroundings. It also depends on the circumstances: in some situations and circumstances a person may be very disabled, in others not at all. Thus, observations and assessments carried out in different situations are not entirely comparable. Functional capacity is highly influenced by psychosocial factors. Functional capacity is, therefore, much more than physical and motoric capacity. (verneri.net.)

Only social interaction enables an individual's physical and psychological behaviours and makes them manifest. Interaction is directed at both the external surroundings and the social setting. Therefore, social relationships and support networks are crucial to functional capacity. When assessing a person's functional capacity, attention is also paid on the environment in which he or she is operating. This may be called an ecological assessment of functional capacity. The individual's functional capacity is supported by influencing his or her operational environment and by applying various support services. The services and arrangements help offer possibilities for education, housing, and free time activities. (verneri.net.)

The disadvantages and restrictions caused by an individual's intellectual disability must be examined with respect to his or her age group and the intellectual tasks that generally belong to it. Intellectual disability is usually a lifelong condition, which is why life cycle thinking is an imperative basis for considering the individual manifestations of a disability. Functional capacity and its limitations must be considered in accordance with the person's living and operational environments and the challenges and demands they

propose. A person with an intellectual disability may function well in his or her own environment amongst familiar faces, but the limitations to his or her functional capacity beyond these circles may be considerable. (verneri.net.)

All limitations to a person's capacities cannot be automatically explained by an intellectual disability. Functional capacity may be weakened by difficulties in speech and communication, senses or motoric system, or somatic or mental capacities, thus preventing the individual from achieving the level of coping he or she would otherwise be able to reach. Many of these impairments or additional disabilities may at least partially be treated or rehabilitated. Especially sight and hearing impairments are often left undiagnosed, which aggravates the difficulties caused by the intellectual disability. (verneri.net.)

The limitations of intellectual and psychosocial capacity that are linked with intellectual disability do not manifest uniformly in all areas of functional capacity either. Assessing a person's functional strengths is just as important as evaluating his or her limitations. Illustrating an individual's functional capacity as specifically as possible is necessary to determine his or her needs of support and rehabilitation. Thus, they can be targeted correctly and adequately. The capacities of a person with an intellectual disability usually improve with the aid of suitable, sufficiently persistent and individual support services.

4. What to Take into Consideration When Organising a Course for a Group of People with Special Support Needs?

A variety of things must be taken into consideration when organising courses and training for people with an intellectual disability, as their needs for support are often very diverse. In this chapter we have attempted to gather different types of things worth noting when planning a course or other education. This is not a comprehensible list, but it will give direction when carrying out a course, even if you do not have very much experience in taking into consideration the needs of people with an intellectual disability or special support needs. We would also like to remind you that in many ways it is extremely wonderful if people with disabilities and able-bodied people can attend the same adult education courses together. It is not always necessary to start thinking about a course aimed solely at students with special support needs. Hopefully our society is moving towards a direction where we can all attend the same courses with different means of support. A Moving Course could very well serve other target groups as well, but here it has been specifically planned to serve and support people with an intellectual disability.

4.1 Marketing

Where can you find participants for a special needs training group? Usually Finnish people with an intellectual disability receive a pension decision at the age of 16. People with an intellectual disability or special support needs often attend daytime activities or work activities at their local activity centre, where they can carry out various jobs, from which they receive a small compensation. Some people with an intellectual disability work in community employment, and a couple of hundred Finns with special support needs participate in actual paid labour. Activity centres are a cornerstone for marketing. Nowadays an increasing number of people with an intellectual disability live independently in their own apartments with less support. However, most people with an intellectual disability still live in group settings in housing service units, where staff is present either part time or around the clock. These housing service units are good places for marketing, too.

Municipalities always employ someone (a social worker, service counsellor, etc.) whose work revolves around the matters of people with an intellectual disability. This person is absolutely a great link when trying to reach potential students.

4.2 Venues

What sort of things do you need to consider regarding course venues? Due to co-existing conditions, people with an intellectual disability may need to use a wheelchair. It is therefore advisable to consider the fact that the room should be easily accessible. Because more than one person may need to use a wheelchair, a spacious room is even better. When looking for a suitable space for wheelchairs, you should also pay attention to the fact that the venue should not have high thresholds or stairs. An accessible restroom should also be available. However, most people with an intellectual disability move without any aid, and thus may not have any special needs regarding course venues. From a learning viewpoint it may be preferable if you were able to divide the class into smaller groups from time to time. It may therefore be beneficial to have a large enough space with multiple tables that are easy to move around. People with special support needs may also have co-existing conditions such as oversensitivity to scents or being too close to others. Some may show symptoms when exposed to strong scents or loud noises, and these types of things should be taken into consideration when choosing a venue. Some may feel threatened when too close to others, and it is therefore advisable to let everyone choose their own seat in the room.

4.3 Need for Guidance

People with an intellectual disability have a disability that affects their intellect in particular, which is why many of them have not learned to read or write. These are things with which they need help and support in a group setting as well. Depending on the number of participants on the course, it may therefore be good to have enough helping hands on board. These helpers may come along in the form of the participants' personal assistants, but you should not count on that. Everyone will get more out of the course when there are enough instructors. Our pilot course had four instructors and an average of eight students.

The participants will get most out of the course if the instructors know them as well as possible. If more than one student comes from the same activity centre or housing service unit, it might be beneficial to try to negotiate someone to come along to support them. This helper could then independently adjust the course material and exercises to suit the participants he or she already knows. Each person with an intellectual disability or special support need is an individual, which is why no general material is applicable and sufficient for everyone.

Communication is also one of the things that many people with special support needs have difficulties with. The person who needs support may also be entirely non-verbal, but each of us have some way of communicating. In these types of situations facial expressions and gestures may play a huge role. Interpreting them is, of course, only possible if you have a long-standing relationship with the person, which is why familiar instructors or the student's relatives may be a necessary help. Different means of communication (speech, pictures, tablets, a communication folder, touch, facial expressions, gestures) are typical for people with an intellectual disability. It is, therefore, important to acknowledge these matters when planning a course.

4.4 Materials

Because so many people with special support needs have trouble reading, we decided not to use almost any Power Points or other presentations on our moving course. Instead, we had a lot of discussions with the entire group or in smaller groups during the course. We instructors could have an outline to support the conversation regarding for example autonomy or home safety. We used plenty of plain language material.

In the beginning of the course, it is a good idea to acknowledge what types of learners the participants are. With some of the participants matters can be handled by discussing them, while others may need support from visual materials, for example. In our pilot group, discussion was not possible with all the learners. When we had verbal conversations with some participants, others cut out images of things that were important to them from magazines. If you wish to produce an explicit material package for your course, please bear in mind that the participants may function in different ways, and you will likely need to adjust the assignments to better suit some of the students. Using visual aids when working supports all learners.

4.5 Taking Cognitive Skills into Account

People with an intellectual disability have delayed or stalled mental development and learning skills. Especially skills that progress during adolescence may be lacking. These skills include general intellect, physical exercise, and social and language skills. A person with a physical or external anomaly or mobility limitation does not make them a person with an intellectual disability. Intellectual disabilities always include a level of intelligence that is lower than average. (kvtietopankki.fi.)

People with an intellectual disability have been studied notably little regarding literacy and the process of learning to read. Studies on reading disorders have considered their problems a different type of issue, and part of the weakened cognitive skills that are linked with intellectual disabilities. No exact numbers exist on literacy among people with an intellectual disability, and we do not know the level or features of their reading abilities in different phases of life. Likewise, no information exists on reading disorders in conjunction with mild intellectual disabilities. However, the features of these problems seem similar to reading disorders in general. People with an intellectual disability have diverse individual differences in learning to read and reading skills, and an intellectual disability in itself is no hindrance to literacy. (verneri.net.)

People with intellectual difficulties have trouble with the cognitive skills required to master learning to read, write and solve mathematical problems. This is, of course, an important factor to note when planning education for people with an intellectual disability. However, people with an intellectual disability are talented in using other skills, such as social skills, to reinforce their involvement. They often possess extremely strong emotional intellect and can, for example, sense others' emotions accurately. When working with people who have an intellectual disability, you should always remember to treat them age-appropriately. Even if a person has weaker cognitive skills, he or she might have highly developed emotional skills. Therefore, an instructor/worker should be fully involved when working with people with an intellectual disability. He or she must be present mentally and physically. Only in this case can the student work and learn successfully. Our experience also tells us that people with an intellectual disability have great memory capacities as well. They can remember things from a long time ago, and "anchor" people into their memories in an inexplicable manner. We must never underestimate their skills to learn new things.

4.6 To Note

For a person with an intellectual disability, travelling from one place to another may be challenging. They often have a written agreement with the municipality for paid transport by taxi to and from the activity centre. Similar agreements can be made regarding leisure activities, so that the person with a disability can attend different locations more safely. These matters should be discussed beforehand, with a social service employee for example, so that everyone can attend the course more easily. Besides travel, personal assistance may also be granted for a course like this. It is advisable to discuss this type of support with municipal staff.

5 Perspectives on Learning – *Pauliina Von Bell*

5.1 Context Dependency

An intellectual disability affects the areas of understanding and perception. Diagnosing it is often not simple. For example, grouping people based on their intelligence quotient does not necessarily correspond to the way they cope with everyday life, even though it may hinder everyday coping and managing everyday life in one way or the other.

To a large extent, context defines the experience of disability. The more the society takes us all into consideration in planning, the easier it is to cope with physical impairments. Based on my own experiences, people with an intellectual disability have very healthy emotional lives and skills of empathy, and they express their emotions naturally.

5.2 Functional Capacity

An intellectual disability manifests in various aspects. Studies and courses on life management and safety skills emphasize the evaluation, maintenance, and development of a person's functional capacity.

According to the Finnish National Institute for Health and Welfare, functional capacity includes physical characteristics, performance, mental resources and social relationships and roles. Functional capacity depicts the relationship between the individual and his or her environment. Even if a person's physical capacity were great, oppressive and overbearing treatment as well as limited independence could squash even an able-bodied person's capacity. Functional capacity varies depending on environment and social situation.

5.3 Life Management Skills

Key life management skills are basic skills of looking after oneself, managing household chores, work ability and ability to get around in one's surroundings, as well as the assessment strengths and needs for support. We handle these themes both theoretically and in practice on our courses.

Results from learning typically manifest themselves after a long period of time. The development of motoric skills is visible fairly soon, but for example cognitive skills take a remarkable amount of time to improve.

5.4 Cognitive Skills

Conceptual thinking and the process of learning new skills are more difficult to a person with an intellectual disability than to other people. However, people with an intellectual disability learn many things in the same way as others do. Teaching in a concrete and detailed manner has usually proven to be the best course of action. The students' incredibly good memories have frequently surprised me.

5.5 The Pedagogy of Love

However, the most important pedagogical goal is creating an atmosphere that encourages trust and appreciation. An intellectually disabled youth/adult does not want to be spoken to like a little child. Even if his or her intellectual capacity is equal to a child's, they wish to be treated according to their age, and are extremely sensitive to other people's attitudes towards them and impressions of them.

5.6 The Learning Environment

Lifelong learning centres are excellent environments for organizing courses for students with special support needs as well. Instead of aiming for a degree, studies at lifelong learning centres focus on increasing every students' own level of know-how. The studies are based on a principle of lifelong learning and the person's own willingness to learn and improve him- or herself.

With their activities, non-formal adult education centres, such as lifelong learning centres, support each individual student's individual development and skills to function in the community. The centres promote democracy, equality, and diversity in the Finnish society. Courses may be planned for intellectually disabled youths and adults, or, if possible for them, they may participate in the centres' general course selection.

6 Lessons with People with Special Support Needs

Lesson 1: Getting to Know Each Other & Strengths and Support Needs

Aim

The aim of the first lesson is to get to know the students and make sure everyone knows what they have signed up for. When teaching people with special support needs it is important to confirm that they know what the course is about and what they are committing themselves to. Sometimes people with special support needs are simply asked: “Do you want to attend a course about moving?” and they answer “Yes” without really knowing what they are getting themselves into. Every one of us learns differently, so when planning this first lesson you should plan different ways of explaining the participants what the course is about and what will happen on the course.

Contents

- Getting to know each other
- Recognizing strengths
- Learning to use yes /no –cards
- Introducing the course

Tip

If there are musical people among you, you can go over names using songs

Getting to Know Each Other

Exercise 1:

Getting to know each other with movement

Exercise 2:

Introductions in a circle

Exercise 3:

Getting to know each other with cards

Getting to Know Each Other with Movement

Form a circle where everyone can see each other. Each person comes up with a movement and simultaneously presents him- or herself. The rest of the group repeats the movement and the person’s name.

Getting to Know Each Other with Cards

Everyone gets to choose a card of their liking from the table. With the card, they can describe their feelings, strengths, interests, etc. The card may be an image, strength card, emotions card, etc.

Learning to State Opinions

Exercise:

Practice expressing your own opinions with the help of statements or questions. These should be simple yes/no -questions. You can use red and green cards for support; red means 'No' and green 'Yes'.

The statements may be:

I am / I am not -statements -> I am tall, I am strong, I am happy

I like / I do not like -statements -> I like summer, I like ice cream, I do not like pea soup

I can / I cannot -statements -> I can drive a car, I can cook, I cannot jump

I need support / I do not need support -statements -> I need support when waking up, I need support out on the town

I need assistive devices / I do not need assistive devices -statements -> I need a wheelchair, I need a shower chair

NB! When students have learned to use the cards, you can use them in other lessons as well.

Recognizing Strengths and Needs of Support

Every single person is good at something. We just need to recognize our own strengths and start implementing them. Every one of us also needs support with some things. It is good to recognize these needs of support, and there is no reason to be ashamed of them. If some of the participants find it difficult to name their needs, you could assign them homework and ask them to ask those close to them to name needs of support.

Exercise:

Make a Map of Strengths. Ask everyone to map out their strengths on paper. They can draw, cut and glue images from magazines, etc. They may and should get creative!

Exercise:

Think about needs for support. Life consists of various parts. Do not go through them all, but think beforehand about which parts would be useful to the course. It is often easiest to begin with the basics, such as housekeeping, cooking, laundry, getting around outdoors, going to school/work.

TIP! The form called *This is how I manage! My assessment of my need for help and support* is a great help here. You can find the form in English here: www.kvps.fi . Print out the parts you would like to use

Feedback

During the course it is advisable to collect feedback from the students. We collected feedback after every lesson using the same form, but that is not necessary. Consider how to collect feedback so that everyone is able to give it.

TIPS FOR THE FIRST LESSON

Tips for Introductions

You can ask the participants to complete a piece of homework before the first lesson. The task can be one of the following:

This Is Me -board

- Make yourself a “This Is Me” -board
- Write a few important things about yourself on the board
- You can get to know other student by using the board as an aid.
- Everyone should make the board look like he or she wants You can use images, colours, pictures cut from magazines, etc. The only limit is your imagination!
- The board should have the following things:
 - Name
 - A picture of you
 - Things that are important to you
 - Your strengths
 - How to best support you
 - Things you do not like
 - And whatever else you would like to put on it!

Relaxed pose

- Ask the participants to take turns in showing their relaxed poses.
- “I’m Maria and this is my relaxed pose.”
- The participants try each other’s relaxed poses.
- Mimic the relaxed pose. – “This is Maria’s relaxed pose!”

Form a Line

- Form lines based on different attributes.
 - Form a line based on age; the youngest at the front, the oldest at the back.
 - Form a line based on the first letter of the first name; the people whose names start with an A go to the front, etc.
 - Form a line based on the length of your thumbs.
- Or optionally form a circle.

Sign Your Name

You can get to know each other by inventing a sign to represent each person's name.

Recognizing Your Own Strengths and Needs of Support

A Sky Full of Strengths

- Write/draw on a star one thing you are good at. You may decorate the star using stickers and coloured pens.
- Everyone brings his or her star to the starry sky on the wall.
- When doing so, each person explains what he or she is good at while others applaud.
- Thus, the learners get to know each other and each person's strengths.

Lesson 2: Life Story

Aim

The aim of this lesson is to get learners to think about their lives and life stories. It is important to consider what has happened in their lives so far. When entering the process of moving, participants may utilize the material they have made on the course. They can use this material to present their lives to new acquaintances, and new employees may use it to get to know them. Often people with special support needs are unable to explain past events, but concrete materials will not only help them make sense of things but also make understanding easier for others.

Contents

- Warm Up
- Personal Narrative
- My Life Story

Warm Up

Exercise:

Try to remember each other's names. Everyone mentions one favourite thing, such as a favourite food, TV series, colour, etc.

Personal Narrative

Many experience educators are trained in talking about their own life experiences. Their training and experience can be used during this lesson. The students may find it easier to work on expressing their own life stories after hearing someone else explain theirs. People with special support needs have liked experience educators a lot. You may inquire for experience educators at the intellectually disabled people's own association, Inclusion Finland KVTL, www.meitse.fi

My Life Story

Exercise:

Map out your own life story.

You may want to consider whether to give the learners homework beforehand or start this exercise from a clean slate. In any case you should acknowledge that people with special support needs may find it difficult to perceive their life story in a chronological order. Thus, the story may be very incoherent if they have no assistance.

The homework may look something like this:

Photography Assignment

Hi Mover!

Here is a nice little photography assignment for you. Use a camera to take pictures of your home and your life. These photos are for your personal use. They will be used to make picture pages for you.



Take pictures of at least:



- Yourself



- Your current home



- Your favourite place at home



- An object that is important to you



- A person/ people important to you



- Your hobbies/ free time



- Your school/ place of work

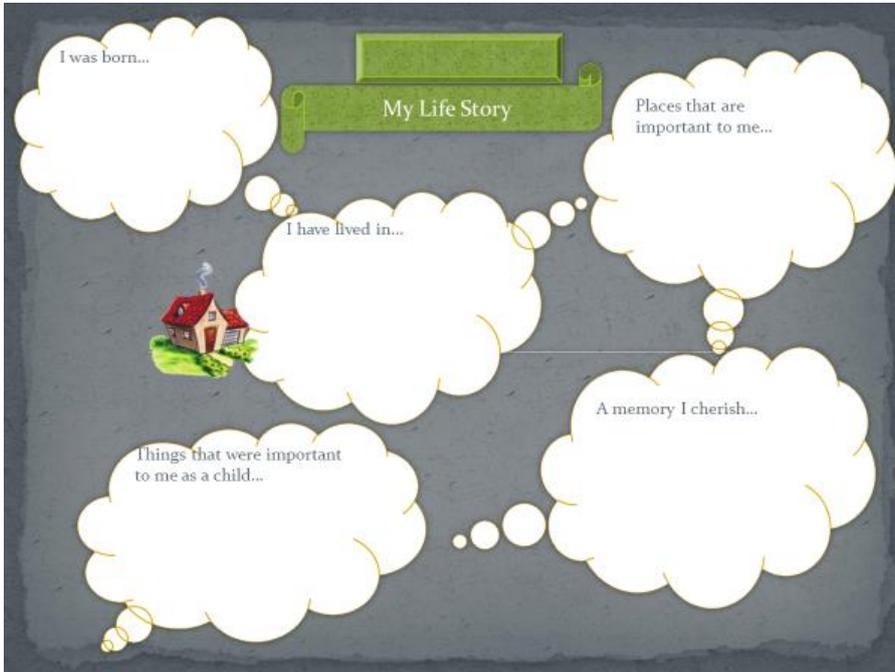


- Things you are good at

TIPS FOR THE SECOND LESSON

Ideas for the exercise called My Life Story

You may use the following exercises or ask the learners to bring concrete objects from their everyday lives.



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Good day



- What is your good day like? What happens during your good day?
- On a good day, do you have the chance to
 - See your friends?
 - Go to your hobbies?
 - Spend time with your girl- or boyfriend?
 - Sleep in?
 - Eat what you would like to eat?
 - Or anything else... What?
- You can discuss your good day by drawing, writing or using photographs.



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My day is Good when...

- I get to wake up...
- I get to go to bed...
- I get to eat...
- I get to see/meet...
- I get to do...
- I get to...



My favourite day of the week is _____, because _____

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Lesson 3: Adulthood

Aim

This lesson is dedicated to discussions of adulthood. The subject may be difficult, but it is good to handle it from many different perspectives. People with special support needs may not think of themselves as adults or have never even thought about adulthood. Autonomy has a strong connection with adulthood.

Contents

- Warm Up
- Personal Narrative
- Discussion and Exercises on Adulthood
- Discussion and Exercises on Autonomy

Warm Up

Exercise:

From the table, each learner chooses a card that depicts adulthood. Discuss why they chose the cards they have chosen.

Personal Narrative

It is a good idea to ask an experience educator to attend this lesson as well. The educator can talk about his or her adulthood and what it includes.

Adulthood and Autonomy

Exercise:

Discuss and complete exercises regarding adulthood and autonomy.

Good discussion topics include:

- What do you think adulthood means?
- What rights and duties does and adult have?
- Are you allowed to use/buy the following things or are your actions limited by someone else?
 - Using a phone
 - Inviting guests to your home
 - Visiting someone
 - Social life
 - Hobbies that you have picked on your own
 - Watching TV
 - Using the Internet
 - When I get up from bed
 - When I go to bed
 - Snacks
 - Independent outings
 - Locking your own room/apartment

Adulthood and its Challenges / Verner.net

The ways in which an intellectually disabled person leads an adult life are highly dependent on the people close to him or her, the community and the society. People with an intellectual disability are one of the rare groups of people whose status as an adult is incomplete.

The challenges of adulthood include finding a partner, starting a family and getting a job. Plenty of work is needed to guarantee that more people with an intellectual disability could fulfil the dreams they have for these areas of adulthood.

Many people with an intellectual disability find it hard to establish and maintain good romantic relationships. Although many intellectually disabled people do not start a family of their own or have children, many of them may find childlessness another painful matter they would like to talk about.

Furthermore, lack of paid labour leads to a weakened financial position, which in turn affects the person's standing in society.

Explain the Following Things Regarding Autonomy

The law on autonomy is a topical issue, as it is currently being drafted in the Parliament of Finland. Current and up-to-date information can be found on <http://verneri.net/yleis/itsemaaramisoikeus-ja-lainsaadanto> (in Finnish).

			
Every person is just as valuable and everyone has equal rights.	Even though you need help and support, you are entitled to autonomy.	Autonomy is concerns all walks of life.	Autonomy also concerns the fact that everyone is an expert on matters of his or her own life.

KEHITYSVAMMAISTEN PALVELUSÄÄTIÖ Pictures Papunet

			
Everyone has the right to influence matters regarding his or her own life.	Everyone has the right to be understood and to discuss things in his or her own way, and to get help and support in doing so.	Autonomy means making decisions and choices.	Making decision may be difficult and it must be practiced. You have the right to get help and support making decisions and choices.

KEHITYSVAMMAISTEN PALVELUSÄÄTIÖ Pictures Papunet

			
In order to make informed decisions, you must be made aware of things. Everyone has the right to get information in a way that is understandable to him- or herself.	You must take responsibility of your decisions and your own behaviour. Everyone has the right to get help and support in understanding the consequences of his or her actions.	You do not need to succeed every time. Failures are a part of life. Taking risks is a part of life, but you must consider and think through the risks.	Everyone has the right to do things that are important to him- or herself and that he or she is good at. Everyone also has the right to try out and learn new things.

KEHITYSVAMMAISTEN PALVELUSÄÄTIÖ Pictures Papunet

TIPS FOR THE THIRD LESSON

You can base the discussion on the following points:

We Have the Right

... to life and all the necessary support services that guarantee equality with others. We have the right to full participation in society.

We have the right to make decisions regarding our own lives.

We have the right to live in the community. We have the right to influence our community and receive the support we need to do so.

We have the right to our own home and we have the right to choose how we live and who we live with.

We have the right to receive support with communication and expression.

We have the right to accessible public places and services.

We have the right to be heard and to intervene in bad conditions. We have the right to information regarding our rights, so that we can make informed choices and decisions.

We have a right to the friendships, relationships and family we have chosen.

We have the right to education, work, and equal opportunities in education and labour.

We have the right to feel safe and the right to be treated as equals.

Lesson 4: Relationships & Free Time

Aim

This lesson focuses on the people that are a part of the participants' lives. The person with special support needs gets the opportunity to figure out who participate in his or her life. He or she also has the chance to think about whether he or she knows a person that has not been in contact for a while but he or she would like to see or talk to again. If any of the participants feel very lonely and would like to have new friends, feel free to discuss that too.

Contents

- Warm Up
- Map of Networks
- Free Time
- Golden Rules

Warm Up

Exercise:
Imaginary Shower Relaxation

- Split the group into pairs. One member of each pair sits on a chair and the other stands behind him or her and follows the directions given.
- The seated party may keep his or her eyes shut or open.
- Imaginary Shower Relaxation:
 - Turn the shower on: water will pitter patter onto the head and shoulders.
 - Turn the shower off.
 - Lather the shampoo and massage it gently into the person's hair.
 - Take some soap and wash the person's shoulders.
 - Turn the shower on: the water will rinse the person's hair and shoulders.
 - Take a towel and dry off the person's hair and shoulders.
 - Open a large towel and gently hug the person sitting in the shower.

Map of Networks

Exercise:
Each learner makes a Map of Networks. They can write, draw, or add photographs of people they deem nearest to them.

Golden Rules

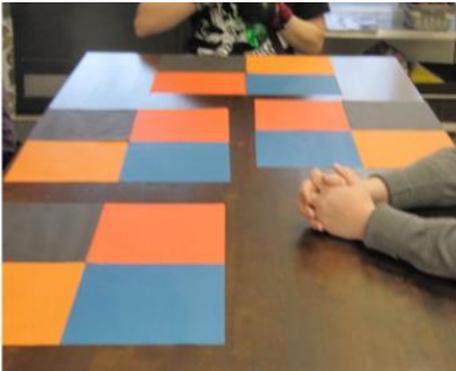
Exercise:

Make a set of Golden Rules regarding the place where the participants spend most of their time.

You may use the following questions to help with the exercise:

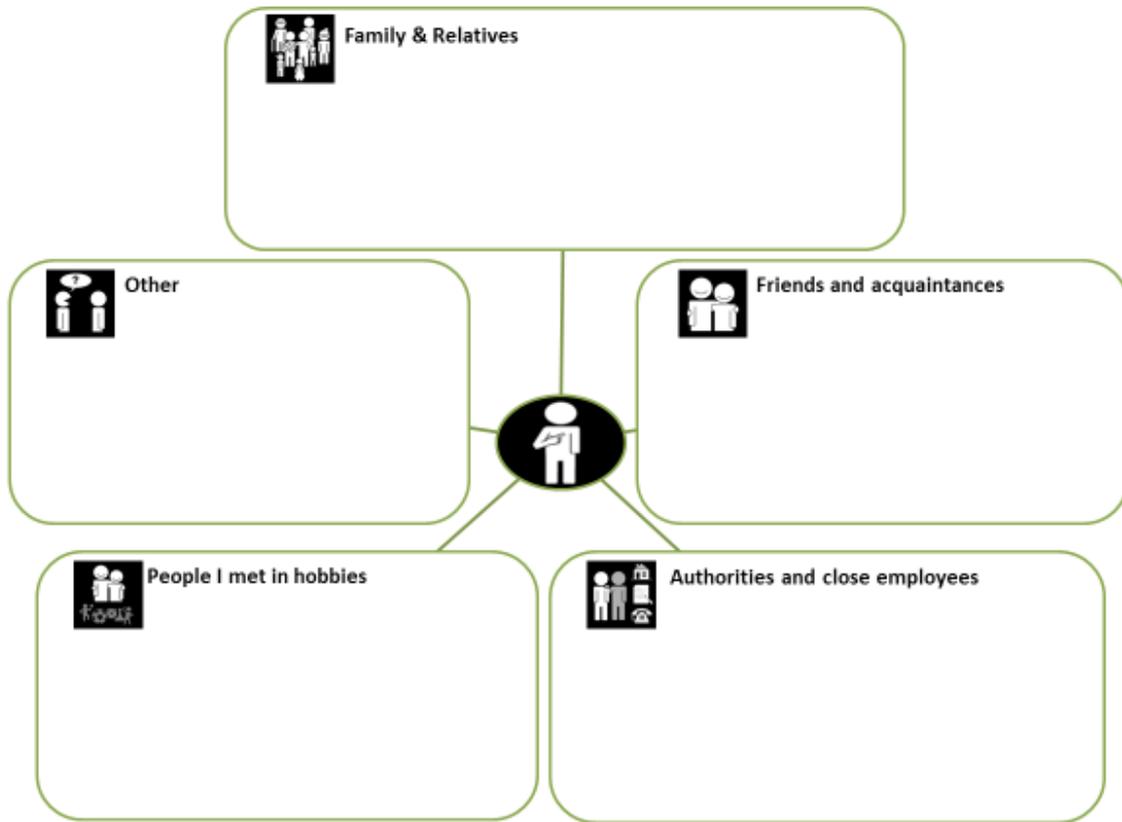
- How would you like to be treated?
- How would you like others to behave in this place?
- How do you behave?

After drawing up the rules you can discuss the emotions that were awakened by them. You can use coloured papers as visual aids.



TIPS FOR THE FOURTH LESSON

You can use the network map as a basis for example:



Lesson 5: Safety in the Home and Everyday Life

Aim

The aim of this lesson is to learn about safety in the home and in everyday life. The main themes are first aid and fire safety.

Contents

- Warm Up
- Discussing Fire Safety
- Discussing First Aid

Warm Up

Relaxed pose:

Form a circle. Participants take turns in saying their name and showing their relaxed pose. "This is Ray's relaxed pose." See directions from Lesson 1 of the course.

Discussing Fire Safety in the Home

The Internet is full of material on fire safety. Carefully consider what materials could be suitable for your students.

Examples of important subjects:

- What to do during a fire alarm? If possible, carry out a drill and test the sound of a fire alarm.
- How to prevent fires?
- How to act in the kitchen?
- How to work with electrical appliances?

Tip

Only rarely have people with special needs carried out safety surveys of their own homes. This could be an interesting assignment!

Remember to keep things on a concrete level. You can, for example, show a dusty electrical appliance, a frayed electrical cord, and a burning candle. You can also demonstrate the use of a fire blanket. When learners get to practice and try things out themselves, they will remember things better. It is also important to learn and revise the emergency number.

Discussing First Aid

Good topics of discussion include tending to cuts and scrapes, nose bleeds, sprained ankles, small burns, sun burns, and low blood sugar. In addition to discussing these injuries and conditions, you can also practice taking care of them.

TIPS FOR THE FIFTH LESSON

Please use material in your own native language as an aid when preparing for this lesson.

Finnish fire services are open to cooperation with the public. You can ask if they can teach the students how to use a fire blanket.

Lesson 6: Safe Use of the Internet and the Phone

Aim

The aim of Lesson 6 is to discuss safety when using the Internet and the phone. Please remember to ask if the learners have phones or use the Internet in the first place. If they do, please ask them to specify what they use it for. If the Internet and the phone are somewhat unfamiliar to the participants of the course, you can use this lesson to go over the use of phones and the Internet by playing games and watching videos, for example. The Papunet website is an excellent tool for learning. The site is written in plain language and is host to information, news, and images in Finnish, and games in Finnish or English. You can visit the site at: www.papunet.net

Contents

- Warm Up
- Phone Usage
- Internet

Warm Up

Listen to a Rap Song:

For example: **Rudely Interrupted**

<https://weirdestbandintheworld.com/2010/06/23/rudely-interrupted/>

Discussing Phone Usage and the Internet

Topics regarding phone usage include:

- the costs of using a phone
- pin code
- losing a phone
- calling friends
- telemarketers
- what to do if someone bothers you over the phone

Topics regarding the Internet include

- passwords
- personal data
- junk mails/unpleasant web pages
- trustworthy information

- what to share/reveal
- new friends
- bullying
- viruses

If you are instructing people who need more support, you can start discussing the subject in the following manner:

Make a “Places I Go to” -map. While drawing up the map, discuss:

- Have you been teased or bullied?
- How was the situation handled?
- Do you talk to strangers?
- What do you do if a stranger rings the doorbell?

TIPS FOR THE SIXTH LESSON

Please use material in your own native language as an aid when preparing for this lesson.

Lesson 7: Managing Everyday Life

Aim

The aim of this lesson is to learn about life management. Topics include money, food, and exercise. You can always add to these topics based on what you deem suitable for your course participants.

Contents

- Warm Up
- Money and Spending
- Food
- Exercise
- Things that Make You Happy

Warm Up

Exercise:
Relaxation

Discussing Life Management

Sometimes money and spending may be difficult matters to discuss, as the value of money can be hard to comprehend. Often people with special support needs only have a little money to spend, and the rest of their funds are managed by someone else. A suitable homework assignment could be to hand out a form to fill regarding regular income and expenses.

Topics of discussion include

- how much a single day-to-day item costs
- what to do if you run out of money
- where you can get money
- what types of things money is spent on
- paying bills
- sensible use of funds

Tip
**Concrete shopping exercises
are nice!**

Food can stir up various emotions. The eating habits of people with special support needs may be largely controlled by other people. The learners may therefore have limited freedom of choice. The subject is, however, important. This is an issue that will be paid more attention to in the future as autonomy increases.

Topics of discussion include

- healthy food
- the healthy plate model
- seasonal foods
- desserts and treats

Tip
**You can also discuss food storage
and the cold chain, if these
subjects are suitable for your
course participants.**

Discussing physical exercise and its significance is a good idea. You can encourage the students to try new sports and challenge their own limits.

Exercise:

A map of things that make you happy.

Enjoying things is an important part of everyday life, which is why it is good to talk about this.

TIPS FOR THE SEVENTH LESSON

You can use the following forms as prerequisite assignments.

How Much Money do I Spend in a Week?

Expenses	Mon	Tue	Wed	Thu	Fri	Sat	Sun
Food shop from a store							
Eating out (ordering a pizza, etc.)							
Clothing							
Health and beauty (medication, make up, etc.)							
Transportation (bus fair, etc.)							
Homeware							
Free time (film tickets, etc.)							
Other expenses							
Total							

My Monthly Income and Expenses

Income	In Euros	Expenses	In Euros
PENSION National pension and guarantee pension		LIVING Rent, electricity, water	
HOUSING ALLOWANCE For example 500€ / 25m ²		PHONE BILL	
PAY, COMPENSATION, ETC.		FOOD	
OTHER INCOME		OTHER REGULAR EXPENSES Service fees, bus tickets, Wi-Fi, newspaper subscriptions	
		MONEY FOR FREE TIME (Hobbies)	
TOTAL		TOTAL	

Consider going over life's crisis points. This subject may encourage the learners to want to discuss big issues, which may take time to talk through. A person with special support needs may need to relate such matters, and they may not have been handled with him or her before.

Lesson 8: What Does Moving Mean?

Aim

The aim of this lesson is to make moving more concrete for the participants. What does moving actually mean? What is going to change when moving? What is going to stay the same? Do you get to see your loved ones every day after moving?

Contents

- Warm Up
- What Does Moving Mean?
- Where and with Whom Do You Want to Live?
- Moving Memo

Warm Up

Stretching

Form a circle. Everybody takes turns to lead the group into a stretch.

What Does Moving Mean?

You can go over moving matters using the text below.

Moving is a big deal. It may mean moving into your own home from your parents' place or from a housing service unit. It often involves lots of emotions and challenges. When the move is planned for and executed with care, both the moving process and life in the new home go more smoothly.

In Finland, people with an intellectual disability and their families are entitled to a good process of moving as well as moving training prior to the actual event. It is important to note that not only the mover but also his or her relatives, such as parents, may need support.

Moving is a Part of Life

Matters of living and having a home are significant things in life. This is the reason why your support person and professionals always talk about them with you when you are planning your future. These discussions cover your own resources, needs, and hopes for the future. Important questions include:

- What is your situation like now and are you happy with it?
- What kinds of hopes and dreams do you have regarding housing?
- How much support and help do you need in your everyday life?

People with an intellectual disability have the right to choose how, where, and with whom they live.

Where and with Whom Do You Want to Live?

The concept of autonomy and the UN Convention on the Rights of Persons with Disabilities both insist that you can choose where to live and with whom. Unfortunately, this rarely happens at the moment. You can use the “This is how I want to live” -form to handle the subject. The form can be found on the webpage of the Service Foundation for People with an Intellectual Disability. www.kvps.fi/materiaalit

This is how I want to live

My name

Who thought about housing matters with me

When were these things discussed _____

This form was made for you,
 who wants to plan your living arrangements.
 The form will help you explain
 how you want to live now or in the future.
 You can decide for yourself where you live.

The decision is not always an easy one,
 but it must be made based on your own wishes.
 It is important that you get information
 about different opportunities regarding housing,
 so you can make an informed decision.

When you plan your living arrangements,
 you may need time and support from someone.
 When that happens, ask for help
 from the people who are important to you.

How to use this form

With this form, you can
 express your opinion.
 You may write, draw or glue pictures,
 that explain how you want to live
 Where do I want to live?
 In which town or city do I want to live?

You may give reasons
 behind your decision.

TIPS FOR THE EIGHTH LESSON

You can use the following image to help discuss housing.

What kind of a home do I want in the future?

Who can help me plan my living arrangements?

Do I want to live alone or in a group? Who do I want to live with?

These are the things I am good at, and the things I want to take care of on my own:

These are the things I want help with: Who do I want help from?

These are the things I do not want to have in my home and its surroundings:

These are the things I want to have in my home and its surroundings:

Tämän materiaalin omistaa Kehitysvammaisten Palvelusäätiö (KVPS). Materiaalia saa hyödyntää vain ei kaupalliseen käyttöön. Materiaaleja ei saa muuttaa tai muunnella. Alkuperäisenä lähteenä on mainittava Kehitysvammaisten Palvelusäätiö.

Tip

Could you arrange for a visit into a group home? Or could someone come visit your course to talk to the learners about his or her everyday life?

Lesson 9: Hopes and Dreams

Aim

The aim of this lesson is to think about the participants' hopes and dreams. Instead of leaving the dreams to collect dust on a map, make a plan of action that helps each learner make at least one dream come true.

Contents

- Warm Up
- Hopes and Dreams
- Concrete Hopes and Dreams

Warm Up

Exercise:

Try to work together as a group using a playground parachute. What is it like to work with the parachute?

Exercise:

Discuss the dreams you have regarding your own homes.

Hopes and Dreams

Exercise:

First, find an image that represents yourself in a magazine and cut it out. Then, cut out things that make you happy and bring you joy. You can also cut out things you dream about. Everyone makes their own collage.

Concrete Hopes and Dreams

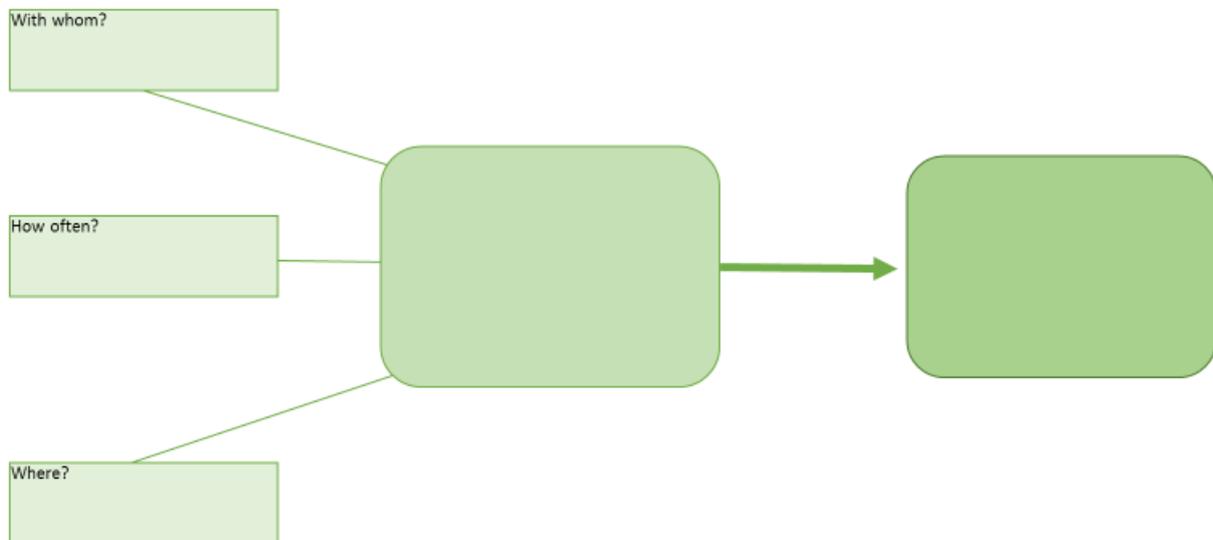
To move from daydreaming into realizing the dream, it is good to think about concrete plans of action.



1. In the centre, place the thing that is important to the person (I like ice cream)
2. Then, answer the supporting questions (With whom? With my sister; How often? Once a week; Where? In the nearby coffee shop)
3. Finally, use the questions to form a goal involving the important thing (I want to eat ice cream with my sister in the nearby coffee shop once a week!)

Everyone chooses one dream to think about. Then, the learners answer the supporting questions: with whom, how often, and where. Finally, the important dream is formed into a goal.

TIPS FOR THE NINTH LESSON



Lesson 10: Closing Party

Aim

The closing party of the course. During this lesson you can look back on the previous lessons and ask the learners which subjects they deemed most important. It is also important to hand out course certificates. Furthermore, it is good to tell the participants' loved ones what the lessons have been about and to include them in the celebrations.

Contents

- Getting to Know Everyone, the Learners and Their Loved Ones
- Presenting Maps
- Looking Back and Voting on the Previous Lessons
- Compliment Campaign

Getting to Know Everyone

If necessary, introduce yourselves to everyone.

Presenting Maps

Those who wish to do so, may present their Maps of Hopes and Dreams. This is entirely voluntary!

Looking Back on the Previous Lessons

Look back on all the things you have done during the course. To help make this more concrete, you can print out a list of what has been discussed and place it on the wall.

Voting for the Best Lesson

Every participant gets five stickers that he or she can place on the lessons/themes they deemed important/fun/useful.

Compliment Campaign

Exercise:

First, write your name on a piece of paper. Learners can write/draw on each other's papers: what is this person good at/what do you like about him or her/what are his or her strengths. Everyone gets to read his or her paper aloud to the others.

Lessons for the Loved Ones

The Service Foundation for People with an Intellectual Disability has carried out moving training in groups since the early 1990's. The Service Foundation was founded by Inclusion Finland KVTL, which is why we deem it important that all our work also involves the relatives and loved ones of people with an intellectual disability. On the moving courses, we have always paid attention not only to the movers but also the peer support needs of those closest to them in these stages of life change.

On this moving course we held four lessons for the relatives alone. The fifth lesson was a closing party that was held together with the movers. The loved ones' meetings were held in the evenings and took around two hours per meeting. These meetings are a way to make sure that respect for the families and their individual lives are at the heart of the process. We bring awareness to giving autonomy to and letting go of the movers, but we do so with consideration and respect. During the years we have learned that the best experts in highlighting these matters are experience educators, who are always one step ahead. Our course was visited by both a person with special support needs and a loved one who shared their stories.

The course started with getting to know each other. The participants shared as much of their families' stories as they wanted to share. We gained information about the families' living conditions and situations of life. Furthermore, we used photographs to consider the ways adulthood is displayed in each child. Can my child let go of me and become independent to live a life of his or her own choosing? Pausing to think about adulthood is ideal in creating a basis to discuss the themes of autonomy and letting go. In our experience families have found it difficult to participate when the discussion focuses on the process of their children with special support needs moving away from home. This discussion calls for consideration and respect for each family's values.

On the second lesson we invited a person with special support needs to talk about the freedom and happiness he or she has found in the adult life he or she has chosen to lead. On the third lesson, one family member told the story of what life was like now that their daughter was moving away from home to a group home. On these sessions we did not even attempt to discuss anything else apart from the themes that arose from the experience educators' stories. This was an unforced way of handling the theme of becoming an adult and the ways in which to support independent living. We had a brilliant discussion on how you must learn to trust the nursing staff before you can give them responsibility of caring for your child.

When discussing moving matters, money is always of interest to the loved ones. That is why an employee of the municipality visited our last lesson to present the housing arrangements the municipality has previously made for people with an intellectual disability or special support needs. This employee spoke about the group living services the locality has, and what services the municipality buys from other service providers. We discussed the costs of living in a housing service unit, as well as the rent and other costs added on to it when living in a group home. Naturally, these matters interest the relatives very much. The relatives also reflected on the things that empower them and bring them joy. In the hustle and bustle of everyday life we often forget to think about ourselves, which is why it is good to discuss these things whenever we get the chance.

Sources:

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