



JoTraDi

*Job Trainers
for People with intellectual
disabilities and Autism
Spectrum Disorders*



CUP CODE: G83D13000560006

JoTraDi toolbox

elaborated during the testing phase of the
JoTraDi training programme

with input from

Centro Servizi PMI (Italy), Die Querdenker (Austria), ETOD
(Turkey), Folkes (Malta), Fundación Intrás (Spain)

July 2015

This project has been funded with support from the European Commission. This publication reflects the views only of the author, and the Commission cannot be held responsible for any use which may be made of the information contained therein.



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Dear reader,

We are very pleased to present you our JoTraDi toolbox which was elaborated in the course of the testing phase of the JoTraDi training programme. The project JoTraDi is executed under the Lifelong Learning Programme, Leonardo da Vinci, Multilateral Projects, Transfer of Innovation.

Partners from 6 countries, namely Austria, Belgium, Italy, Malta, Spain and Turkey are involved. The aim of the project is to transfer a product linked to the training project “Facilitator of Job placement for people with intellectual disability and autism spectrum disorders”, funded by the Province of Reggio Emilia to the participating countries.

All partners tested the programme and elaborated best practices which were then transferred and adjusted and became a standard in the new context.

The specialized training course is aimed at the training of professionals who are able to promote the employability of people with autism spectrum disorders and consists of 260 hours: 160h theory input, 20h project work and 80h situated learning.

In the following pages you will find **25 tools (5 from each partner country)** which were all executed in the testing phase and can be helpful in the context **train-the-trainer** or in **direct client work**. We created different tools for **different settings: group, team or 1:1** .

HAVE A GOOD AND INSPIRATIONAL TIME WITH THE JoTraDi TOOLBOX!

For more information about the project and the download of additional tool support please visit the project website: www.trainingforjob.eu.

Austria, July 2015

Mag.(FH) Kristina Meirhofer, B.A. | Die Querdenker e.U.



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disabilities and Autism
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Tools – setting – where to find

tool	setting	page
ASSESSMENT GRID AND PERSONALISED PROJECT	Group	1
COMMUNICATION IN A COACH	Pair/group	3
Cs OF COMMUNICATION	1:1	5
DIFFERENT ABILITIES	Group	7
DRAFT - OBSERVATION SHEET OF SKILLS/ABILITIES FOR THE SOCIAL-OCCUPATIONAL/ VOCATIONAL INTEGRATION	Pair/group/1:1	9
DREAM-JOB FAIR	Pair/group	11
EMPTY CHAIR	Group	13
EVALUATING COMMUNICATION	1:1	16
FIGHTING STIGMA – TAKE A WALK IN MY SHOES	Group	18
FUNCTIONAL PROFILE	Pair/group/1:1	20
GETTING TO KNOW EACH OTHER AND DISABILITY AWARENESS	Pair/group	22
HOW DO I EXTERNALISE MY FEELINGS	Group	24
LIFESKILLS - CAREER AWARENESS	Group	28
MILESTONES OF MY LIFE	Group	31
MY FEELINGS, MY THOUGHTS, MY REACTIONS	Group	33
SUPPORTING CIRCLE	1:1/ pair	38
TASK ANALYSIS	Pair/group/1:1	40
THE LIST OF EVENTS CAUSING ANGER, THE INVESTIGATION OF ANGER	Group	42
TIME LINE	1:1	46
TIME MANAGEMENT - MY ENERGY CYCLE	1:1	48
TIME PIZZA	Pair/group/1:1	50
TOOL FOR THE OBSERVATION OF THE PERSON WITH DISABILITIES IN A TRAINING-WORK SITUATION	Pair/group/1:1	52
TRAINING PROJECT	1:1	54
UNDERSTANDING THE PEOPLE WE WORK WITH	Pair/group/1:1	56
WRITING NAMES OF EMOTIONS “GUESS YOUR EMOTION”	Group	58



ASSESSMENT GRID AND PERSONALISED PROJECT

Italy

Target

The tool is suitable to assess:

- Autonomies
- Social-relational skills
- Cognitive skills
- Job and pre-vocational job skills.

Such assessment is carried out during the workshop/laboratory.

Beneficiaries

Upper secondary school students with disabilities attending vocational laboratories in the scope of young apprenticeship programmes.

Setting, number of participants

Group work

Duration

4 hours

Preparation: materials and times

Paper and pencil

Description and procedures

The tool, compiled at the beginning and at the end of the school year, allows, with a 3-level assessment scale (acquired skill, non-acquired skill, emerging skill) to get information relating to pre-vocational job skills and job skills which are useful in eventually finding a work placement.



JoTraDi

*Job Trainers
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disabilities and Autism
Spectrum Disorders*



CUP CODE: G83D13000560006

The tool is used by trainers and *atelieristas* who assess the student within their lab and in the context of group work. This assessment is later on shared and implemented by the interdisciplinary work team.

Source: n/a



Please note: on the webpage www.trainingforjob.eu/downloads you will find the section “toolbox”. Additional material for this tool is available there.



COMMUNICATION IN A COACH

Malta

Target

The aim of this tool is to introduce the training participants to the idea of being a coach communicating in circumstances when there are atypical communication styles or difficult situations.

Target group

Participants undergoing the Job Coaching Training course that are being introduced to become coaches

Setting, number of participants

At least 2 participants
Pair work followed by a group discussion

Duration

30 minutes

Preparation: materials and time

Simple images made of different shapes and designs
Blank paper
Pen / pencil
10 minutes to prepare

Description and procedure

Ask participants to get into pairs with someone they are not very familiar with and sit back to back. Give one partner the drawing and the other a blank paper and pen. Ask the partner with the drawing to describe the drawing to the other individual so that he/she can draw and replicate it. The partners cannot look at each other's



JoTraDi

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CUP CODE: G83D13000560006

drawings. Allow them enough time to complete the drawing until all parties are satisfied.

Ask them to show each other the pictures. Most participants will note that there is a significant difference between the two pictures. Ask the group to discuss how they found the task and what they found easy / difficult to do. After that, ask them to discuss with the group what part of the picture they started describing. They will note that all participants started describing a different part of the image.

The group will become aware that there are different ways to go about describing or explaining something to someone and that we all go about things from a different angle using different language. It is important that as job coaches we are aware of the the different learning styles of the individuals we work with and the things they feel comfortable with.

Source: Team Building Resources



Cs OF COMMUNICATION

Spain

Target

This exercise is designed to help individuals to evaluate their ability to communicate with others.

Target group

Service users

Setting, number of participants

Face to face exercise with one or two service users.

Duration

1 hour

Preparation: materials and time

Paper, pens and time to reflect.

Description and procedure

Following the 7 Cs Checklist will ensure that every time you communicate, your audience will understand your message.

Give yourself a score from 1-10 (ten being excellent) for how good you are at each of the seven Cs below. Score yourself for each of the communication methods.

Feel free to add one of your own.

When you have finished, total the columns and rows.

(template see next page)



JoTraDi

*Job Trainers
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7 C's	Meetings	E-mails	Phone Calls	Reports	Presentations		TOTAL
Clear							
Concise							
Concrete							
Correct							
Coherent							
Complete							
Courteous							
TOTAL							

Source: Place and Train Handbook, <http://placeandtrain.eu>



DIFFERENT ABILITIES

Malta

Target

The aim of this tool is to introduce the training participants to the complexity of the different abilities in all individuals and that there is rarely ever a 'one size fits all' situation.

Target group

Participants undergoing the Job Coaching Training course that are being introduced to become coaches.

Setting, number of participants

At least 10 participants
Wide open space

Duration

40 mins - 1 hr

Preparation: materials and time

Paper and pen for notes
Small props - balls, cones, bean bags, tape, paper, toilet roll, cushions, marker etc.
Open space

Description and procedure

Ask participants to get into groups of 3 / 4 and to reflect on the different abilities and disabilities individuals around us in society may have.

Groups are to prepare 1 game that could suit all abilities - a game that can be played



JoTraDi

*Job Trainers
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disabilities and Autism
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CUP CODE: G83D13000560006

by practically anyone.

Once done, groups are to return to the main group and explain the method to the rest of the group (again in a way that could be understood by all). The other groups are to then play an participate in the other groups' game.

After all games have been played, a discussion giving feedback on the games is held so that participants have the opportunity to discuss whether they understood the game / or not - how they felt about it - whether there were improvements that could have been made to it - whether they thought it was fully accessible or not.

The aim of this is to enable participants to understand the different abilities individuals have and to start becoming aware of how to take all theses abilities into consideration as one may have to work with a diverse group of people.

Source: Team Building Resources



DRAFT - OBSERVATION SHEET OF SKILLS/ ABILITIES FOR THE SOCIAL-OCCUPATIONAL/ VOCATIONAL INTEGRATION

Italy

Target

The tool has been created for the observation of people with disabilities in production areas/situations

Beneficiaries

Teachers, educators, social workers, neuropsychiatrists.

Setting, number of participants

Team work, pair work, individual work, role play, work in plenary sessions etc.
The sheet can be filled in individually by the observer or in a small group; it is crucial to share it with a representative of the hosting company.

Duration

20 min.

Preparation: materials and time

The document can be used in both digital and printed format(s)

Description and procedures

The document is a simple rubric where, in the first page we can find the general details of the person who is the project beneficiary, the school and class of origin in case the person is a student, the place of observation and the tasks/duties assigned, the compiler's name and the date; on the right-hand side there is a recap of the



JoTraDi

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Spectrum Disorders*



CUP CODE: G83D13000560006

results of the different areas of observation. In the second part, different areas of observation have been identified that are consistent with the integration in a social/occupational or vocational setting. Each area is further divided in different items with a subdivision in areas of competence ranging from simple to complex, to which a score is assigned. The total of the scores in the different areas allows the identification of a project that is outlined according to the proposals provided in the territory of Reggio Emilia in the year 2014/2015. The areas of intervention with the relevant scores are described in the last page.

Source: n/a



Please note: on the webpage www.trainingforjob.eu/downloads you will find the section “toolbox”. Additional material for this tool is available there.



DREAM-JOB FAIR

Austria

Target

A playful approach towards vocational orientation, dealing with “how am I perceived”, “how do I perceive others”, “how does vocational attribution happen”

Target group

All groups that have known each other for at least three days

Setting, number of participants

Group work, also possible as pair work

Duration

90 min. / 10 – 15 participants

Preparation: materials and time

1 flipchart paper/ person, 1 text marker p.p., 1 red/ green/ blue moderation card (8x15cm) p.p., glue

Description and procedure

- Each participant receives one text marker, three cards and one flipchart paper
- On the paper they shall write their name, then place the paper on the wall or on the floor
- Now the non-verbal part starts: everyone writes on the red card his/her dream job at the age of 6, on the blue one the one at the age of 15 and on the green



one the actual dream job. (If you do it with people do it like this: age of 6, age of 12 and now). Keep the cards hidden and do not talk.

- Then the participants shall move in the room, have a look at each flipchart and think about what job could suit to the person according to their perception. Write it on the flipchart (stay polite!)
- When all participants have written a job for each other, they glue their three cards on their flipchart paper. You will get a broad picture of dream jobs and vocational attributions.
- Then you read what is written on the papers and reflect it in the group (or as a pair work in advance). The participants are encouraged to tell their stories why these were their dream-jobs and the others give feedback why they had thought this and that the job would have suited the colleagues. You will have a fruitful discussion about jobs and vocational opportunities.

Source: n/a



EMPTY CHAIR

Turkey

Target

In this session, it is aimed at understanding the feelings of the person who we have showed anger and rage, as well.

Target group

Young people or adults with special needs group

Setting, number of participants

Group including max. 10 participants

Duration

1:30 hours

Preparation: materials and time

Two chairs

Description and procedure

The implementer says to the participants to summarize the things done at the previous session. He/she explains the primary aim of the session and what it will be done today.

The participants take the U-shape or are ranked as circle and it is put two opposing chairs looking to each other. The volunteers from the participants sit on the chairs for the game "Empty Chair". It is supposed that someone else who he/she is angry



about has sit on the other chair. And the participant expresses his/her feelings to this imaginary character. Later, the roles and positions are varied and the participant sitting on the chair is expected to express his/her feelings by empathizing with the imaginary person. If necessary, the roles can be varied several times.

Thus, the participants express both their own feelings and also behave as if they were him/her, by putting themselves in the person whom they don't like. It enables them to see what consequences their angers and behaviors will cause for the other persons, by putting themselves in another person. Thus, it is aimed to build empathy.

The persons in the group perform the game "Empty Chair" in turn. The implementer asks whether or not they have any questions or something to share about the game. He/she sums up the session and terminates it by giving information about the next session.

SPECIAL NOTE TO THE IMPLEMENTER

In this practice, it is tried to solve in itself the senses of anger and rage resulting from the individual's conflict with another person. The role of the group leader during the game is very important. It must be paid attention to the shifting of the roles so that internal conflicts which the participants have experienced with the person who he/she is to transfer his/her feelings, can be resolved. Even if it is a role play, it is very likely to experience immediate abreactions while the participant is transferring his/her feelings to the individual having internal conflict.

DISCUSSION QUESTIONS:

1. How did it feel for you to put yourself in someone else instead about whom you are angry?
2. Could you guess what he/she felt in that situation?
3. Was there reduction in your anger when you looked in terms of his/her?
4. Have performing an anger situation as a role put you at ease?



JoTraDi

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Spectrum Disorders*



CUP CODE: G83D13000560006

After this session, the participants could be able to:

- identify their angers
- express the feelings of the person reflected anger

Source: KULAKSIZOĞLU, Adnan. **Kişisel Gelişim Uygulamaları**, Ankara, Nobel Yayınevi, 2003



EVALUATING COMMUNICATION

Spain

Target

This exercise is designed to help individuals to evaluate their ability to communicate with others.

Target group

Service users

Setting, number of participants

Face to face exercise with one or two service users.

Duration

1 hour

Preparation: materials and time

Paper, pens and time to reflect.

Description and procedure

See the table below to monitor progression of service users and to evaluate your own ability to support their confidence development. Where an answer has stayed the same or dropped below the previous score, review the feedback and set appropriate actions to progress confidence in future communication.



Discuss each point individually before entering a score, but ultimately, allow the service user to score themselves. Feel free to add some of your own.

Communication Evaluation			
On a scale of 1-10 (10 being very confident);			
Question	Score (1-10)	Previous Score (1-10)	Practitioner Comments/Actions
Do you feel you can communicate with your practitioner about your problems?			
How confident are you when asking for support?			
How do you feel about talking to new people?			
Can you talk to someone about taking part in an activity or service?			
Do you communicate with family or friends about your thoughts and feelings?			

Source: Place and Train Handbook, <http://placeandtrain.eu>



FIGHTING STIGMA – TAKE A WALK IN MY SHOES

Spain

Target

This exercise is designed to help professionals understand what it's like for a person living with a mental health problem to face stigmatisation and marginalisation arising from false notions about mental health problems and mental distress.

Target group

Service users

Setting, number of participants

The exercise is best undertaken in a group, and can be carried out with co-workers, friends, family, etc. 10-15 participants.

Duration

1 hour

Preparation: materials and time

Paper, pens and time to reflect.

Description and procedure

False images of mental health problems are rife in society, and many myths exist that do nothing to dispel the negative connotations associated with mental health problems created by others. These false ideas prosper as a result of exaggerated verbal stories that are then passed on to others who believe them.



The exercise is best undertaken in a group, and can be carried out with co-workers, friends, family, etc. A member of the group is assigned the role of the employer and is asked to leave the room. A member of the group then receives a mock CV with personal details and a strong and impressive employment history. However, it is also mentioned on the CV that this person has a mental health problem, e.g., 'schizophrenia', 'bipolar disorder', 'PTSD', 'OCD', etc. The 'employer' then returns to the room and proceeds to act out a mock interview with the member of the group, unaware that the 'interviewee' has a mental health problem. Furthermore, the interviewee is forbidden to tell the employer that they have a mental health problem. At the end of the mock interview, the person playing the employer is asked if they would employ this person and to provide reasons for this decision. The 'employer' is then further asked, 'Would you employ this person if they had a mental health problem?' and 'Would you employ this person if they had (name of the mental health problem on the paper)?' The employer must give an explanation for their view, and if they decline to employ the interviewee on this basis, the group should challenge this idea by asking the 'employer' why they would allow the mental health to colour their decision.

The situation is then repeated numerous times, by having different people adopt the roles of 'employee' and 'employer', as well as alternating between a variety of mental health problems. After all of the situations have been read, a discussion can then take place about the different portrayals of mental health problems that exist and how these create stigma.

Source: Place and Train Handbook , <http://placeandtrain.eu>



FUNCTIONAL PROFILE

Italy

Target

The tool is meant to assess:

- characteristics and learning processes
- emotional maturity and quality in socialisation processes

Beneficiaries

Students with disability attending upper secondary schools.

Setting, number of participants

Can profitably be used in both individual work situation and in pairs or group, on condition that every student be observed and assessed individually.

Duration

1-2 hours

Preparation: materials and time

Paper and pencil

Description and procedures

The Functional Profile analyses with a scale from 1 to 5:

- characteristics and learning processes:
 - communication
 - sensory and sensory-perceptive characteristics
 - body perception (motor skills)



- body perception (knowledge and care)
- spatial orientation
- time orientation
- mental elaboration
- emotional maturity and quality in socialisation processes:
 - emotionalism
 - motivation
 - self confidence and identity
 - decision-making skills
 - taking on models and roles.

The teacher, by means of class observation in small group, during individual work and through specific interviews assesses the characteristics indicated above.

Source: n/a



Please note: on the webpage www.trainingforjob.eu/downloads you will find the section “toolbox”. Additional material for this tool is available there.



GETTING TO KNOW EACH OTHER AND DISABILITY AWARENESS

Malta

Target

The aim of this tool is to introduce the training participants to each other and to the idea of disability. Slowly introducing to the participants the idea of boundaries and the challenges that persons with disabilities often face by society - many a times without society even realising.

Target group

Participants undergoing the Job Coaching Training course that still do not know one another and are being introduced to the idea of disability awareness.

Setting, number of participants

At least 2 participants

Pair work followed by a group discussion

Duration

30 minutes

Preparation: materials and time

No prior preparation necessary other than reflection on the topics for discussion.

Description and procedure

Ask participants to get into pairs with someone they don't already know. Ask them to introduce themselves to their partner, what they do and why they were motivated



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to undergo this training course. Ask them to also tell each other 3 interesting things about themselves.

Get the participants to introduce their partner to the rest of the group based on the information that was provided to them during their paired discussion.

Ask the group to discuss how they felt being introduced by their partner. Did their partner introduce them exactly how they would have liked to? Was there anything their partner left out? Was their partner sure of what they were saying? Would you have said it differently?

Ask the group to reflect on the fact that often, persons with disabilities feel this way when they are not given the opportunity to communicate their thoughts and feelings and are not given the space to be themselves.

Source: Team Building Resources



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Spectrum Disorders*



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HOW DO I EXTERNALISE MY FEELINGS?

Turkey

Target

In this session, it is aimed at having understanding of what they have done and what happened in their bodies upon the participants experience different feelings. Furthermore, attention must be drawn to the emotional reactions having a relationship with learning

Target group

Young people or adults with special needs group

Setting, number of participants

Group including max. 10 participants

Duration

1 hour

Preparation: materials and time

Flash cards of the game "my emotions, my reactions"

Description and procedure

Firstly, it is asked whether or not some participants have experienced clear positive and negative feelings since last session and asked for them to share with the group. Immediately afterwards, the things done during the first meeting are summarized. In this session, the things done and goals are explained shortly and delivered the cards



called “ My Feelings, My Reactions”- are written emotion names on it- to the participants. On the game cards, there are 30 emotions out of all emotions discussed in previous session. If the participants would like to add more or other emotions to the cards, it is proposed them to write to the seperated blanks below.

Which behaviors do the participants display while externalising or feeling the emotions on paper?

They are expected to write their reactions with respect to different emotions. How are their mimics, facial expressions and tone of voices?

It can be said them to write by thinking them. A special attention is paid to the emotional responses having a strict relationship with learning and conditioning. When the participants don't know the meanings of the emotions on papers, the implementer does explain them. Some participants may not experience certain emotions. In that situation, it is told in advance what they need to write across the relevant emotions.

Shortly after filling the activity cards, they are encouraged to share what they have written. In the group discussion, the process continues through the following questions. Lastly, the session finishes following the a general summary in accordance with the things performed in the session.

DISCUSSION QUESTIONS:

1. Do the others, too, externalise this emotion in the same way?
2. What conditions do the individual differences in emotional expressions depend on?
3. Is there anybody else whose emotions externalise like me in my family?
4. Is there anybody who I imitate or take example his/her emotional responses?
5. Does the way I express this feeling depend on conditioning?



6. Do my emotional responses enable benefits me?
7. Can we change our emotional responses?
8. Is it possible to behave more suitable while externalising negative feelings?
9. What may be the reasons why others externalise same emotion differently?

HOW DO I EXTERNALISE MY FEELINGS?

EXPLANATION: There are incomplete or not-filled blanks in this form below in an attempt to write different emotional situations and -across them- how you externalise (expressing them) these emotional situations. Please, state how you respond them, when you experience the relevant feelings.

After this session, the participants could be able to;

- 1-exemplify that the same feeling could be expressed differently in each person
- 2-explain the relation of emotional reactions with learning
- 3-relate the physical reactions with their feelings

MY FEELINGS	WHAT HAPPENS IN MY BODY?	WHAT AM I DOING?
Fear		
Hate		
Ambition		
Anger		
Love		
Joy		
Jealousy		
Hatred		



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Peace		
Excitement		
Suspicion		
Courage		
Confidence		
Shyness		
Like		
Dislike		
Love		
Sadness		
Mourning		
Distress		
Pleasure		
Joy		
Sorrow		
Irritability		
Sadness		
Shyness		
Enthusiasm		
Resentment		
Tension		

Source: KULAKSIZOĞLU, Adnan. **Kişisel Gelişim Uygulamaları**, Ankara, Nobel Yayınevi, 2003



LIFESKILLS - CAREER AWARENESS

Spain

Target

This exercise is designed to help individuals to recognise and accept themselves with weaknesses and potentials.

Target group

Service users

Setting, number of participants

The exercise is best undertaken in a group, and can be carried out with co-workers, friends, family, etc. 10-15 participants.

Duration

1 hour

Preparation: materials and time

Paper, pens and time to reflect.

Description and procedure

The exercise below will help professionals and service users to identify their available skills with a view to selecting the appropriate profession and the skills they need to develop through education, training, practice and systematic effort to respond to the occupation of their choice. Some skills play a crucial role in securing and maintaining a job, such as flexibility, teamwork, organisation, effective action,



etc. Service users must understand that life skills are cultivated for a lifetime through activities and learning opportunities.

Below is a summary table of 17 life skills that a professional can discuss with service users before the exercise.

LIFESKILLS

1. Effective Communication: verbal and emotional expression, writing or speech, effective communication with others, accepting and receiving messages, expressing ideas and opinions
2. Adaptation: adapting to changing circumstances of life, evaluation of new data, timely measures
3. Self-presentation: showing capabilities and skills to others, personal job interview, a formal expression of interest to work, CV
4. Taking the initiative: motivation and activation of other, ingenuity
5. Innovation/Creativity: flexibility with new ideas/suggestions, risk, adoption of new proposals, questioning established positions, originality at work
6. Assertive behaviour: direct and honest expression of emotions (both positive and negative), opinions and assertiveness without anguish and anxiety if someone gets angry with another person. Self-support in a way that does not violate the basic rights of another person. Tackling life with an approach that allows a person to maintain or regain control of their life, which could lead to a higher level of confidence and a feeling that they can take decisions for the course of their life.
7. Taking Decisions: taking decisions that meet the needs and objectives of the individual and the group
8. Patience and Emotional Management: Controlling emotions, such as anger and frustration, expression of these in a non-threatening way
9. Responsibility and Commitment: responsible work, commitment to continuous training and learning
10. Resistance to pressure: regulation of working with self-control, stress management
11. Flexibility: identifying alternatives, problem-solving, ability to negotiate, and making an agreement



- 12. Active Search Intelligence: Knowledge and ability to use information sources, gathering information needed for the job
- 13. Cooperation-Teamwork: Peaceful cooperation with others to achieve common goals
- 14. Time Management and organisation – accomplishing work
- 15. Confidence: Self confidence
- 16. Positive thinking and approach: coping with situations in an optimistic way, confidence for the future
- 17. Troubleshooting: global perception of problems, identifying alternative solutions for the difficulties and problems that occur.

In order to identify the abilities of service users, think of some activities together in areas such as sports, culture, art, interests, etc. Wherever they cope well, especially activities that they like but in which they lack skills. Help service users to find ways that will help them to be more accomplished in the future.

I am good ...	I am not that good ...	I could.../ if.....
(example) at painting large surfaces	(example) in painting details and small areas	I could have better performance at painting if I make a systematic effort to participate in activities such as detail painting in small areas

Source: Place and Train Handbook, <http://placeandtrain.eu>



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MILESTONES OF MY LIFE

Austria

Target

Discover success and strengths, foster resilience

Target group

No special

Setting, number of participants

group work

Duration

45 Min.

Preparation: materials and time

Handout, paper, pencil

Description and procedure

The analysis of positive life experiences shows on what resources one can get back to. This exercise serves as a guidance to foster resilience.

It is conducted as a partner interview. The participants receive a handout with questions. At first the one participant starts to ask, after approx. 20 mins. he/she changes with his/her partner.

Questions:



1. What have you achieved in your life so far? What are you proud of?
Think about different areas of life (work, family, social contacts, personal interests etc.)
2. What strengths have you proven there? (endurance, enthusiasm, effort, belief in yourself, good planning, love of adventure, braveness, curiosity etc.?)
3. What were your sources of strength and your helpers? (contacts, universal trust, belief, solidarity etc.)

The interviewer writes down the answers of his/her partner in keywords and hands over the notes after the interview.

Source: adapted from: Siegrist U., Luitjens M. (2012). 30 Minuten Resilienz. 3. Auflage. Offenbach: Gabal Verlag GmbH, p.78f.



MY FEELINGS, MY THOUGHTS, MY REACTIONS

Turkey

Target

In this session, it is aimed at emphasizing that there are our beliefs and thoughts related to that event, not events revealing our feelings.

Target group

Young people or adults with special needs group

Setting, number of participants

Group including max. 10 participants

Duration

1:15 hours

Preparation: materials and time

The activity paper of “my feelings, my thoughts, my reactions” for each participant

Description and procedure

It is asked whether or not they have experienced clear positive-negative feelings since the previous session. Later, it is summarized the things done at the previous session and explained the things to be done at this session.

The practice cards of the activity “My Feelings, My Thoughts, My Responses” are delivered to the participants. Everybody types to the cards what they feel and think



and what their responses could be in the face of events or situations written on the cards.

Later, the things written on the practice paper are investigated in the context of the questions that the implementer has asked to the group. It is paid attention to the persons who expressed different emotions and responses and it is investigated the issue that the difference may result from where.

While the events that we have experienced or the ones that we have faced do not always cause to our emotions, our emotional responses based on the thought, beliefs and comments with respect to this event pave the way for our experiences and situations.

When the discussion is over, it is summarized the things done and explained the things to be done at the next session and terminated the session.

DISCUSSION QUESTIONS:

1. Are there any similar events occurred before with reference to this thought?
2. Do my feelings and responses vary according to the person who has caused that?
3. Do my feelings and responses vary according to the time of day?
4. Is my thought related to the event always true?
5. Do the others who face the same events think in the same way?
6. What causes me to interpret the events in this way?
7. Do I confuse the truth with the thought?
8. Is the information available sufficient for that thought?
9. Have I sufficiently searched the current situation to reach the conclusion?



10. Do I assess cases by not accepting as it is occurred or as thinking how it must be become in ideal?
11. Are this situation and event really about me? Or, Am I really obsessed with nothing to do with me?
12. Am I unnecessarily exaggerating the event and situation?
13. Am I thinking as “all or nothing” or black, white” while evaluating this event and situation?
14. What if this event and situation happen as I think?
15. Will I give the same response in the face of this event or situation even ten years later?
16. Do I make generalizations based on an event and situation?
17. Do I feel sorry myself due to the event or situation for which I am not directly responsible?
18. Do I always see the negative ways of events?
19. Do I approach too “perfectionist” to them while examining the events?
20. Do I usually lead a dead end by approaching negative to the events?

MY FEELINGS, MY THOUGHTS, MY RESPONSES

EXPLANATION: It is written certain situations and events below. Read them and write your feelings and your thoughts, belief and comments about the situation and event when you face the relevant situations

Later, write your responses in the face of this situation and event. Finally, read the discussion questions and debate the following question;

Do our responses result from the experienced situation or do they result from our thoughts, belief and comments?



The experienced situation or event	Thought, belief and interpretation special to the event	My feelings	My responses
In case somebody spits to the ground while I am walking			
If not given the book which I have borrowed from my friend back to me,			
In case of water cut while having shower			
When I'm late for my appointment			
If my friend doesn't pay his/her debt on time,			
While I am going somewhere that I will first see			
In case I have no enough money to buy the shoes I like most,			
When the bank's order comes for the shopping that I haven't done,			
When I am humiliated before people by my friend,			
In case one of my family hasn't gain the university exam,			



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When I wake up at night due to the noise coming from next door upstairs.			
When I buy a present that I like,			
In case a driver violates the traffic rules,			
In case my friend doesn't come to meeting place in spite of his/her promise,			
When I make a speech before a crowd,			

After this session, the participants could be able to:

- express the relation between feelings and thoughts
- say that the events are not the reasons of our feelings, or our beliefs and thoughts concerning that event are the reasons of our feelings

Source: KULAKSIZOĞLU, Adnan. **Kişisel Gelişim Uygulamaları**, Ankara, Nobel Yayınevi, 2003



SUPPORTING CIRCLE

Austria

Target

Discover all available resources and use them constructively for overcoming actual challenges

Target group

No specific

Setting, number of participants

Single, or small groups of max. 5 persons

Duration

45 min/ participant

Preparation: materials and time

Paper, pencils, flipchart, varicoloured moderation cards

Description and procedure

- In an intense reflection process the participant describes his/her actual social environment and also confidants (no matter whether they are relatives or not). This can be the brother, but also the barman, the priest, a former teacher etc.
- Then this confidant is “enriched” with his/her competences, like the way he/she lives, what he/she does, what he/she can do well, whom does he/she know, what has he/she lots of, his/her networks ...



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- The participants shall visualize this on the flipchart
- The result is a picture of the person and his/her resources
- In the next round the client lists his/her most important challenges.
- They are written down on the flip chart and it can be visualized who can help with the specific problem.
- Then create a “support plan”: what do I need? How do I ask whom? What can I offer?
- Basic assumption: people help other people who they like when they are asked for the right help. When I am asked for something, which I am not good at, I can experience this as a nuisance. On the contrary: when I am asked for my competences I am willing to help (as long as help is not always a one-way road).

Source: n/a



TASK ANALYSIS

Malta

Target

The aim of this tool is to introduce the training participants to the process of creating a task analysis which comes in very useful and handy as a job coach when working with persons with disabilities in on the job training.

Target group

Participants under going the Job Coaching Training course that are being introduced to become coaches.

Setting, number of participants

Any number of participants will suffice.

Duration

40 minutes - 1 hour

Preparation: materials and time

Pen and paper

Description and procedure

Ask participants to get into groups of 3 / 4 and to think of an employability task which persons with disabilities may potentially be employed in. Invite the group to reflect on the steps required for the task analysis. Once the steps have been completed invite the groups to share with the rest of the group.



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Then ask the participants to get into pairs - switching the task analysis - and to role play others' steps for the task. As the group for feedback on how they found the steps provided and if they have any suggestions for improvements

Source: n/a



THE LIST OF EVENTS CAUSING ANGER, THE INVESTIGATION OF AN ANGER”

Turkey

Target

In this session, it is aimed at revising the events causing the participants to get angry and recognizing the new situations that they couldn't think before during a time of anger or later

Target group

Young people or adults with special needs group

Setting, number of participants

Group including max. 10 participants

Duration

1 hour

Preparation: materials and time

The application papers of “the list of events triggering anger” and “the investigation of an anger”

Description and procedure

It is asked whether or not they have experienced a clear positive-negative feelings since the previous session. Those who want to share them are encouraged to speak. It is explained the things done during the last session.



Firstly, the list of ‘the events starting anger’ is delivered and the participants fill the list and replace their lists with those who are sitting next to them. Later, the implementer opens a general discussion and draw their attentions to the fact that anger causes may sometimes vary from individual to individual.

He/she then delivers the second practice papers. In this activity, the participants are expected to think of an anger moment and investigate it. After filling the practice papers, those in the group are encouraged to share their answers with the others in the group.

Then they are asked whether they have acquired new and unordinary awarenesses special to themselves about anger or not and if so, they are asked for sharing with the members of group.

The reason of this implementation is to enable them recognize the new situations that they have neglected before.

At the end of the session, it is summarized the things done and given information about the next session and put an end to it.

THE LIST OF THE EVENTS STARTING ANGER

EXPLANATION: Below, there are examples from some events causing someone to get angry. Put any sign to the relevant blanks under the time expressions by thinking of the phrases in the list and mark it by accounting the events in the list make you get angry at which time intervals. Except these, please state in the attached list the events that you get angry. Discuss the given answers with your partner.

		Always	Sometimes	Never
1	When others give commands			
2	If somebody hurts me			
3	In case things go wrong,			
4	When I am pushed to the corner by others,			



5	When I have a disappointment,			
6	If I am hard done by,			
7	When somebody speaks loudly with me,			
8	When somebody asks me many questions,			
9	When I get up in the mornings,			
10	When I lose one of my privileges,			
11	If somebody hurts my feelings,			
12	If I am forced to do unnecessary things,			
13	In case somebody interrupts me,			
14	If not kept the promises given to me,			
15	If someone tells me lie,			
	Other (please, specify)			

INVESTIGATION OF AN ANGER

EXPLANATION: The questions below are asked –by imaging your angry situations- with the aim of providing to investigate the possible symptoms for your anger. After answering the questions, the new awareness that you have just gained share with those in the group.

1. TO WHAT DO YOU GET ANGRY MOST? (DREAM OF THIS MOMENT
2. WHY DO YOU GET ANGRY TO THIS EVENT, SITUATION OR PERSON?
3. WHEN YOU GET ANGRY, HOW DOES YOUR FACE LOOK LIKE?
4. WHEN YOU GET ANGRY, WHAT HAPPENS IN YOUR BODY?
5. WHEN YOU GET ANGRY, HOW DOES YOUR TONE OF VOICE BECOME?
6. WHAT DO YOU DO WHEN YOU GET ANGRY?
7. TO WHOM DO YOU REFLECT YOUR ANGER?
8. WHAT HAPPENS WHEN YOUR ANGER IS OVER?
9. DO YOU FEEL SORROW AND REGRET WHEN YOUR ANGER IS OVER?
10. DO YOU DO SOMETHING TO OVERCOME THE ANGER?



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After this session, the participants could be able to;

- classify the events causing anger
- identify the things happening in their bodies during the anger
- express the feelings when the anger dies down

Source: KULAKSIZOĞLU, Adnan. **Kişisel Gelişim Uygulamaları**, Ankara, Nobel Yayınevi, 2003



TIME LINE

Austria

Target

Focussing on a goal

Target group

No specific

Setting, number of participants

1:1 setting

Duration

45 min.

Preparation: materials and time

Cord (3-4m), sheets of paper, optional: some objects like pictures, stones, toys etc.

Description and procedure

You inform the client that you want to work with him/her on her goal XYZ and suggest this exercise. With the "time line" you can visualize the way to and the goal itself.

1. Ask the client to build his/her path of life with the cord on the floor.
He/she then has to decide where there is past, presence and future. Mark the presence with a symbol or picture.
2. The client is now encouraged to find an observer position (meta position) outside the line.



This position is marked with an “anchor” (sheet of paper). Standing at this position the client is now asked to look at the time line and review it. Are the proportions between present, future and past correct?

3. Setting the goal on the time line and looking at it from the meta position

From the meta position the client is asked to determine where his/her goal is on the time line and to mark it with a picture or symbol.

“I now invite you to have a look at your goal. Can you describe it to me?”

4. Guide the client to the presence marker

“You are in the here and now, focusing on your goal”.

5. Approaching the goal, arriving and sensing it

Guide the client to his/her goal and make it desirable for him/her.

6. From the goal back to the presence. Collect all resources on the way.

The client shall be encouraged to collect all the resources that were helpful on the way to the goal.

“Go back on the way to the here and now, sense it and rest for a moment. Feel or see a resource, an ability, an experience or a picture that was useful on the way to the goal.”

Resources can then be marked with a symbol or an object.

7. Appreciate all resources in the presence

When you are back at the presence (starting position) the client shall look at the goal and summarize all available resources (and write them down, if desired).

Source: n/a



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TIME MANAGEMENT - MY ENERGY CYCLE

Spain

Target

This exercise will help users to visualise their energy cycle during the day to better allocate their daily activities.

Target group

Service Users

Setting, number of participants

Face to face exercise with one or two service users.

Duration

30 minutes

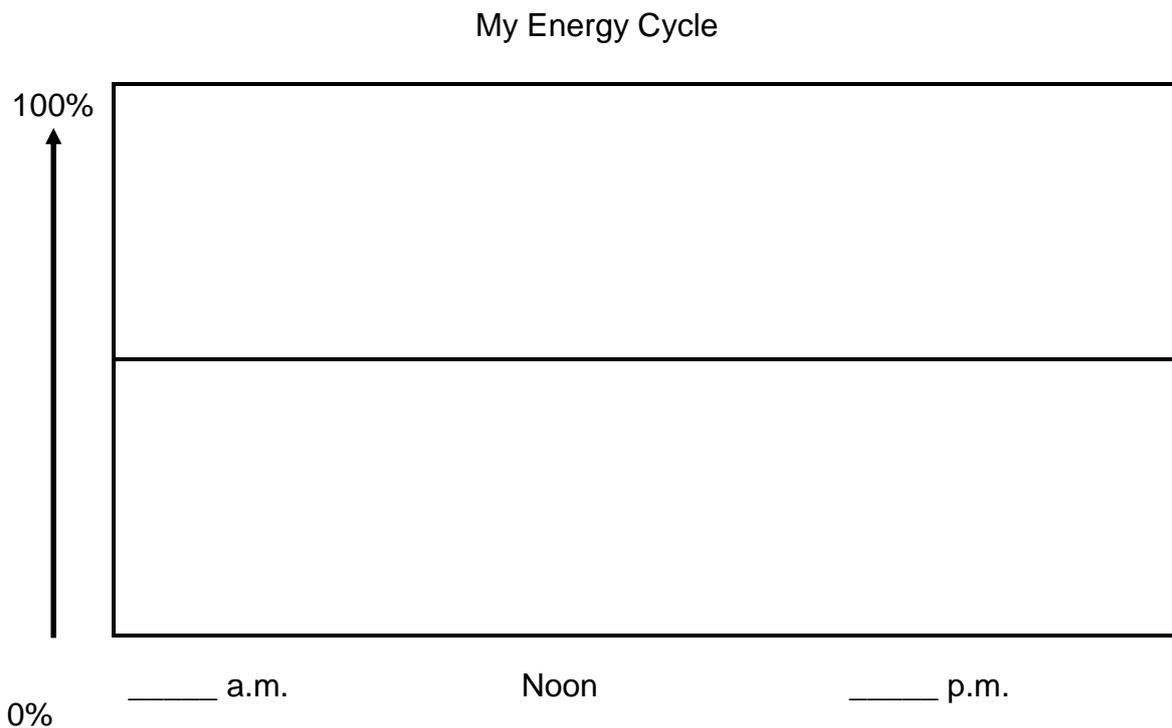
Preparation: materials and time

Paper, pens and time to reflect.



Description and procedure

Fill in on the diagram below the beginning and ending time of your day. Draw a line through the day, reflecting your typical energy cycle.



Answer these questions:

1. Do you arrange your workday considering your energy cycle?
 Yes No If yes, please explain how you do that.
2. What improvements could you make to use your energy more productively?

Source: Place and Train Handbook, <http://placeandtrain.eu>



TIME-PIZZA

Austria

Target

Reflection of one's (free) time resources

Target group

Young people or adults, with or without special needs, in the vocational orientation process

Setting, number of participants

Single and group work, max. 10 participants

Duration

1:30 hours

Preparation: materials and time

Handout (2 per participant), blank papers, coloured pencils, scissors, glue

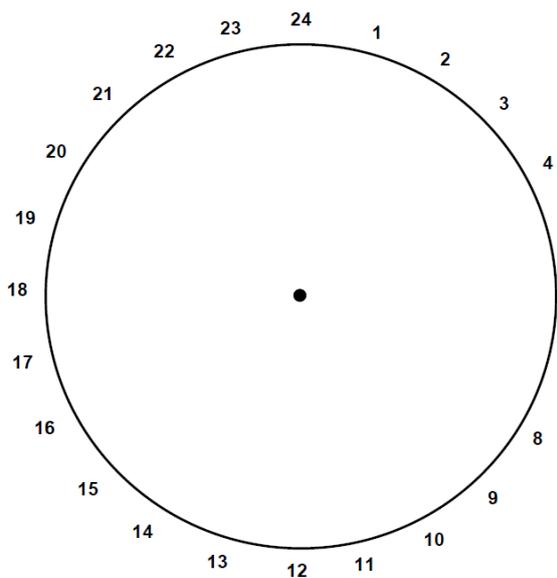
Description and procedure

Sometimes young people and adults have limited ideas how to create their free time fruitfully. As one's free time can be a positive resource for other parts of life, we want to focus on it in this exercise.

Each participant gets 2 handouts (see circle with 24 numbers on the next page). One stands for the Time Pizza Monday – Friday, the other for the Time Pizza Saturday – Sunday. The participants shall imagine one average week- and one weekend- day



as one pizza. On the handout they shall visualize how much time per day they spend on: 1. sleeping, 2. eating, 3. job/education/searching for a job, 4. free time, 5. family. The categories 1 - 5 are called "Pizza slices".



After that, the participants shall cut out the two Pizza slices for free time from the week and the weekend Pizza and glue them both on one blank sheet of paper.

On that sheet of paper the participants shall list their free time activities. When everyone has finished this the individual Pizza slices and free time activities for week and weekend will be compared and discussed in the group.

Questions for discussion:

- How big is your free time Pizza slice from the week compared to the weekend?
- Are you satisfied with your free time activities? What else would you like to do?
- Are there some common interests in the group? Can you give some advice to the other participants how to realise their interests?

Advanced version:

The participants can draw a third Time Pizza that symbolises their desired day structure. The actual Time-Pizza can then be compared with the desired one.

Source: adapted from: http://www.forschungsnetzwerk.at/downloadpub/2_Auflage_DE_Handbuch_100_Methoden.pdf, p.22f.



TOOL FOR THE OBSERVATION OF THE PERSON WITH DISABILITIES IN A TRAINING-WORK SITUATION

Italy

Target

The tool allows to get detailed information on a number of aspects of the work activity of the people who are being assessed.

Beneficiaries

Persons with disabilities who are involved in training-work activities.

Setting, number of participants

Individual, pair and group (team) work.

Duration

Some hours.

Preparation: materials and time

Paper, pencil.

Description and procedures

The tool for the observation of the person with disability in a training-work situation analyses with a scale ranging from 1 to 5 (1=never/hardly ever, 2=a few times, 3=sometimes, 4=often, 5=always) the following items:

- Work organisation
- Relation with materials – tools and equipment



- Use of basic tools– materials manipulation
- Ability to adapt to different situations
- Carrying out the task
- Collaboration at work and motivation
- Accident prevention.

The operator who is in charge of the observation and assessment goes to the workplace and discreetly takes note of his judgment with reference to the above mentioned items.

Source: n/a



Please note: on the webpage www.trainingforjob.eu/downloads you will find the section “toolbox”. Additional material for this tool is available there.



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TRAINING PROJECT

Italy

Target

It is a tool to be enclosed in the internship agreement, it is useful to outline information, knowledge and skills to be developed, obligations of the parties involved (School or Institution and Company) and the intern.

Beneficiaries

- Schools o Vocational training institutions
- Companies/ Businesses/ Cooperatives
- Internal

Setting, number of participants

The tool is created by the promoter and examined by the student and the recipient subject.

Duration

2 hours

Preparation: materials and times

Computer

Description and procedures

The internship training project, enclosed in the internship agreement, allows to define useful information in case of job placement for students with disability.



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In particular, the following points are clearly mentioned:

- promoter and recipient subject
- internship organisation and working hours
- knowledge/ skills to be developed
- reciprocal obligations of the two parties involved
- intern's obligations
- useful information/advice for job interviews.

Source: n/a



Please note: on the webpage www.trainingforjob.eu/downloads you will find the section “toolbox”. Additional material for this tool is available there.



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UNDERSTANDING THE PEOPLE WE WORK WITH

Malta

Target

The aim of this tool is to introduce the training participants to the process of getting to know the people we work with and begin to think about the information or detail they would require in order to undertake their role appropriately.

Target group

Participants undergoing the Job Coaching Training course that are being introduced to become Job Coaches.

Setting, number of participants

Any number of participants will suffice

Duration

30 - 40 minutes

Preparation: materials and time

Own background research and reflection to be able to coordinate the group accordingly.

Initial Assessment document to show participants the final complete version.

Description and procedure

Ask participants to get into groups of around 3 individuals and invite them to reflect and discuss together the information that they would require from clients from an



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initial assessment before actually starting to work with the client. Each group must come up with around 15 -20 items of information that they would gather.

Ask the groups to share with the rest of the participants the items that they believed they would require. Get participants to challenge each other on what some groups may have left out or what information is perhaps unnecessary.

Invite the participants to discuss the issues they may face in such a process of acquiring information and why?

Source: n/a



WRITING NAMES OF EMOTIONS “GUESS YOUR EMOTION”

Turkey

Target

It is aimed at recognizing little differences among the emotions, naming them and thinking about the participants' emotions

Target group

Young people or adults with special needs group

Setting, number of participants

Group including max. 10 participants

Duration

1 hour

Preparation: materials and time

Board, Flash cards of “writing the names of emotions” and “guess your emotions”

Description and procedure

The implementer explains the primary goals of the implementing group. He plays an introducing game with the participants with the aim of introducing themselves and expressing their expectations. In this game, the leader of the group throws the ball to the another in his/her hand and the person who catches the ball introduce himself/herself. Later, he/she throws the ball to the person whom he/she wants to know and it continues until everybody introduces themselves.



The implementer comes up with an short explanation about the emotions and distributes the game cards special to the game “Writing the Names of Emotions” to the players, by saying “I wonder how many words related to emotions you have written”. The participants are expected to write the emotion names in their minds on the cards in three minutes. Later, by giving extra two minutes, they are supposed to write new emotion names.

PERSONAL DEVELOPMENT IMPLEMENTATIONS

When time is over, anybody calls out them and the person who has written most becomes the winner of the group.

In the second phase of the implementation, the winner’s emotion words are written to the boards. And the less preferred emotion words are explained by the implementer. Emotions, later, are classified into two different groups; “Positive-negative emotions” or “ Pleasant-unpleasant ones”. For the groups that the game ‘Writing the emotion names’ is unsuitable, it may also be played the game ‘Guess the emotions’.

In this session, the list of persons in the group is delivered to the participants. Everybody is expected to write the estimated emotion names across the names in the list, including his/her name. The implementer reads each name and all participants do say in turn which emotion they have written for the relevant name. During the group discussion, it is expressed why the estimated emotions have been suited for the relevant names.

If time allows it, either ‘writing the emotion names’ or ‘Guess the emotions’ may be performed.

Finally, the implementer sums up the whole process and finalizes the session by adjusting the next meeting.



SPECIAL NOTE TO THE IMPLEMENTER;

Negative emotion ascriptions of participants to each other can decrease tension on group inside. For this reason, members of group must be careful in this implementation when they are describing group members with displeasing emotions.

After this session, the participants could be able to:

- name the various feelings
- identify these feelings
- distinguish the feelings as positive-negative and pleasant-unpleasant

THE GAME 'WRITING EMOTION NAMES'

EXPLANATION: Emotions are the things that we feel before an event or a situation or after them without a clear reason. Emotions (feelings) are externalised through some behaviors. However, it may be some personal differences even the way they express their feelings. Please write below the feelings that come into your minds and separate them into categories as positive-negative or pleasant-unpleasant.

EMOTION	POSITIVE (pleasant)	NEGATIVE (Unpleasant)	EMOTION	POSITIVE (pleasant)	NEGATIVE (Unpleasant)

Source: KULAKSIZOĞLU, Adnan. **Kişisel Gelişim Uygulamaları**, Ankara, Nobel Yayınevi, 2003