

**Psycho-Educational and Social  
Intervention Program for Parents**



**Erasmus+**

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Cooperation for Innovation and the Exchange of Good Practices

Strategic Partnerships for adult education Development and Innovation

# Psycho-Educational Kit

## Trainer's Manual & Trainee's Workbook





# **PSYCHO-EDUCATIONAL AND SOCIAL INTERVENTION PROGRAM FOR PARENTS**

## **PSYCHO-EDUCATIONAL KIT: TRAINER'S MANUAL AND TRAINEE'S WORKBOOK**

Coordinator **Aurora Adina COLOMEISCHI**

# PSYCHO-EDUCATIONAL AND SOCIAL INTERVENTION PROGRAM FOR PARENTS. PSYCHO-EDUCATIONAL KIT: TRAINER'S MANUAL AND TRAINEE'S WORKBOOK

Coordinator **Aurora Adina COLOMEISCHI**

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The template for developing the units of the training programs is elaborated by Mine Gol-Guven, Bogazici University, Istanbul, Turkey.





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## 2. The Adult Learning Theory – Andragogy

**Maria Augusta Romão Da Veiga Branco**  
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The universe of gogy is composed of 3 distinct concepts regarding target populations, their methodologies, and, in particular, learning strategies. Thus, Pedagogy refers to the formation and learning in childhood, the Gerontogogy that concerns the formation of the elderly, or caregivers of the elderly, and Andragogy.

Andragogy or adult learning theory, it is presumed that adults have specific learning requirements, suggesting that the best learning environments are the ones that are collaborative and utilize a problem-based approach. This concept, firstly mentioned by Alexander Kapp (1833) and recovered by Malcolm Knowles (1913 – 1997), means adult education, thus andragogy refers to any form of adult learning (Kearsley, 2010), and Knowles (1984) added to this kind of “gogia”, what we usually call by the 5 andragogic assumptions.

1. Self-Concept - As a person matures his/her self-concept moves from one of being a dependent personality toward one of being a self-directed human being.

2. Adult Learner Experience - As a person matures he/she accumulates a growing reservoir of experience that becomes an increasing resource for learning.

3. Readiness to Learn - As a person matures his/her readiness to learn becomes oriented increasingly to the developmental tasks of his/her social roles.

4. Orientation to Learning - As a person matures his/her time perspective changes from one of postponed application of knowledge to immediacy of application. As a result his/her orientation toward learning shifts from one of subject-centeredness to one of problem centeredness.

5. Intrinsic or Autotelic Motivation to Learn - As a person matures the motivation to learn is internal (Knowles, 1984:12).

**The Knowles' 4 Practical Principles of Andragogy** - In 1984, Knowles suggested 4 principles that must be applied in adult learning:

1. Adults need to **be involved in the planning and evaluation** of their instruction.
2. **Experience (including mistakes)** provides the basis for the learning activities.
3. Adults are most interested in learning **subjects that have immediate relevance** and impact to their own work, job and mainly in their personal life.
4. Adult learning is **problem-centered** rather than content-oriented. (Kearsley, 2010)

**The 6 Main Characteristics of Adult Learners**

There are 6 main characteristics of adult learners according to this author:

1. **Adult learning is self-directed/autonomous** - Adult learners are actively involved in the learning process such that they make choices relevant to their learning objectives. As





such, adult learners also direct their learning goals with the guidance of their mentors. As an educator, it is important to facilitate the process of goal-setting. Trainees need to be given the freedom to assume responsibility for their own choices. When it comes to workload, they also need to be proactive in making decisions and in contributing to the process.

**2. Adult learning utilizes knowledge & life experiences** - Under this approach educators encourage learners to connect their past experiences with their current knowledge-base and activities. Learners are taught ways to bring to their current placement past knowledge, opinions, and experiences. Educators need to be well-versed in how to help trainees in drawing out relevant past knowledge and experiences. In addition, educators must know how to relate the sum of learners' experiences to the current learning experiences.

**3. Adult learning is goal-oriented** - The motivation to learn is increased when the relevance of the "lesson" through real-life situations is clear, particularly in relation to the specific concerns of the learner. The need to acquire relevant and adequate knowledge is of high importance. With this in mind, adult learning is characterized as goal-oriented and intended learning outcomes should be clearly identified. Once the learning goals have been identified, it is now imminent to align the learning activities such that these objectives are fulfilled within a certain period of time. This approach is a great way to maximize a trainees' learning experience.

**4. Adult learning is relevancy-oriented** - One of the best ways for adults to learn is by relating the assigned tasks to their own learning goals. If it is clear that the activities they are engaged into, directly contribute to achieving their personal learning objectives, then they will be inspired and motivated to engage in projects and successfully complete them.

**5. Adult learning highlights practicality** - Placement is a means of helping trainees/Treinees to apply the theoretical concepts learned inside the classroom into real-life situations. **It is very important for educators to identify appropriate ways and convert theoretical learning to practical activities!** Learning is facilitated when appropriate ways of implementing theoretical knowledge in real life situations are made clear.

**6. Adult learning encourages collaboration** - Adult learners thrive in collaborative relationships with their educators. When learners are considered by their instructors as colleagues, they become more productive. When their contributions are acknowledged, then they are willing to put out their best work. Also check some insights on *how adult learning is growing*.

### In andragogy place-learning context we have 8 Adult Learners' Traits

- 1. Self-direction** - Adults feel the need to take responsibility for their lives and decisions and this is why it's important for them, to have control over their learning. Therefore, self-assessment, a peer relationship with the instructor, multiple options and initial, yet subtle support are all imperative.
- 2. Practical and results-oriented** - Adult learners are usually practical, resent theory, need information that can be immediately applicable to their professional needs, and generally prefer practical knowledge that will improve their skills, facilitate their work and boost



their confidence. This is why it's important to create a course that will cover their individual needs and have a more utilitarian content.

3. **Less open-minded and therefore more resistant to change** - Maturity and profound life experiences usually lead to rigidity, which is the enemy of learning. Thus, instructional designers need to provide the “why” behind the change, new concepts that can be linked to already established ones, and promote the need to explore.
4. **Slower learning, yet more integrative knowledge** - Aging does affect learning. Adults tend to learn less rapidly with age. However, the depth of learning tends to increase over time, navigating knowledge and skills to unprecedented personal levels.
5. **Use personal experience as a resource** - Adults have lived longer, seen and done more, have the tendency to link their past experiences to anything new and validate new concepts based on prior learning. This is why it's crucial to form a class with adults that have similar life experience levels, encourage discussion and sharing, and generally create a learning community consisting of people who can profoundly interact.
6. **Motivation** - Learning in adulthood is usually voluntary. Thus, it's a personal choice to attend school, in order to improve job skills and achieve professional growth. This motivation is the driving force behind learning and this is why it's crucial to tap into a learner's intrinsic impetus with the right thought-provoking material that will question conventional wisdom and stimulate his mind.
7. **Multi-level responsibilities** - Adult learners have a lot to juggle; family, friends, work, and the need for personal quality time. This is why it's more difficult for an adult to make room for learning, while it's absolutely crucial to prioritize. If his life is already demanding, then the learning outcome will be compromised. Taking that under consideration, an instructional designer needs to create a flexible program, accommodate busy schedules, and accept the fact that personal obligations might obstruct the learning process.
8. **High expectations** - Adult learners have high expectations. They want to be taught about things that will be useful to their work, expect to have immediate results, seek for a course that will worth their while and not be a waste of their time or money. This is why it's important to create a course that will maximize their advantages, meet their individual needs and address all the learning challenges.

### How to Motivate Adult Learners?

Adults, unlike children, teenagers and trainees, in most cases, have a lot of things on their minds and your **learning course** is probably the last one of them. In addition, **adult learners** don't see the rewards of their efforts as soon as they would expect, and giving them candy doesn't work as it works with children. Also, academic habits, they once possessed are also long forgotten. Least but not last, a lot of the **learners** are often forced to take on this **eLearning course** to enhance their skills, keep their job, get a job, or continue further with their career plans. All this makes it difficult to motivate learners and make them active participants.



So, we should consider these **17 Strategies to Motivate Adult Learners:**

1. **We must create useful and relevant learning experiences based on the age group, problems and interests of this kind of learners** – We must emphasize on the **practical knowledge**. It is important to design a course that provides immediate relevancy. Learning materials that can be put into practice. Adult learners appreciate more practical knowledge, rather than extraneous facts and theories.
2. **We must facilitate exploration** - Even though children are famous for their exploratory nature and curiosity, adult learners, too, sometimes like to take the opportunity **to construct knowledge in a way that is meaningful to them**. For this reason, we should have all sorts of materials, references, infographics, short videos, lectures, podcasts and free resources available. In such a perfect learning environment **learners are more likely to get inspired or find something that makes them want to learn more**.
3. **We must have to build community and integrate social media** - Keep in mind that **social media websites are a powerful tool for collaboration**, commenting and sharing: facilitate group discussions and communities. People will quickly start exchanging knowledge, and will also have fun, social media is fun!
4. **A voice behind the video is not enough** - Add a personal touch. The course, in our PESI, needs to have a face. We need to make ourselves available to people, inviting subject-matter experts, authors, professors and other specialists in live online discussions and question and answer sessions.
5. **We must to challenge through games** - Come up with different problem solving exercises and life real situations or case studies. We need to make our learners look for and find solutions or help them to find some answers to their own issues.
6. **We must use humor!** - Humor would work great even with the most demotivated learners on our course. When or if our trainees know we have a funny way to stay in learning placement and we are funny, they will listen to our material carefully, cause they wouldn't want to miss on our witty sense of humor. We can never lose with that.
7. **We must to chunk information – We must to presente the contentes in parts**. Chunking is essential: it helps trainees to remember and assimilate information. Small bits are easier to process.
8. **Why not add suspense?** – If we see that it causes discomfort, it is preferable don't give out everything our course is about in the beginning. Yes, we need an overview, but we must keep some interesting points until the time is right.
9. **We must to accommodate individual interests and career goals** - Empower learners to work on these goals and individualize the training to suit their needs.
10. **Stimulating our learners** - Encourage them to think by either providing them with brain teasers, or by asking thought-provoking questions.
11. **Let learning occur through mistakes** - According to a German proverb "*you will become clever through your mistakes*". We must think of the expression: "*Walker, there is no way. The way is made walking ...!*" (António Machado). And on our life way, we learn by trial and error. Errors should be used, as examples of self reflection, to find alternatives or improved strategies to solve personal problems.



12. **Make it visually-compelling** - Did you know that 83% of learning occurs visually?
13. **Get Emotional – emotion is a natural bridge to learning!** If we don't sound inspiring, if our materials are not exciting, how can we motivate our trainees/ learners? So, let's get them emotionally involved too – come up with controversial statements, tap on memories, add real-life stories.
14. **Get examples of our workplace** – Our learners may not always remember to associate what is learned with its application at the workplace. Sometimes they might need reminders and a clue to help them make that connection.
15. **Be respectful to them** - An adult is someone with many learnings through their own experiences. All that an adult needs in his or her learning path, is to find someone to think about, someone to make a catharsis and to review some steps of his path. An Human Being is a intire word we need to learn with.
16. **Ask for feedback** - It is motivating to know that our opinion contributes to the course.
17. **Present the benefits of undertaking the course** - We must find practical, concrete, visible ways of making known the benefits of training, for the daily life of the trainees. It does not matter to any adult to acquire knowledge by knowledge alone. This is only important for the learner if it results in wisdom for life.

## Experiential Learning

Is the process of learning through experience, and is more specifically defined as "*learning through reflection on doing*". Experiential learning is distinct from rote or didactic learning, in which the learner plays a comparatively passive role. It is related to, but not synonymous with, other forms of active learning such as action learning, adventure learning, free-choice learning, cooperative learning, service-learning, and situated learning.

Experiential learning is often used synonymously with the term "experiential education", but while experiential education is a broader philosophy of education, experiential learning considers the individual learning process. As such, compared to experiential education, experiential learning is concerned with more concrete issues related to the learner and the learning life context.

## Eight Principles of Good Practice for Experiential Learning Activities

Regardless of the experiential learning activity, both the experience and the learning are fundamental. In the learning process and in the relationship between the trainer and trainee(s) of learning, there is a mutual responsibility, and we must pay attention to the following:

1. **Intention** - All parties must be clear from the outset why experience is the chosen approach to the learning that is to take place and to the knowledge that will be demonstrated, applied or result from it. Intention represents the purposefulness that enables experience to become knowledge.
2. **Preparedness and Planning** - Participants must ensure that they enter the learning experience with sufficient foundation to support a successful experience. They must also focus from the earliest stages of the experience/program on the identified intentions, and, the resulting plan should include those intentions, and at the same time, it should be flexible enough to allow for adaptations as the experience unfolds.



3. **Authenticity** - The experience must have a real world context and/or be useful and meaningful in reference to an applied setting or situation. This means that it should be designed in concert with those who will be affected by or use it, or in response to a real situation.
4. **Reflection** – Reflection, even as a catharsis, is the element that transforms simple experience to a learning experience. For knowledge to be discovered and internalized, the trainee must test assumptions and hypotheses about the outcomes of decisions and actions taken, then weigh the outcomes against past learning and future implications. This reflective process is integral to all phases of experiential learning, from identifying intention and choosing the experience, to considering preconceptions and observing how they change as the experience unfolds. Reflection is also an essential tool for adjusting the experience and measuring outcomes.
5. **Orientation and Training** - For the full value of the experience to be accessible to both the learner and the learning facilitator(s), and to any involved organizational partners, it is essential that they be prepared with important background information about each other and about the context and environment in which the experience will operate.
6. **Monitoring and Continuous Improvement** - Any learning activity will be dynamic and changing, and the parties involved all bear responsibility for ensuring that the experience, as it is in process, continues to provide the richest learning possible, while affirming the learner. It is important that there be a feedback loop related to learning intentions and quality objectives and that the structure of the experience be sufficiently flexible to permit change in response to what that feedback suggests. Monitoring and continuous improvement represent the formative evaluation tools.
7. **Assessment and Evaluation** - Outcomes and processes should be systematically documented with regard to initial intentions and quality outcomes. Assessment is a means to develop and refine the specific learning goals and quality objectives identified during the planning stages of the experience, while evaluation provides comprehensive data about the experiential process.
8. **Acknowledgment** - Recognition of learning and impact occur throughout the experience by way of the reflective and monitoring processes and through reporting, documentation and sharing of accomplishments. All parties to the experience should be included in the recognition of progress and accomplishment.

## Cooperative Learning

Cooperation learning practice means working together to accomplish shared goals. Within cooperative situations, individuals seek outcomes that are beneficial to themselves and beneficial to all other group members. Cooperative learning is the instructional use of small groups so that trainees work together to maximize their own and each other's learning goals. In every classroom, instructional activities are aimed at accomplishing goals and are conducted under a goal structure.





## Types of Cooperative Learning in Adult Trainees Context

**A - Formal Cooperative Learning** - Formal cooperative learning consists of trainees working together, for one class period to several weeks, to achieve shared learning goals and complete jointly specific tasks and assignments (Johnson, Johnson, & Holubec, 2008).

1. **Making preinstructional decisions.** Trainers (a) formulate both academic and social skills objectives, (b) decide on the size of groups, (c) choose a method for assigning trainees to groups, (d) decide which roles to assign group members, (e) arrange the room, and (f) arrange the materials trainees need to complete the assignment.

2. **Explaining the instructional task and cooperative structure.** Trainers (a) explain the academic assignment to trainees, (b) explain the criteria for success, (c) structure positive interdependence, (d) structure individual accountability, (e) explain the behaviors (i.e., social skills) trainees are expected to use, and (f) emphasize intergroup cooperation.

3. **Monitoring trainees' learning and intervening to provide assistance** in (a) completing the task successfully or (b) using the targeted interpersonal and group skills effectively.

4. **Assessing trainees' learning and helping trainees process** how well their groups functioned. Trainers (a) bring closure to the lesson, (b) assess and evaluate the quality and quantity of trainee achievement, (c) ensure trainees carefully discuss how effectively they worked together (i.e., process the effectiveness of their learning groups), (d) have trainees make a plan for improvement, and (e) have trainees celebrate the hard work of group members.

**B - Informal Cooperative Learning** - Informal cooperative learning consists of having trainees work together to achieve a joint learning goal in temporary, ad-hoc groups that last from a few minutes to one class period (Johnson, Johnson, & Holubec, 2008). Two important aspects of using informal cooperative learning groups are to (a) make the task and the instructions explicit and precise and (b) require the groups to produce a specific product (such as a written answer). The procedure is as follows: **Introductory Focused Discussion, Intermittent Focused Discussions** and **Closure Focused Discussion**.

**C - Cooperative Base Groups** - Cooperative base groups are long-term, heterogeneous cooperative learning groups with stable membership (Johnson, Johnson, & Holubec, 2008). Members' primary responsibilities are to (a) ensure all members are making good academic progress (i.e., positive goal interdependence) (b) hold each other accountable for striving to learn (i.e., individual accountability), and (c) provide each other with support, encouragement, and assistance in completing assignments (i.e., promotive interaction). In order to ensure the base groups function effectively, periodically trainers should teach needed social skills and have the groups process how effectively they are functioning.

## Integrated Use of all Three Types of Cooperative Learning

These three types of cooperative learning may be used together (Johnson, Johnson, & Holubec, 2008). A typical class session may begin with a base group meeting, which is followed by a short lecture in which informal cooperative learning is used. The lecture is followed by a formal cooperative learning lesson. Near the end of the class session another short lecture may be delivered with the use of informal cooperative learning. The class ends with a base group meeting.





### Basic Elements of Cooperation

Not all groups are cooperative (Johnson & F. Johnson, 2009). Placing people in the same room, seating them together, telling them they are a group, does not mean they will cooperate effectively. To be cooperative, to reach the full potential of the group, **five essential elements need to be carefully structured into the situation:** positive interdependence, individual and group accountability, promotive interaction, appropriate use of social skills, and group processing (Johnson & Johnson, 2005).

**The first and most important element is positive interdependence.** Trainers must give a clear task and a group goal so trainees believe they “sink or swim together; **The second essential element of cooperative learning is individual and group accountability:** The group must be accountable for achieving its goals. Each member must be accountable for contributing his or her share of the work (which ensures that no one “hitch-hikes” on the work of others). **The third essential component of cooperative learning is promotive interaction, preferably face-to-face.** Promotive interaction occurs when members share resources and help, support, encourage, and praise each other’s efforts to learn.

**The fourth essential element of cooperative learning is teaching trainees the required interpersonal and small group skills.** In cooperative learning groups trainees are required to learn academic subject matter (taskwork) and also to learn the interpersonal and small group skills required to function as part of a group (teamwork). **The fifth essential component of cooperative learning is group processing,** when group members discuss how well they are achieving their goals and maintaining effective working relationships. Groups need to describe what member actions are helpful and unhelpful and make decisions about what behaviors to continue or change.

These five elements are essential to all cooperative systems, no matter what their size. When international agreements are made and when international efforts to achieve mutual goals (such as environmental protection) occur, these five elements must be carefully implemented and maintained.

### Social and Emotional Learning (SEL)

After the disclosure of the concept of emotional intelligence, and with Daniel Goleman's expression, about the possibility that emotional competencies can be learned throughout our lives, people in general, and education systems in particular, began to look education in a completely different way.

The classical formation, which was always centered on contents linked to the scientific areas of logic and mathematics, and less on the internal component of the students, lived an insight: they started from the perspective of the "open school" puerocentrism and began to consider training in internal skills of the student.

Social and emotional learning (SEL) through a variety of educational approaches, promote trainees’ capacity to integrate thinking, emotion, and behavior to deal effectively with everyday personal and social challenges. In a simple way, this concept of personal development, starts from the initial concept of emotional intelligence, and refers to the training course in emotional education, in the sense that someone, and people in general, becomes emotionally competent, through their own development.



As the circle in the center of figure 1 shows, the immediate outcomes of SEL proposed by the Collaborative for Academic, Social, and Emotional Learning (CASEL) are organized around five competence clusters that include a variety of thoughts, attitudes, and behaviors: self-awareness, self-management, social awareness, relationship skills, and responsible decision-making. This integrated framework promotes intrapersonal, interpersonal, and cognitive competence. There are **five core competencies** that can be taught in many ways across many settings.



**Figure 1 – SEL competence clusters representation**

<https://medium.com/inspired-ideas-prek-12/5-guiding-principles-of-social-emotional-learning-2f9fb554edad>

**1. Self-awareness** is the ability to accurately recognize one's own emotions, thoughts, and values and how they influence behavior. The ability to accurately assess one's strengths and limitations, with a well-grounded sense of confidence, optimism, and a "growth mindset." This ability is expressed by Identifying emotions, Accurate self-perception, Recognizing strengths, Self-confidence and Self-efficacy

**2. Self-management** is the ability to successfully regulate one's emotions, thoughts, and behaviors in different situations - effectively managing stress, controlling impulses, and motivating oneself. The ability to set and work toward personal and academic goals. This ability is expressed in behaviors with Impulse control, Stress management, Self-discipline, Self-motivation, Goal-setting and Organizational skills.

**3. Competence in social awareness** involves the ability to take the perspective of people with different backgrounds or from different cultures and to empathize and act with compassion toward others. It also involves understanding social norms for behavior and recognizing family, school, and community resources.

**4. Relationship skills** represents the tools needed to establish and maintain healthy and rewarding relationships and to act in accordance with social norms. Competence in these skills

involves communicating clearly, listening actively, cooperating, resisting inappropriate social pressure, negotiating conflict constructively, and seeking help when needed.

**5. Responsible decision-making** requires the knowledge, skills, and attitudes to make constructive choices about personal behavior and social interactions, whatever the setting. Competence in this area requires the ability to consider ethical standards, safety, and the norms for risky behavior; to realistically evaluate the consequences of various actions; and to take the health and wellbeing of yourself and others into consideration.

Programs that promote SEL now operate in thousands of US schools and in many other countries. have established policies to foster young people's social-emotional growth alongside academic growth, and federal legislation increasingly supports educating the whole child. Studies are presenting that promoting social-emotional competencies affects a range of academic and behavioral outcomes, interventions to enhance SEL can be found in numerous fields, including education, psychology, and public health. Both interventions that promote health and those that seek to reduce specific risk behaviors (such as using drugs, bullying, or anxiety) include strategies to develop personal and social competence. Research has shown that when evidence-based SEL programs are effectively implemented, they lead to measurable and potentially long-lasting improvements in various domains of children's lives.

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