



Erasmus+



MANUAL FOR WORKING WITH PEOPLE WITH DIFFICULTIES

WHO MADE IT?



This Booklet was made by the participants of a seminar“ Speak out louder”, which was held in Grzybowo, Poland at 12nd - 20th October 2014, supported by Erasmus + Programme and run by ADRA Association. This “methods” booklet makes an attempt to present the best team building, energizer and other methods of youth work used on training were people with

difficulties are participating. 28 youth workers from 11 different countries explored and discussed issues related with the new media and information technology and the way of using by the staff and volunteers of youth organizations, especially those who work with people with difficulties .They came up with ideas and methods which already exist and some which seem to be something new. This Proposal tries to inspire everyone who directly deal with young people with difficulties to be able to prepare, run and develop such type of youth work.

Good luck with this for all of us!

ADRA team



ERASMUS + ADRA POLSKA

The Erasmus Program (European Community Action Scheme for the Mobility of University Participants) is a European Union participant exchange program established in 1987. Erasmus+ is the new program combining all the EU's current schemes for education, training, youth and sports.

Erasmus+ (2014-2020), also called Erasmus Plus. The Erasmus+ program includes the Lifelong Learning Program (Erasmus, Leonardo da Vinci, Comenius, Grundtvig), Youth in Action and five international co-operation programs (Erasmus Mundus, Tempus, Alfa, Edulink and the program for co-operation with industrialized countries). The Erasmus+ regulation was signed on 11 December 2013.

ADRA Poland is the Polish branch of an international humanitarian organization ADRA operates in more than 125 countries worldwide. As its goal set itself charitable activities in Poland as well as abroad. The organization has so far been mainly involved in development projects in Africa. In 2012, the Foundation strongly engaged in activities that promote youth development and intercultural dialogue through participation in international projects. The Foundation aims to support the activities of youth groups, aiming at the development of civil society, civic and European and supports all initiatives aimed at developing the artistic, intellectual and psycho - physical youth. ADRA is working with numerous schools in Poland, in the promotion of volunteering. ADRA is also a Polish organization sending and coordinating within the EVS program

ICT AND PEOPLE WITH DIFFICULTIES



Information and communications technology (I.C.T.) is often used as an extended synonym for information technology (IT), but is a more specific term that stresses the role of unified communications and the integration of telecommunications (telephone lines and wireless signals), computers as well as necessary enterprise software, middleware, storage, and audio-visual systems, which enable users to access, store, transmit, and manipulate information.

The term ICT is also used to refer to the convergence of audio-visual and

telephone networks with computer networks through a single cabling or link system. There are large economic incentives (huge cost savings due to elimination of the telephone network) to merge the telephone network with the computer network system using a single unified system of cabling, signal distribution and management.

Several modern information and communications technology (ICT) tools and programmers are increasingly opening doors for people with difficulties. For example, the software development company Nuance Communications invented a technology based on voice commands to help people who cannot use keyboards. There are also adaptations of “eye-tracking” programmers that monitor retinal movement to allow users to surf the Internet. Moreover, the Deaf Blind Communicator (DBC) is a computer with a Braille keyboard, connected by Bluetooth to a mobile phone.

Several of these innovative systems and programmes are based on freeware, or are available on sites that offer free downloads (such as <http://www.ebility.com>). Although prices have decreased in recent years, the cost of these specialized technologies still remains high in general, and represents a significant access barrier. Information and communications technology (ICT) has been identified as an important aspect of the wider strategy for the social inclusion of participants with difficulties. The following are some of the common approaches utilized:

DISTANCE E-LEARNING

The distance learning home is possible to participants with difficulties. Distance courses allow participants with difficulties to continue living at home while they are studying, to share documents, lessons, exchange ideas and make presentations. Using a computer is a common component of the training and studying process.

Participants with intellectual, hearing or reading difficulties, impaired sight, dyslexia and other difficulties are now able to follow educational courses via digital and audio libraries, accessing the materials and the contents.

Participants can connect from home and read or hear the relevant books, without having to go to the local university or library.

INTERNET, BROADBAND FOR PERSONS WITH DIFFICULTIES

People with difficulties are today using the Internet, which builds their capacity to communicate with each other at a distance. Using the Internet helps them to gather and understand public information and news, to participate in leisure interests with others, to chat, shop, manage their finances, and write to authorities and friends. A computer with broadband connection provides opportunities for improved participation in everyday life and independent living.

WINNING COMMUNICATION

Persons with difficulties are now able to communicate with others online, taking eLearning courses and interacting with the instructor and other participants through online discussion forums. Since learners often find it hard to manage synchronous communication, they may experience problems working on the many elements active simultaneously during an online

course. The moderator or facilitator of the course will therefore ensure that all learners understand and act on the information presented. The moderator will also monitor the relationship between what is happening on screen, what the presenter may be saying, and what is appearing in print. In the case of online discussion for learners who are deaf, for example, participation in audio conferences or video-conferences will not be possible. Another example is online discussion for learners with mobility impairments; these participants can make use of an alternative keyboard or speech input software to access the online course and participate in written communication.

Access points for persons with difficulties in disadvantaged communities include ICT telecasters and AT centers

These centers, particularly abundant in the Middle East and North Africa (MENA) region, maximize the use of IT skills for the welfare of disabled participants in rural and disadvantaged communities. They also promote public awareness of the fact that PD's can be fully operational and work proficiently in society by using adaptive technology.

So, basically, we all believe in an “information society for all,” and this target can be achieved through a series of steps; for example, building and supporting knowledge centers/telecenters in remote and disadvantaged communities all over the world, specifically in poor and developing countries, which should be structured in such a way as to look after the needs of the disabled.

- ◆ ICT is useful in improving a person's quality of life by enhancing effectiveness of teaching, developing life skills; complementing learning in special needs education, and exploring other related issues.
- ◆ ICT enables participants with difficulties. to gain access to the curriculum and supported learning, and provides a platform for trainers with difficulties to promote their skills.
- ◆ ICT can be compared to a magic stick wand that will help participants with difficulties to get ahead through capacity building and empowerment, subsequently combating poverty among the disabled within their communities, if utilized in a coordinated, planned and appropriate manner.

- ◆ ICT is heralded as enabling PWDs to participate fully and to enhance the social and economic life of their communities. Combined with proper methodologies, it can offer individuals the capacity to compensate for physical or functional limitations.
- ◆ ICT is a significant force in terms of choice and opportunity for participants with difficulties, and a significant means of bridging this gap. ICT offers the old and young an opportunity to overcome social barriers to interaction and communication that can be caused by

the lack of provision for impairments or lifelong limiting illness.

- ◆ ICT has also been identified as playing a significant role in offering severely disabled people an increased degree of independence in their everyday lives.
- ◆ ICT provides disabled persons with an improved quality of life and offers the possibility of accessing knowledge by adapting digital media to the nature of their difficulties.

SELECTED ACTIVE METHODS FOR DEAF AND POOR HEARING PARTICIPANTS

WHEN YOU CREATE ACTIVE METHOD FOR DEAF PEOPLE TAKE CARE OF
ENVIRONMENT ADJUSTMENT.

Poor hearing or deaf participant should take the appropriate place in the classroom in the front row when the lesson is conducted activity directed methods trainer (lecture, storytelling, description, etc.), and when the participant uses an FM system (assistive listening device in difficult acoustic conditions). If the lesson is conducted or activation methods used is talk, benches should be set so that the hearing-impaired pupils have the opportunity to trainer observation of both the face and the other participants (the horseshoe, the letter L, etc.). In the case of single-sided deafness or a substantial difference between the depth of damage on one ear and the other, in the case of bilateral hearing loss, the



participant should be returned to the group class or better healthy ear of hearing. The light source should be located behind the pupil, which will make the face of the trainer will be adequately lit (this will enable the reading of the speech from the mouth). The trainer should not simultaneously write on the blackboard and comment on content being recorded. Note that hearing-impaired participant cannot simultaneously prescribed from the table



and listen, therefore, indicated there is a break in the conduct lessons in order to allow participant to rewrite the contents of the array. In work teaching - education for deaf people we propose few selected activating methods. Each method has a specific purpose, processes, organizational framework, identified strength and weaknesses, and varieties in implementation. Each method should have instructions for the trainer and participant, and timesheet for the program or activity that is planned ahead.

AND SOME TEAM BUILDING GAMES....

BRAINSTORMING

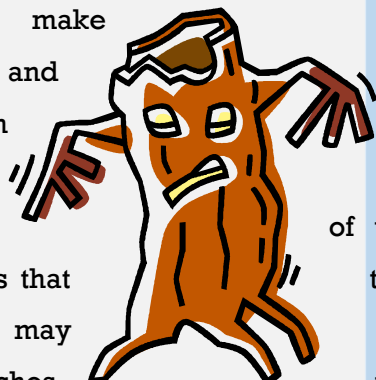
It is a method that consists in the possibility of quickly acquiring a number of hypotheses solution of the problem in the short term. First, the trainer shall provide the information that prepare participants to understand the problem that they solve. Then inform the principles of brainstorming. Each participant has the right to raise a lot of ideas, each on a separate piece of clear, they



are anonymous, unrated. The session lasts for 5-15 minutes. Secretary (participant) groups according to the concept and the fiche. The participants and the trainer choose the most relevant solution to the problem posed by the trainer and justify their position. Applying brainstorm is easy, and it does not require long preparation time.

TREE MAKING

This method is used to develop the ability to make choices and decisions with full knowledge



of the consequences that this decision may bring. It teaches the identification of associations between different possibilities of solutions to this problem, its consequences and the values recognized by a decision-maker. The solution of the problem presented graphically?

Decision tree diagram. It is a work in groups.

- ◆ Putting it solve the problem.
- ◆ Talk about this issue: why it happened? What were the Reasons for doing so?
- ◆ Compliance tree starts from the bottom, from entering the problem.
- ◆ Participants propose three most Effective and fastest of them solve the problem.
- ◆ Then groups analyze the positive and negative effects of the proposed solutions and save them.
- ◆ Finally, they define the Objectives and values of the proposed solutions.
- ◆ Individual groups present the results of their work to the class.

This method takes the entire unit classroom. The role of the trainer is that the ensure the proper use of time, and it suggests, participants no arguments, not reviewed and does not comment on them during operation.

DRAMA

It is a method of developing mental skills and personal interests through experience and the experience. It forces participants to "be the" what to recommend him to be a trainer. Serves the meaning and interpretation of literary texts, historical events, and the situation of education. The participant is practicing negotiation, decision making, and communication.

Mileage:

- ◆ Trainer introduces the theme and purpose of the course, talks about the event.
- ◆ Trainer drama presents the scenario.
- ◆ Participants choose their own roles.
- ◆ Participants prepare decorations and props.

5. After the end of the game takes place discussion. The participants talk about their feelings, observers of his observations.

6. Trainer summarizes the drama.

OUTSIDE

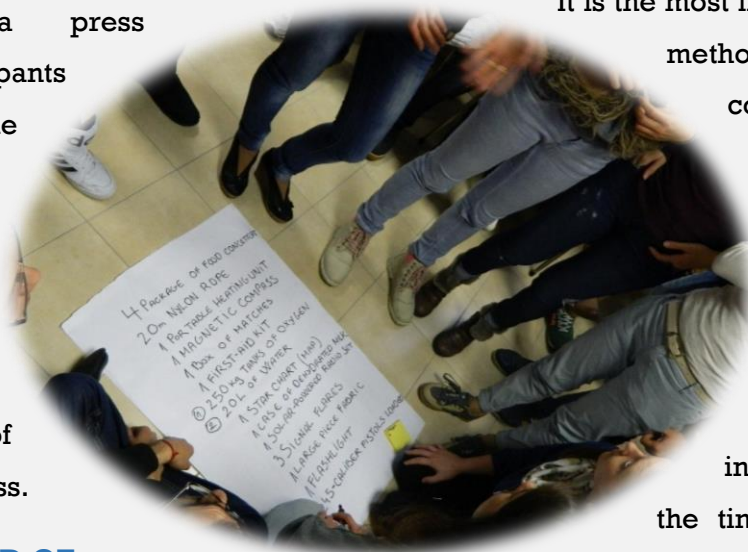
The participant takes on the character and expresses her feelings in a given situation.

SCULPTURE

The participant body expresses feelings, sensations.

INTERVIEW WITH DOPPELGÄNGER

The participant takes on the character of the literary and responds to questions from journalists at a press conference. Participants should perform the exercises in a circle to see the effects of working together. The trainer must ensure an atmosphere of security and openness.



- ◆ Trainer establishes general and specific objectives of the project.
- ◆ Trainer selects the content and issues that participants should know.
- ◆ Trainer sets together with participants working methods, the division into groups, challenge questions.
- ◆ Trainer prepares instructions for the participants

It is the most important part of the method of projects. It contains about the project, its objectives, the tasks for the individual participant, notes, sources of information, time and the time of presentation,

METHOD OF PROJECTS

This method focuses on independent work of participants and teaches the use of different

sources of information. Mileage:

- ◆ Trainer chooses a theme, which results from the program documents, standards, requirements, needs and abilities of participants.



terms of consultation, evaluation criteria work. Criteria for evaluation of the concern both the presentation and the various stages of the work. Element is a self-assessment and evaluation colleagues. Presentation of the program takes the form of exhibitions, productions, lectures, books, and video. One of the purposes of this method is the teaching of the presentation, mainly oral argument before the audience.

Team building activities for visually impaired participants

For vision impaired person big meaning have all information which are available by touch. Remember about it when you are preparing training for vision impaired group. Pay attention for the setting of the furniture in the room- put them in this way that it will be easier for participants cross the room without danger. When you start to do some action to vision impaired person, it is good to show your present by short talk. Also describe what you do to let participants fully attend in the training.

SOUND OFF

Everyone sit in a circle. One person must say his name and make a specific sound (for example: three snaps, two claps, a whistle, shuffled feet, a sung note, stomped feet or any number of sounds). The player next to him must repeat the first player's name and his sound and after it add her own name and sound. Continue like this with all participants, with each person adding his own name and sound to the growing list.

BACK WRITING

This game should start with sharing the group in the pairs. Participants should sit next to each other in that way that the second one is facing the back of the first one. Give the person facing her partner's back a slip of paper with a word written in Braille. The leader must time the session. When trainer says „start', the player needs to draw the first letter of the word on her partner's back using his finger. Talking is not allowed. The writer draws all the word, one-by-one, on her partner's back. After 2 minutes, game is over, the leader stops the group, and all the players who were written needs to say what word they felt on their back.

TEAM SCULPTURE

Replicate a sculpture with small plastic self-linking blocks. It does not matter what the sculpture is. Put it in the middle of the room on the table. Groups should be divide into teams. Each team must be given enough building blocks to be able to duplicate your sculpture. Time limit of the game is 20 min. Group should work together as a team. The only rule is that only one



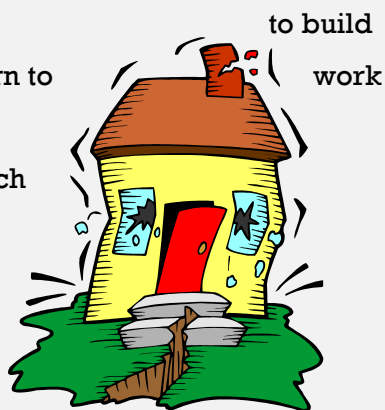
person at a time from each team can come up to inspect the sculpture with his hands, and the same person cannot go twice in a row. They must take turns studying it and reporting back to the group. When time is over, let everyone inspect each other's sculptures to see who were closest to the original.

MULTIPLE DIFFICULTIES

EARTHQUAKE ESCAPE

Objective

trust and to learn to together in a situation in which people's abilities and needs are different.



Group Size

6 to 10 participants (or break large groups into small groups of 6 to 10 each)

Description

Explain to the group that there has just been a major earthquake and that many of the group members have sustained injuries. Select different group members to have different injuries and instruct them to act out these injuries during the course of the activity. One person may be deaf with

cotton balls in his/her ears, another person is blind with a blindfold on. Someone may be unconscious and must lie on the ground. Others may have broken legs or arms with splints made out of cloth strips and cardboard or wood pieces, or you may tie someone's arms to his/her side. You may or may not appoint one or more people to have no injuries. You can also stay with difficulties which participants have.

Once each person is set up with his/her injuries, tell the group you just got word that we are expecting aftershocks and they are in a dangerous area and must move to safety. Designate an area that has been declared safe at least twenty yards away. Prior to the activity, set up obstacles such as tables, overturned chairs, and other objects between the danger zone and the "safe area". The group must move everyone to the safety area without causing any further injury.

Discussion Prompts

1. How did you feel when helping others get to safety?
2. How did you feel if others had to help you?
3. Do you have any difficulties that require you to accept help from others? If so, how do you deal with this?

HULA WALK

Objective

To promote teamwork and cooperation.

Description

Line group members up side by side, give them Hula-Hoops and have them connect themselves in the following manner: One person puts his/her right leg inside a Hula-Hoop. The person next to them puts their left leg inside the same hoop, pulling the hoop taut so that it isn't dragging on the ground. That person then puts his/her right leg into another hoop, and so on, until the entire line of people is connected by Hula-Hoops. Those on the ends will have their outside leg free. Once everyone is connected the group must try to walk across a designated area without letting the hoops fall. This can also be done with two rows of people, one in the back and one in the front, all connected using the same hoops. Have smaller groups take turns if there aren't very many hoops.

Discussion Prompts

1. Was this easy or difficult for the group? Why?
2. What obstacles did you encounter while doing this activity?
3. Is it easier for you to overcome obstacles on your own or when with a group? Why?

Variation

Use string or elastic bands instead of hoops.

PARTICIPANTS ON THE WHEELCHAIRS



TWO TRUTHS AND A LIE

Time Required: 15-30 minutes

Start out by having every team member secretly write down two truths about themselves and one lie on a small piece of paper – Do not reveal to anyone what you wrote down! Once each person has completed this step, allow 10-15 minutes for open conversation – much like a cocktail party – where everyone quizzes each other on their three questions. The idea is to convince others that your lie is actually a truth, while on the other hand, you try to guess other people's truths/lies by asking them questions. Don't reveal your truths or lie to anyone – even if the majority of the office already has it figured out! After the conversational period, gather in a circle and one by one repeat each one of your three statements and have the group vote on which one they think is the lie. You can play this game competitively and award points for

each lie you guess or for stumping other players on your own lie. This game helps to encourage better communication in the office, as well as it lets you get to know your coworkers better.

LIFE HIGHLIGHTS GAME

Time Required: 30 minutes

This is an excellent icebreaker activity that's perfect for small and large groups alike. Begin by asking each participant to close their eyes for one minute and consider the best moments of their lives. This can include moments they've had alone, they've shared with family or friends; these moments can pertain to professional successes, personal revelations, or exciting life adventures. After the participants have had a moment to run through highlights of their lives, inform them that their search for highlights is about to be narrowed. Keeping their eyes closed, ask each participant to take a moment to decide what 30 seconds of their life they would want to relive if they only had thirty seconds left in their life. The first part of the activity enables participants to reflect back on their lives, while the second part (which we'll discuss in a moment) enables them to get to know their coworkers on a more intimate level. The second portion of the game is the "review" section. The leader of the activity will ask each and every

participant what their 30 seconds entailed and why they chose it, which will allow participants to get a feel for each other's passions, loves, and personalities.

COIN LOGO

Time Required: 5-10 minutes

Begin by asking all participants to empty their pockets, purses, and wallets of any coins they may have and place them on the table in front of them. If someone doesn't have any coins or only has very few, others in the room can share their coins with them. Instruct each person to create their own personal logo using the coins in front of them in just one minute. Other materials they may have on them, such as pens, notebooks, wallets, etc. can also be used in creation of the logo. If there is a particularly large group, people can be broken up into teams of 3-6 people and instructed to create a logo that represents them as a team or the whole room can gather to use the coins to create a logo for the organization/group/department/etc. Each solitary participant can explain their logo to the group or if the room was split into groups, the leader can have each group discuss what led to the team logo and what it



says about them. Not only does this activity promote self and mutual awareness, but it also enables participants to get to know each other on a more personal level.

THE ONE QUESTION ICE BREAKER ACTIVITY

Time Required: 15-20 minutes

This icebreaker not only gets coworkers talking to each other, but it also gets them working with one another. It's quite simple: the leader gets to decide the situation the question will pertain to. Example situations include babysitting, leading the company, or being married. After pairing participants into teams, the leader will pose this question: If you could ask just one question to discover a person's suitability for (insert topic here),

What would your question be? Say the leader chose to go with a marriage situation. That means each person in a two-person team would come up with one question that would help them discover whether or not their partner was suitable to be married to them. If the topic was babysitting, each team member would have to come up with just one question whose answer would help them determine whether or not the person was suitable to babysit their child. This icebreaking activity can also get mixed up by issuing one situation for the entire group or allocating a different situation to each team member or pair to work on. Depending on the situation chosen, the activity can be very fun, but it can also demonstrate that crucial questions should be developed properly.

CLASSIFICATION GAME

Time Required: 10-15 minutes

The classification game can be a quick icebreaker or a more complex activity. For the purposes of this example, we will treat this activity as a quick icebreaker. Before splitting the room into teams of four, explain the concept of “pigeon-holing someone,” which means classifying someone as something or stereotyping someone. It should be made clear that this type of classification is subjective and judgmental. Instruct the participants to introduce themselves to those in their team and quickly discuss some of their likes, dislikes, etc. After the introductions, reveal to the teams that it will be their job to discover how they should classify themselves- as a team- into two or three subgroups by using criteria that contains no negative, prejudicial, or discriminatory judgments. Examples of these subgroups can include night owls and morning people, pineapple pizza lovers and sushi lovers, etc. This activity encourages coworkers to get to know each other better and enables them to collectively consider the nature of all individuals within the team.



ENERGIZERS

CONNECTING EYES

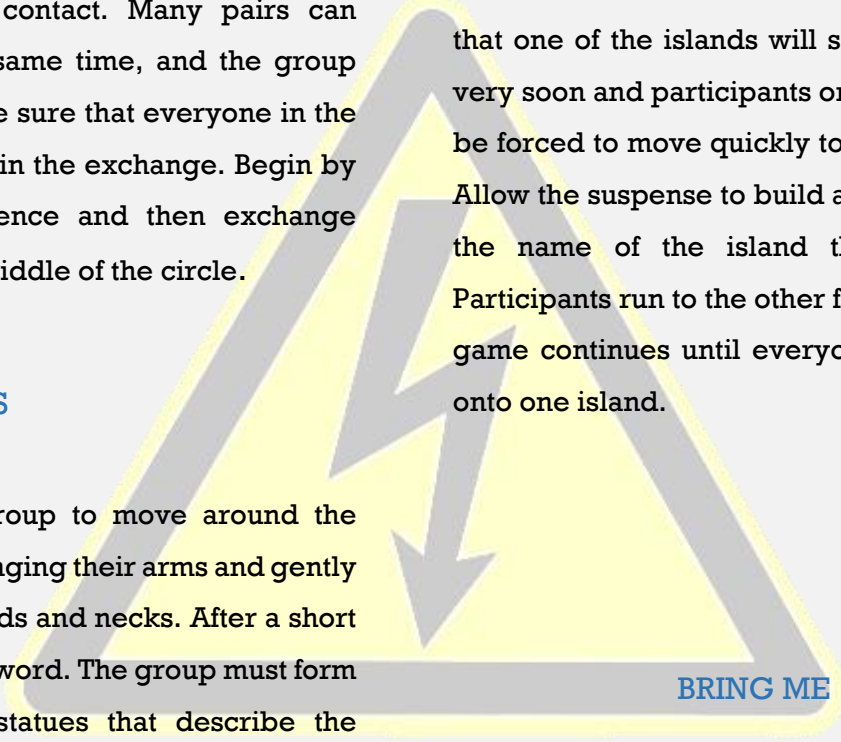
Participants stand in a circle. Each person makes eye contact with another person across the circle. The two walk across the circle and exchange positions, while maintaining eye contact. Many pairs can exchange at the same time, and the group should try to make sure that everyone in the circle is included in the exchange. Begin by trying this in silence and then exchange greetings in the middle of the circle.

GROUP STATUES

Ask the group to move around the room, loosely swinging their arms and gently relaxing their heads and necks. After a short while, shout out a word. The group must form themselves into statues that describe the word. For example, the facilitator shouts “peace”. All the participants have to instantly adopt, without talking, poses that show what ‘peace’ means to them. Repeat the exercise several times.

FIVE ISLANDS

Draw five circles with chalk on the floor, big enough to accommodate all of the participants. Give each island a name. Ask everyone to choose the island that they would like to live on. Then warn participants that one of the islands will sink into the sea very soon and participants on that island will be forced to move quickly to another island. Allow the suspense to build and then call out the name of the island that is sinking. Participants run to the other four islands. The game continues until everyone is squashed onto one island.



BRING ME

Participants sort themselves into small teams, and the teams stand as far as possible from the facilitator. The facilitator then calls out “Bring me...”, and names an object close by. For example, “Bring me a man’s or woman’s shoes.” The teams race to bring what has been requested. You can

repeat this several times, asking the teams to bring different things.

PEOPLE TO PEOPLE

Everyone finds a partner. A leader calls out actions such as “nose to nose”, “back to back”, “head to knee”, etc. Participants have to follow these instructions in their pairs. When the leader calls “people to people” everyone must change partners.

TOUCH SOMETHING

BLUE

Ask participants to stand up. Explain that you will tell everyone to find something blue, and that they have to go and touch it. This could be a blue shirt, pen, shoe or whatever. Continue the game in this way, asking participants to call out their own suggestions for things to touch.

Others suggestions:

AN ORCHESTRA WITHOUT INSTRUMENTS

Explain to the group that they are going to create an ‘orchestra’ without instruments. The orchestra will only use sounds that can be made by the human body. Players can use hands, feet, voice etc, but no words; for example, they could whistle, hum, sigh or stomp their feet. Each player should select a sound. Choose a well-known tune and ask everyone to play along, using the ‘instrument’ that they have chosen. Alternatively, don’t give a tune and let the group surprise itself by creating a unique sound.

BIRTHDAY GRAPH

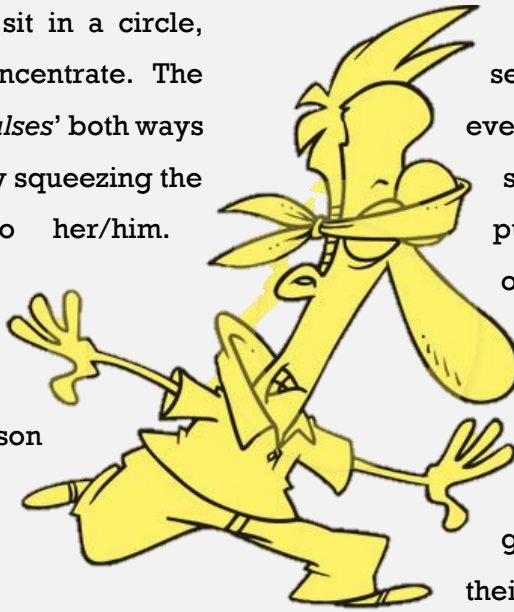
Ask people to line up according to their birthday months or seasons. Discuss which month or season has the largest number and what reasons there might be for this.

THE LONGEST LINE

This game requires a lot of space and may need to be done outdoors. Divide into teams of eight to ten people. Each team must have the same number of members. Explain that the task is to create the longest line using participants own bodies and any clothing or things in members pockets. Participants are not allowed to collect other things from the room/outside. Give a signal for the game to start and set a time limit, such as two minutes. The team with the longest line wins.

PASS THE ENERGY

Participants stand or sit in a circle, hold hands and silently concentrate. The facilitator sends a series of '*pulses*' both ways round the group by discreetly squeezing the hands of those next to her/him. Participants pass these pulses round the circle, as in an electric current, by squeezing the hand of the person next to them and literally '*energising*' the group.



BLINDFOLD PAIRS

An obstacle course is set out on the floor for everyone to look at. Participants split into pairs. One of the pair puts a scarf around their eyes, or closes their eyes tightly so they cannot see. The obstacles are quietly removed. The other member of the pair now gives advice and direction to their partner to help them safely negotiate what are now imaginary obstacles.

PERSON TO PERSON

WHAT TIPS & ADVICE PEOPLE WITH DIFFICULTIES CAN GIVE US

Person #1

Male,
22 years,



Participated in about 4-6 NFE trainings

Person #2

Male,
21 years,



did not participate in any trainings

Q. Please explain us the type of your difficulty.

A. Person #1 my handicap is eyesight (partially sighted), with which I was born. The problem that I have is not so scary because I can deal with the problem. The problem I noticed in elementary school, when the teacher put me in the front bench because I could not see anything written on the board from the third row. Teacher often approached to see if I wrote everything right and explained something I failed to catch during the class. So the kids thought the teacher prefers me over them, so they made me a harsh time ... but I'm used to it. In the third grade of I switched to the school for the blind and visually impaired in Derventa, because I had some personal problems and not there was no opportunity to continue my education in a regular school. Of course in the new school I had all the material in large print, so I was quite eased to read. My specific problem is that I don't see far in the distance and it bothers me a lot of daylight, so I have to constantly wear sunglasses... With this problem I can live pretty well, because I have no difficulty as most people with the same problem. Very often they different themselves from 'normal' people who have no anomalies so they get such complexes, that they make from their case, which is often not so terrible, a person that is not capable of anything. I do not have that problem! Often some people avoid to hang with me for the reason that I have a sight difficulty, however, I realized that it was their problem, not mine, so I was not burdened with that nonsense.

All in all, I have a problem and I don't have one..... `Smart man finds a way, a fool finds an excuse`, that's a short explanation of my case.

A. Person #2 Hydrocephalus led to dyslexia and Late observed retrobulbaris neuritis in my right eye that leads to blindness. Because dyslexia, I can very easy lose my concentration, and as I seem to look normal, people see it as my laziness.

Q. Were you able to attend any training that you were interested in?

A. Person #1 I did not.

A. Person #2 Yes, the problem is that people do not notice at first that you have a problem, until I complain, and a lot of times I managed to offend people because of loss of concentration, so there are a couple of ways to get yourself back into the flow but for somebody, it can sound offensive (repetition of what people speak or read lips and repeat) during a lecture do but I do not try to justify myself, I only reduce my tone and continue. I do not have a vision problem.

Q. What are your specific needs, and what do you think is the best way to fulfill them?

A. Person #1 My specific needs are resting in every 10 minutes with duration of 5 minutes of rest (which is impossible so I made myself a pair technique of repeating words and reading from the mouth of trainers. In most cases in schools and classes were judged me you do not listen, and I investigate to repeat some things, which really helps me, my needs are understanding and patience.

A. Person #2 I have no other specific needs, but to adapt, increase the font size letters while computers or reading the phone. Sometimes a lot easier it is for me now when the camera in GSPu transportation its broadcasting the name of the bus stop, because I often do not see to read the name of the stop of the bus, so it means a lot to me.

Q. The details of a bad experience, one that should be avoided in working with people with difficulties?

A. Person #1 The discrimination in elementary school! I was transferred in another school and that it was hidden from me, and I was rejected as a child with special needs and they gave me to

progress as normal pupils and ridiculed by classmates because when I was at the doctor's, teacher was always saying that I'm lazy and do not want to learn and how you do not need to be like me, even though my mother said, and he sent teachers saw this as a reason to pull because I looked like a normal kid, just that, for 2 years, I was wearing the patch on my eye. And in a couple of organizations they have begged me not to repeat them (or is it my fault).

A. Person #2 Discrimination! It is very common in working with persons with difficulties. People often make mistakes in dealing with such persons in a generous, but in a very wrong way. They try to help these people and then for them do all the work that would supposedly help. No! So they should feel how it is possible to make something on your own. Such persons are capable of many things, but they parents, friends, for all their life they do not even know what they're capable of. Such persons should be 'pushed' to feel what it's like to fight for something and show them that many things in life can they do by themselves without assistance. Of course all these possibilities in accordance of capability of a person.

Q. Share with us the message you are sending to young people who will organize training involving persons with difficulties.

A. Person #1

Advanced exploring of the problems of the people you work with, act as they're anybody else, you'll really help them with their confidence. And listen to their stories, because they rarely can share something with someone other than family and it really helps them.

A. Person #2 You'll need plenty of patience in dealing with such persons, primarily because everything comes from the house, and if parents are made the child incapable, as in most cases, you will need a lot of nerves, ideas, and various ways to animate and get them involved in social work ... unless it comes to a child younger than 10 years.



DISCLAIMER

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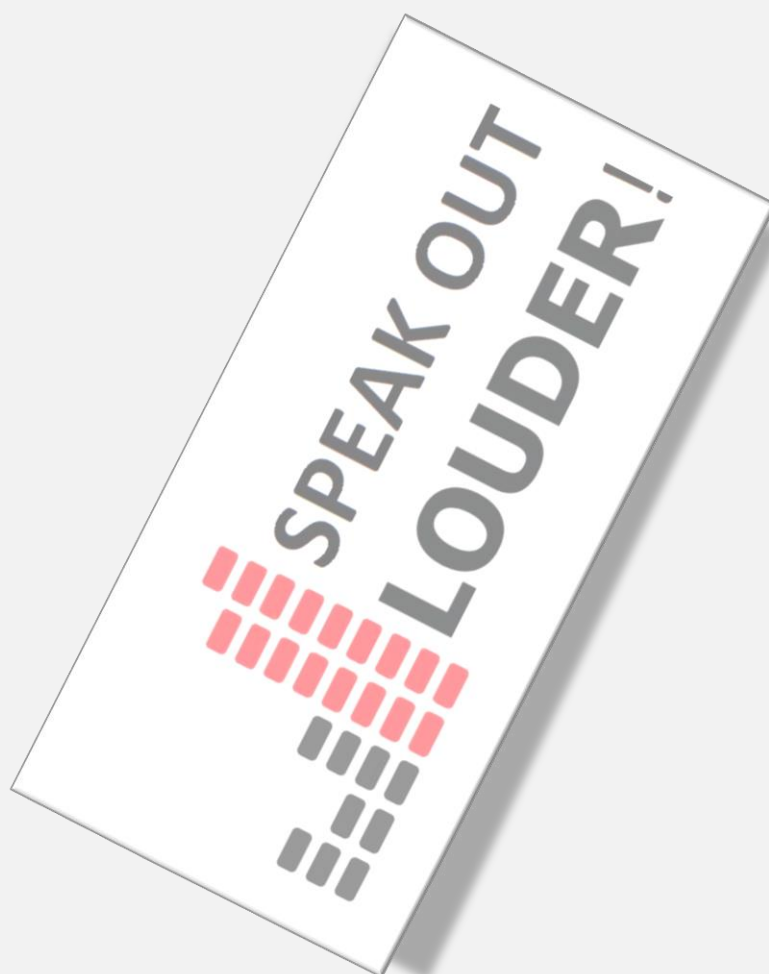
CREDENTIALS

Made By: Participants of the Training Course: Speak Out louder, Grzbowo, Poland, October 2014;

REFERENCES:

Materials from course of competence <http://prototo.pl/>

Materials from <http://idn.org.pl/przemysl/swn/wbrys.html>



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