

The Care Givers Course Content

Level 1

AADI SAARTHAK

Day 1

- **Level 1: The Care Giver Course**
- Introduction
- What I bring to the course?
- What I need/expect to get from it?
- Who is a care giver and what will be my role and opportunities after this course?
- Course design and Ground rules

Day 1:

Notes for the Course Director

- Use this day to get to know the group
- Tell them about what they can expect from the course
- Set the tone of the course as participatory process where people should be free to ask questions
- Make sure that the morning has participation of the disabled people who are to be faculty on the course. Ensure the people with disability are not involved in a tokenistic manner. They should have the same respect as of the senior faculty, rituals like songs by people with disability should be avoided, you are trying to convey a sense of diversity and equality, it is best not put people on a display
- Help the group set ground rules

Day 2

- We are Similar:
- Process: Get the group to focus on similarities between each other. You could use the Lemon Game*
- Recognizing similarities of rights of all people - Brainstorm the common Journeys*
- Learning about Dignity, Purpose, Togetherness and Control by meeting a person with disability who shares with them their experiences of the above

* See Accompanying slides for further information

Day 2 Notes for the Course Director

- This day will establish the similarities between all people and universality of needs and rights
- This will also establish that people with disability value dignity, purpose, control and togetherness like all people
- Accompanying Hand Outs: A note on Journeys
- A note about the values for caregivers
- UNCRPD

Day 2 Accompanying Information for the Course Director

The Lemon Game

- You have a lemon in front of you
- You also have a strip of *bindis*
- Put any four *bindis* on the lemon to personalize the lemon

The Lemon Game

- Now, as quickly as you can, find as many people with a lemon with at least four similarities to your lemon
- Form into groups based on these similarities
- The group with most people will get a prize

Lesson from Lemon Game

- We are similar in more ways than we think
- Yet, we are individuals
- As we are individuals we are diverse and we value our diversity
- While we try to be a part of groups we would still want identified according to our uniqueness

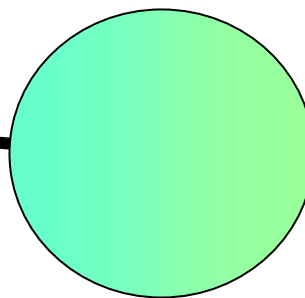
Lesson from Discussion on Diversity

- People living with disability are people first
- People are not their disability but other people respond to their disability first and at times only to their disability
- Providing support to people with disability is to support expression of all identities as a person not just the identity as a disabled person

Journeys of Our Life

Please write on a piece of paper

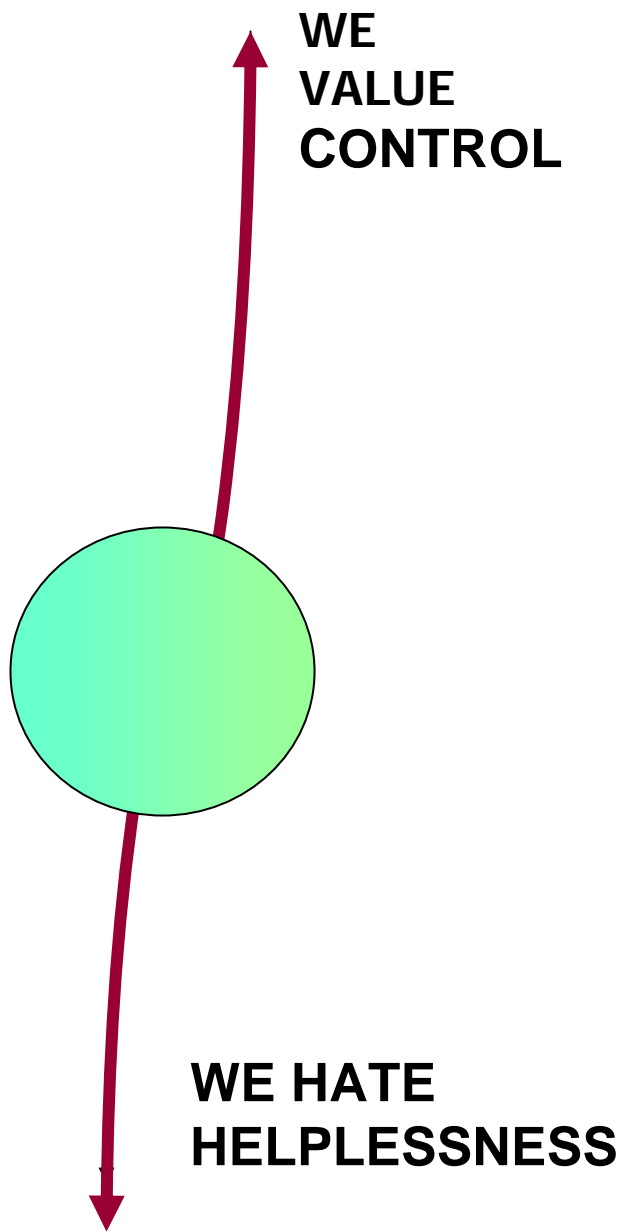
- What do you value the most?
- What do you hate the most?
- Fold the paper
- Put it in the hat
- You do not have to identify yourself



**WE
VALUE
DIGNITY**

**WE
HATE
HUMILIATION**





**WE
VALUE
PURPOSE**

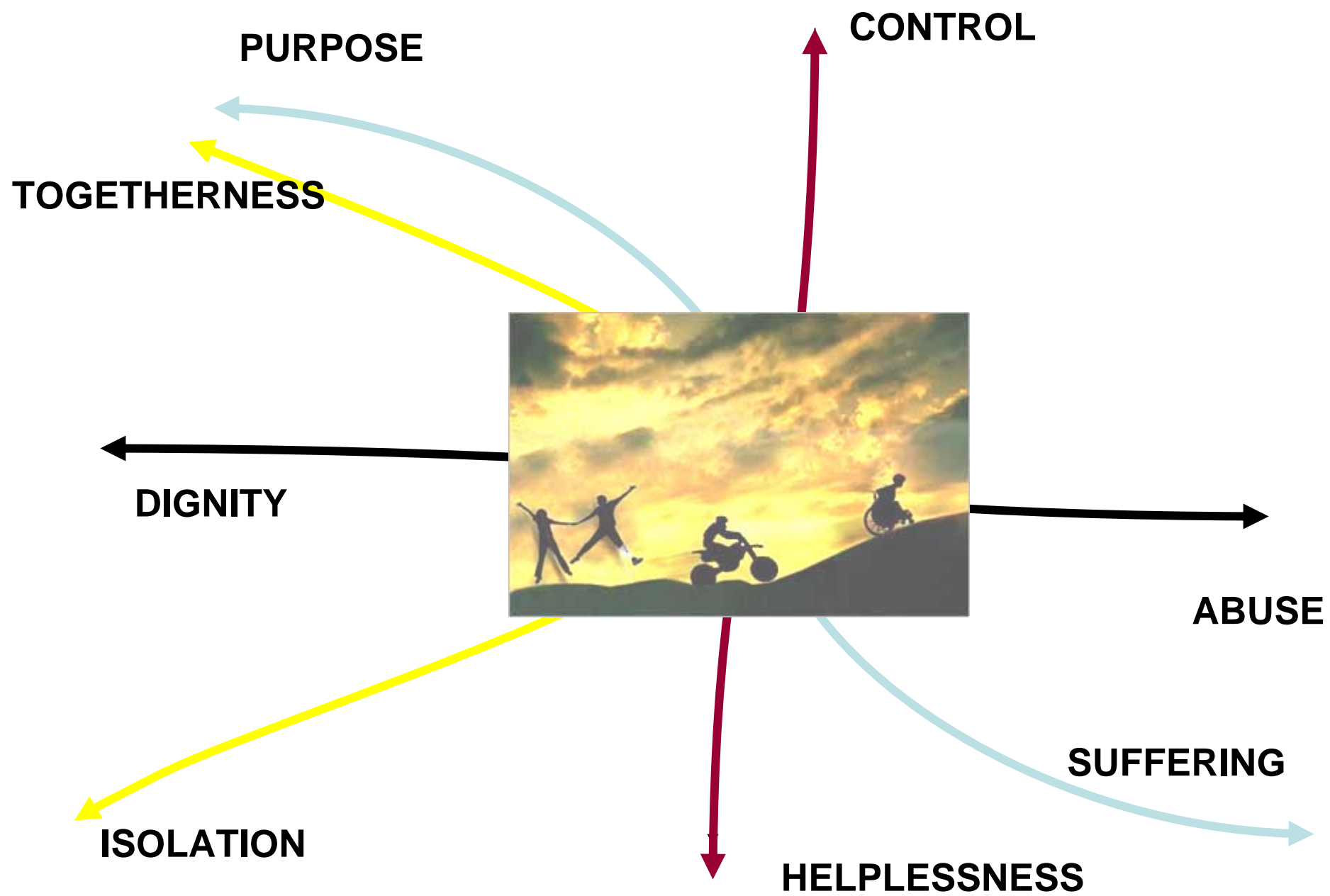


**WE HATE
SUFFERING**

**WE
VALUE
TOGETHERNESS**



**WE HATE
ISOLATION**



Day3

- A day in the life of a disabled person
- Needs of people with disability
- Use recordings of interviews with people with disability
- Why are needs not met?
- Use Activities on Discrimination, Mind Set Barriers, and other Barriers for Access highlighting the role of the care giver Examples of such activities were demonstrated in course directors' course
- What is the impact of the needs not being met?
- Activities and Case Study

Day3

- This day will outline the continuum of needs of people
- This day will also outline the barriers people face
- This day will outline the impact of needs not being met as stigma, exclusion and uni-dimensional identity of the person with disability
- Accompanying Hand Outs
- What is disability?
- Needs of people with disability
- What are the barriers?

What is disability?

Resources which are not available and are insensitive



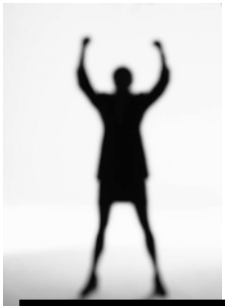
Person with inherent or acquired limitations of body structure or functions



**Barriers in form of
Inaccessible resources
Stereotypes, Stigma,
Discrimination, Attitudes**



**D
I
S
A
B
L
E
D
I
T
Y**



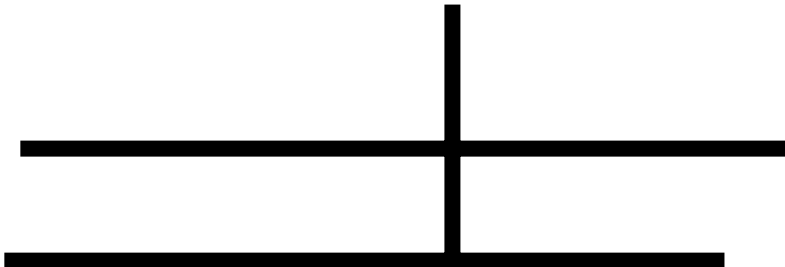
Solution I



**A
B
I
L
I
T
Y**

**Barriers in form of
Inaccessible resources
Stereotypes, Stigma,
Discrimination**

REMOVE THE BARRIERS



Solution II

FOCUS ON ABILITIES



LISTEN TO THE PERSON



**ACKNOWLEDGE THAT
THE PERSON WITH DISABILITY
HAS A RIGHT TO
RESOURCES FOR HIS/HER NEEDS
AND HAS A RIGHT TO PARTICIPATE
IN THE COMMUNITY**

ABILITY

Lesson A common understanding of disability

- Persons with disabilities include those who have
 - Long-term physical, mental, intellectual or sensory **impairments** which
 - In interaction with various **barriers**
 - May hinder their **full and effective participation in society** on **an equal basis with others.**

What do people with disability need?

**DEVELOPMENTAL
NEEDS**

NUTRITION

**NEED FOR
BELONGING AND
ATTACHMENTS**

LEISURE

HEALTH NEEDS

**SUSTAINABLE
LIVELIHOODS**

DIGNITY

**PSYCHO-
SOCIAL
SUPPORT**

EDUCATION

**HYGENIC
SHELTER**

SAFETY

**COPING WITH
TRAUMA**

**COPING WITH
LOSS**

**INTERVENTIONS
TO DECREASE
THE IMPACT OF
IMPAIRMENT**

Lesson

- The needs of people with disability are similar to all people
- The method of fulfilling that need may be different

Day 4

- Responding to people as people
- Forming a relationship Introduction
- What helps build trust?
- Trust Walk (see accompanying slides)
- Forming a relationship
- Skill demonstration, rehearsal and application (read hand out before demonstrating)
- Discussion on forming relationships
- Ensuring Dignity: What to do? What not to do?
- Small Group discussions with a mentor (read hand out before facilitating the discussion)

Day 4

- Use this day to ensure that people experience the importance of trust
- Understand the reasons why it is difficult to trust
- Understand what helps to build trust
- Demonstrate skills for building trust
- Hand Outs
- Building Trust Dos and Don'ts
- Skills for Forming Relationships Dos and Don'ts
- Dignity Dos and Don'ts

Day 4 Accompanying Slides

Trust Walk

- Use following guidelines while demonstration-
- Share about the activity & seek permission from the partner to participate. Ask if he feels comfortable being participant in this activity?
- Ask the partner how he would like to be blindfolded. He can choose to blindfold himself
- Describe the area of walk to the partner
- Ask him how would he like to be led for the walk? Give following options-
 - By holding their hand
 - By only giving verbal directions
 - Touching them by the elbow and giving directions

Trust Walk

- After they are blindfolded explain the whole area to them
- Keep describing the path, also describe whatever is visible of the outside world, describe any interesting details in the room
- Inform the partner about any obstacle in the way. Help him change the path instead of leading him. But do stop them if they are at risk
- Also ask if he would like to change the directions and explore the other part of the area
- In the end, thank the partner for his participation

Trust Walk

- Debrief
- Ask people- What was different in the demonstration walk?
- Let people share the learnings and summarize the following :
- In their role as guard of the train- animators need to keep the journey safe
- Guard has to start the journey with the survivor by building trust and relationship
- Share the Dos and Don'ts by following slides

Day 5

- Ensuring Control: What to do?
What not to do?
 - Ensuring togetherness: What to do?
What not to do?
 - Ensuring Purpose: What to do?
What not to do?
 - The care giving process
 - Process: A disabled person outlines their expectations A care giver outlines their role and then summary through a Lecturette
 - What are the disabled person's rights in a helping process?
 - Link back to journeys
- Hand Outs
 - Care Giving Process
 - Dos and Don'ts for Control, Togetherness, Purpose

Day 6

- Consolidate the lessons
- Discovering our judgments:
How to be non judgmental?
Can be done for both the care givers and employers
- Learning about reflection and questioning yourself
- What is helpful way of care giving?
- What is an unhelpful way of care giving?
- Values and dos and don'ts pledge
- Hand Outs
- The Care Givers Pledge
- Code of Conduct
- How not to be judgmental?
- Process and Benefits of reflection

Day 7

- Challenges faced by Care givers.
 - Care giver accounts of difficult situations that they face, highlighting the solutions that they use
 - Usual Care giver Responses
Lecturette or case studies
 - Rights of a care giver How should the employer ensure Dignity, Togetherness, control and Purpose for the care giver
 - Sharing how you have been told to support them
- Hand Outs
 - Managing the challenges faced by care givers
 - Supports available to a care giver
 - Rights of the care giver
 - A note to the employer

Day 8

- Understanding the person, their abilities and their environment (including their families)
 - What do we remember from a day in the life of a person with disability?
 - What are the areas of functioning in everyday life in which people with disability may need support?
 - Explain the need to focus on ability, the impact of impairment, the need to understand the perspectives of family and the person with disability and the need to prepare the environment for person with disability
 - *Process: Become familiar with the care plan tool/ dimensions and familiar with what they need to look out for to implement the care plan*
- Hand Outs
 - Getting to know me

Day 9

Supporting people in their everyday life and goals

- What skills would we need to learn to support people in their everyday life? An overview of the skills
- Focus on how the method of fulfilling the needs changes with person's age and impairment and the skills have to match the method
- How to gather information from family and the supporting organization? How to listen to the people who are providing you with the information? How to ask questions that are helpful? How to share information and seek permission?
- Learning from preference of the person about how they would like to be supported and to what extent
- Process Through Role Plays, Meeting people with disability with varying ability and rehearsing the skills
- Hand Outs
- Overview of skills
- Skills for gathering information and Skills for listening
- Skills of sharing information

Day 10

Supporting people in their everyday life and goals

- What should we be careful about while supporting people in their everyday life?

MAKING IT SAFE

- Knowing what may put the person at a risk
- Knowing what not to do
- Knowing when to report
- Knowing whom to report to and how to seek support in an emergency
- How to create a safe environment?
- Looking after yourself
- Hand Outs
- Safety Checklist

Day 11

Listening to people and supporting people to interact

- Remind people about General skills of communication as done on day 9
- Specific skills of communicating when spoken language can not be used, skills of communicating using other tools Using non verbal communication, basics of using small sentences, multiple choices, Communication boards
- Skills of clarifying and reflection
- Rehearsal, role plays, meeting with people with disability
- Looking after yourself
- Hand Outs Skills for Communication

Day 12 Skills of helping people to move around

Also see accompanying power point and handouts for mobility

- Why do we move? Activity
- How do we move? Handouts/Videos/Film Clips on various forms of movement.
- What comes in the way of movement? Barriers/Impairments
- What supports are available for movement? Demonstrating various aids adaptations including the ones used by people with non obvious disabilities

Day 12 Skills of helping people to move around

Also see accompanying powerpoint and handouts for mobility

- Preparing yourself, individuals, environments and equipment for moving safely Link safety conversation, trust, control etc Demonstration
- Enabling individuals to move from one position to another Link to safety, trust, control etc Demonstration
- How to complete the support provided by asking if the person is comfortable and do they want anything else?
- When talking about movement emphasize that the person may need support in more than one areas of functioning at the same time and at times one functional area may accommodate the difficulties and limitations in the other areas. the learning and applying knowledge component of the movement as well not just the muscular component
- Looking after yourself

Day 13 Specific skills for supporting people with disability

- Specific Skills for Supporting people to remain clean and healthy See hand outs before demonstration, demonstrate using dummies for biological functions
- Specific Skills for Supporting people to have a healthy diet
 - Must demonstrate the transfers in a toilet, change of postures on bed, support while feeding, working in kitchen, watching TV, changing clothes, preparing for work, preparing for bed
 - *Link to Specific Skills for helping individuals to move around with in home environment and skills of listening and interacting including use of aids and adaptations*
 - Looking after yourself

Day 14

Supporting people to move around outside their homes

- Skills for helping individuals to maintain mobility out of their home
- Skills for helping individuals to maintain their present level of mobility
- Skills for supporting individuals to make journeys.
- Skills for supporting in planning journeys and accompanying on journeys.
- Skills to enable individuals to negotiate specific environments like public spaces.
- Looking after yourself

Day 15

- Supporting people to be with other people
- Supporting to enjoy
- *Link to Specific Skills for helping individuals to move around with in and outside the home environment; skills of listening and interacting including use of aids and adaptations*
- Further Demonstrations
- Looking after yourself

Day 16 till Day 18

- **Applying skills to everyday work**
- Internship for trainees
- What will come in the way and how to solve it?
Including conflicts with the family
- Applying skills with the support of tutors who are people with disability and specifically recruited with consent for the purpose
- Video Presentations of skills of supporting in at least skills in three functional areas peer and tutor feedback for the same
- How to support oneself?

Day 19

Supporting skills in specific situations

- What is a high level of support?
- Who needs high level of support?
- What should you be careful about while providing high level of support?
- Supporting a person with high support needs for movement
- Supporting with high support needs for communication
- Supporting a person with high support needs for understanding, comprehending, decision making and problem solving
- Supporting a person with high support needs in social interactions
- Looking after yourself

Day 20

Handouts describing the needs of such a person and skills required to address these specific needs

- Supporting an anxious person
- Supporting an angry person
- Supporting an amotivated person
- Supporting a person with lack of inhibition
- Looking after yourself

Day 21

- Supporting a person who is cautious and at times suspicious
- Supporting a crying person
- Supporting a silent person
- Supporting an aggressive person
- Supporting with a suicidal person
- Rehearsal through role play
- Looking after yourself

Day 22 till Day 24

- **Applying skills to everyday work**
- Internship for trainees
- What will come in the way and how to solve it?
Including conflicts with the family
- Applying skills with the support of tutors who are people with disability and specifically recruited with consent for the purpose
- Video Presentations of skills of supporting in at least skills in three functional areas peer and tutor feedback for the same
- How to support oneself?

Day 25

- Closing relationships
- Looking after yourself: tips
- When to refer

Internship process

