



tmth

Teach me to help

IMPACT REPORT

WP3 – A3 – TRAINING COURSE

"TEACH ME TO HELP"

Effective online communication
adapted to the characteristics of people with
disabilities

AUGUST 14, 2024 | BUCHAREST, ROMANIA



Co-funded by
the European Union

Erasmus+ Programme – Strategic Partnership

Project: "Teach Me To Help"

IMPACT RAPORT

TRAINING CURS

Effective online communication

adapted to the characteristics of people with disabilities

- August 14, 2024 | BUCHAREST, ROMANIA -

Proiect Erasmus +: „Teach Me To Help”

Proiectul nr. 2022-1-RO01-KA210-VET-000085029

Parteneri

- ❖ ROMANIA, DAS ARAD
- ❖ ITALY, I.V.I.
- ❖ CIPRU, O.P.E.I.
- ❖ ROMANIA, CELIZ INTERNATIONAL CENTER
- ❖ FRANCE, ORIENSYS

Material produced with the financial support of the European Union. The content of this material is the sole responsibility of the authors, and the National Agency and the European Commission are not responsible for how the content of this information will be used.

1. Introduction

On August 14th, a training session titled "Teach Me to Help: Effective Online Communication Adapted to the Needs of People with Disabilities" took place in Bucharest. This event brought together 22 social workers, with the primary goal of enhancing their online communication skills to better meet the needs of individuals with disabilities. The training was designed to provide participants with a deeper understanding of inclusive communication, focusing on techniques for adapting messages and creating an accessible and empathetic educational environment.

2. Training Objectives

The main objectives of the training were:

➤ **Increasing Awareness:**

Raising awareness among social workers about the importance of inclusive communication and the impact that appropriate language can have on the perception and integration of people with disabilities.

➤ **Communication Skills Development:**

Training participants in specific verbal and non-verbal communication techniques adapted to meet the diverse needs of people with disabilities.

➤ **Improving the Use of Technology:**

Introducing participants to digital tools and technologies that facilitate communication with people with disabilities, contributing to the accessibility of information.

➤ **Promoting Inclusion:**

Creating an educational environment where each participant feels valued and included by promoting assertive and respectful behavior.

3. Training Structure

The training was organized in three major modules, each focusing on key aspects of effective and inclusive online communication:

3.1. Module 1: Communication Fundamentals

This module provided a solid theoretical grounding in the essential concepts of communication.

✧ Lesson 1:

- Definition of communication concepts, forms and types of communication
 - ◆ Introduction to communication: Definition, importance and communication process
 - ◆ Types and forms of communication: Verbal, non-verbal, written and digital communication; barriers to effective communication
 - ◆ Inclusive communication: Principles and impacts, challenges, stereotypes and engagement

✧ Lesson 2:

- Etymology of Communication and Conceptual Definition of Human Interaction Link for People with Disabilities
 - ◆ The Evolution of Communication and the Concept of Linking Human Interaction
 - ◆ Human interaction: the concept and its implications in the context of online learning for people with disabilities

3.2. Module 2: Online Communication Techniques

This module covered practical verbal and content communication techniques adapted to the online environment.

✧ Lesson 3:

- Verbal and content communication techniques to be used with people with disabilities in the online environment
 - ◆ Essentials: characteristics of effective online verbal communication, importance of accessible content

- ◆ Creating accessible content: Strategies for inclusion and case studies on supporting people with diverse disabilities

✧ **Lesson 4:**

- Online verbal communication techniques - the importance of words and how they can influence perception
 - ◆ The role of words in the influence process
 - ◆ Case study: Guidelines for using a disability - inclusive language

3.3. Module 3: Assertive Behavior and Behavior Models

This module focused on developing assertive behavior in online communication and identifying appropriate behavioral patterns for interacting with people with disabilities.

✧ **Lesson 5:**

- Assertive behaviour in online communication - behavioural pattern
 - ◆ Benefits of assertive behavior in online communication for a course for people with disabilities
 - ◆ Strategies for implementing assertive behavior online
 - ◆ Examples of assertive online communication for a course for people with disabilities

4. Teaching Methodology

The training was delivered using an interactive and tailored methodology to maximize engagement and understanding:

- ✓ **Interactive Presentations:** we used multimedia presentations to illustrate theoretical concepts, accompanied by concrete examples and relevant case studies.
- ✓ **Workshops and Practical Exercises:** Participants were involved in practical exercises and simulations of real-life situations to experiment and apply the techniques learned in relevant contexts.
- ✓ **Group Discussions and Debates:** These sessions allowed participants to express their views, discuss challenges encountered in practice and share personal experiences.

- ✓ **Continuous and Personalized Feedback:** Throughout the training, participants were encouraged to provide feedback and reflect on their own development in order to adjust and improve teaching methods and the content delivered.

5. Training Impact Assessment

The impact of the training was evaluated through various methods:

- ❖ **Evaluation Questionnaires:** at the end of the training, participants completed evaluation questionnaires to provide feedback on the usefulness and relevance of the information presented, teaching methods and overall organization.
- ❖ **Feedback Discussions:** The group feedback sessions gave participants the opportunity to openly discuss their experience, offer suggestions for future improvements and discuss how the new knowledge will influence their work.
- ❖ **Facilitators' comments:** The training facilitators monitored the participants' progress, their involvement in the activities and the application of the techniques learned, providing personalized feedback to each participant.

Impact Evaluation Results:

- ❖ **Improved Communication Skills:** Participants reported a better understanding of the principles of inclusive communication and felt that they gained the tools to adapt their communication to the needs of people with disabilities.
- ❖ **Increased Awareness:** The training had a significant impact on participants' awareness of the importance of inclusive language and behavior, with many participants reporting that they re-evaluated their own communication practices.
- ❖ **Practical Applicability:** Exercises and case studies were considered extremely useful by the participants, giving them concrete examples of how to apply the techniques discussed in real-life situations. Many participants mentioned that they would immediately introduce these techniques in their daily work.

6. Conclusions and Recommendations

The training "Teach me to help: Effective online communication tailored to the characteristics of people with disabilities" was a valuable initiative, contributing significantly to preparing social workers to communicate effectively and empathically with people with disabilities in the online environment. The positive feedback and active involvement of the participants demonstrate the importance of this type of continuous training.

Recommendations for the Future:

- Continuation of this Training: Organize similar training sessions on a regular basis to maintain and develop the skills acquired by social workers.
- Follow-Up Sessions: Organize follow-up sessions to monitor the practical application of the knowledge acquired and to provide ongoing support to participants.

This training is an important step in creating a more inclusive educational and professional environment in which each individual is respected and supported according to their specific needs. Promoting assertive behavior, appropriate language and an empathetic attitude are essential to ensure a safe and accessible environment for all.



Cofinanțat de
Uniunea Europeană



CELIZ
INTERNATIONAL CENTER



tenth

Teach me to help

Material produced with the financial support of the European Union. The content of this material is the sole responsibility of the authors and the National Agency and the European Commission are not responsible for how the content of this information will be used.