



Parents as partners in promoting well-being

A short course for
parents on supporting
the well-being of
children with vision
impairment

SESSION 2

How can we promote
well-being?

Part 1

BOOKLET

3

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Session 2:

Programme Guidance

Session 2: How can we promote well-being? – Part 1

N.B. Within a given section, timings in brackets refer to the breakdown of the overall time for the section.

Approx. Timing	Prog. Ref.	Guidance	Resources
2 minutes	2.1	<p>Welcome and introduction to Session 2</p> <ul style="list-style-type: none"> ■ A facilitator: <ul style="list-style-type: none"> - welcomes parents to Session 2, - reminds them that Session 1 explored what is meant by well-being and why it is so important, and - informs them that in Session 2 the focus will turn to how well-being can be promoted. 	<p>PowerPoint: Slide 9</p> <p>Handout 2.1: Session 2 programme</p>
2 minutes	2.2	<p>Ground rules</p> <ul style="list-style-type: none"> ■ A facilitator to ask the parents to revisit the ground rules agreed in Session 1 and to check whether they wish to add to these. (If so an amended list to be prepared as a handout for Session 3). 	<p>PowerPoint: Slide 9</p> <p>Handout 2.2: Ground rules (as agreed in Session 1)</p> <p>Flipchart</p>
1 minute	2.3	<p>Parents' well-being</p> <ul style="list-style-type: none"> ■ A facilitator to introduce this topic by stressing that a parent's emotional and physical health is of paramount importance as s/he is responsible for child care and a parent can only fulfil this need by taking care of himself/herself. It is therefore appropriate 	<p>PowerPoint: Slide 10</p>

Approx. Timing	Prog. Ref.	Guidance	Resources
	2.3.1 (cont.)	<p>whilst another facilitator to record the steps on a flipchart;</p> <ul style="list-style-type: none"> - a facilitator to open discussion on similarities and differences between the subgroups; - a facilitator to round off the activity with a comparison between the group's results and the research. The research findings (Handout 2.4) to be circulated. (N.B. The acronym 'LATCH' has been created as a mnemonic). 	<p>PowerPoint: Slide 11</p> <p>Handout 2.4: Well-being: what works</p>
30 minutes (5 minutes)	2.3.2	<p><i>Problem solving</i></p> <ul style="list-style-type: none"> ■ A facilitator to introduce this activity by commenting that it is perhaps not surprising that research has indicated that the increased demands in bringing up, caring and providing for a child with a vision impairment can lead to more stress and negative well-being for parents. Strategies that have been reported by parents as being helpful include: <ul style="list-style-type: none"> - educating yourself about the disability, - actively helping their child to develop his or her talents, - accessing informal and formal support (ref. 'Connect' within 'LATCH'). <p>The facilitator to add that:</p> <ul style="list-style-type: none"> - support networks are clearly important, including the 	PowerPoint: Slide 12

Approx. Timing	Prog. Ref.	Guidance	Resources
(10 minutes) (15 minutes)	2.3.2 (cont.)	<p>mutual support offered through parent groups, and</p> <ul style="list-style-type: none"> - on the basis that a problem shared is a problem halved, the next activity will look at how the resources of a group can be harnessed to help problem solving. ■ The video clip is shown to provide a demonstration of a group problem solving approach. ■ Following the video clip, a facilitator to lead a live demonstration of the approach with a volunteer 'problem owner' and the rest of the group in support. (One of the facilitators to volunteer as the 'problem owner' if a volunteer from the group of parents is not readily forthcoming). ■ In conclusion, the facilitator to explain that whilst groups of parents can employ this approach to support each other, it can essentially be adopted by individuals and parents could use it with their child. 	<p>Video clip</p> <p>Handout 2.5: Group problem solving</p> <p>PowerPoint Slide 13</p>
15 minutes		<i>Refreshment Break</i>	
5 minutes	2.4	<p>Children's well-being: Resilience</p> <ul style="list-style-type: none"> ■ A facilitator to provide a brief introduction to resilience. ■ As a lead into the following 	<p>PowerPoint: Slide 14</p> <p>Notes 2.1: Resilience</p>

Approx. Timing	Prog. Ref.	Guidance	Resources
(15 minutes)	2.4.1 (cont.)	<p>- With time to reflect would any of them change the way they handled the situation?</p> <p>The facilitator to try to draw out those that responded with a 'put down' – or at least a swift and slightly aggressive response – and to talk about the differences between a considered response and a 'put down'.</p> <ul style="list-style-type: none"> ■ The facilitator to introduce the concept of 'rehearsed' (i.e. considered or measured) answers and to explain that the young people involved in the development of the Guide Dogs <i>Think Right Feel Good</i> course found this self-advocacy approach helpful. The parents to be provided with the examples of rehearsed answers in Handout 2.6 for reference, the different versions being intended for different situations. ■ The facilitator to ask the group to split into pairs/subgroups, and then: <ul style="list-style-type: none"> - to provide each subgroup with a different selection of scenario cards; - to ask each subgroup to choose one of the scenarios and to prepare and write down a 'rehearsed' response to the question on their selected card. ■ When the responses have been prepared, the facilitator to ask for 	<p>Handout 2.6: Self-advocacy: TRFG examples</p> <p>Handout 2.7: Scenario cards</p>

Approx. Timing	Prog. Ref.	Guidance	Resources
(5 minutes)	2.4.1 (cont.)	<p>a member of each pair/ subgroup to read out the scenario and their rehearsed response.</p> <ul style="list-style-type: none"> ■ The facilitator to discuss with the group if they think this approach could be useful for rehearsing answers to potentially awkward or sensitive questions that might be posed by their children. ■ The facilitator to conclude the exercise by discussing with the parents the feasibility of helping their children to develop rehearsed answers to awkward questions. 	
1 minute	2.5	<p>Next session</p> <ul style="list-style-type: none"> ■ A facilitator to remind parents of the date and time of Session 3, which will continue with how well-being can be promoted. ■ The facilitator to encourage parents to try out any of the strategies covered during Session 2 prior to the next session. 	
5 minutes	2.6	<p>Session evaluation</p> <ul style="list-style-type: none"> ■ A facilitator to ask parents if they would kindly complete (anonymously) the evaluation of Session 2 and to put the forms in a box on leaving. 	Handout 2.8: Session 2 Evaluation form
		<i>End</i>	

Session 2:

Handouts

Course Programme

Session 2

How can we promote well-being? – Part 1

2.1 Welcome and introduction to Session 2

2.2 Ground rules

2.3 Parents' well-being

2.3.1 What works?

2.3.2 Problem solving

Refreshment Break

2.4 Children's well-being: Resilience

2.4.1 Problem solving: self-advocacy

2.5 Next session

2.6 Session evaluation

End

Ground Rules

List agreed ground rules from Session 1

Steps to well-being

1. Take a couple of minutes individually to reflect on your own experience of what things help to give you a sense of well-being.
2. After this reflection, write down below (or on 'Post-its if you prefer) up to five simple steps that you could incorporate on a regular/daily basis to boost your feelings of well-being.
3. When everyone in your group has made their list, share the steps between you and discuss what your group's top 5 steps might be in preparation to feed back to the whole group.

My steps to well-being:

- 1.
- 2.
- 3.
- 4.
- 5.

Your group's top 5 steps:

- 1.
- 2.
- 3.
- 4.
- 5.

Well-being: What works

'Five-a-day' programme of simple steps to support well-being:

Learn - keep learning: fixing a bike, trying a new recipe, learning to play a musical instrument or a new language - the challenge and satisfaction brings fun and confidence;

Active - be active: sports, hobbies such as gardening and dancing, or just a daily stroll will make you feel good and maintain mobility and fitness;

Take notice - be curious: noting the beauty of everyday moments as well as the unusual and reflecting on them helps you appreciate what matters to you;

Connect - developing relationships with family, friends, colleagues and neighbours, will enrich your life and bring support;

Help - helping others, friends and strangers, and volunteering links your happiness to a wider community and is very rewarding.

Foresight Report: Mental Capital and Wellbeing. 2008. (Compiled by more than 400 scientists).

Group Problem Solving

It is often said that a problem shared with someone is a problem halved – imagine then the potential of using the resources of a group to support problem solving! Such an approach, suitable for parent support groups, can be achieved by adopting the following steps: (N.B. A facilitator will be needed to lead the group through each of the steps. It will also be helpful to have someone to write notes on a flipchart. The person with the concern who is looking for support from the group is termed the ‘problem owner’).

Step 1	Concern	<p>The facilitator asks the ‘problem owner’ to state the concern that s/he would like the group to work on.</p> <ul style="list-style-type: none"> ■ The ‘problem owner’ provides in one sentence a headline to specify exactly the concern. ■ The headline is recorded on a flipchart.
Step 2	Cause	<ul style="list-style-type: none"> ■ The facilitator asks the ‘problem owner’ to provide some background information – the cause (why it is a concern), what has already been tried and how the group can best be of help.
Step 3	Choices	<ul style="list-style-type: none"> ■ The facilitator invites the group (including the ‘problem owner’) to offer possible choices – options which could open up potential solutions/partial solutions. Creative and zany ideas are encouraged, the participants being informed that they will not be judged by their contributions. The facilitator can ask for the thinking behind the suggestions if this is required for clarity. ■ Group members offer headlined choices/options and the thinking behind them where required. (N.B. Participants are advised against personalising suggestions i.e. to avoid ‘I would...’ statements).

Step 3 (cont.)	Choices	<ul style="list-style-type: none"> Headlines of the choices/options are recorded on the flipchart.
Step 4	Consider	<ul style="list-style-type: none"> The facilitator asks the 'problem owner' to consider which of the choices/options appeal or are of interest. The identified choices are marked on the flipchart.
Step 5	Choose	<ul style="list-style-type: none"> The facilitator then invites the 'problem owner' to choose one of the identified options s/he would like to pursue further. The 'problem owner' makes his/her selection. The choice is marked on the flipchart. The facilitator asks the 'problem owner' if the choice made suggests a course of action: <ul style="list-style-type: none"> – if so, the 'problem owner' specifies his or her plan which is recorded on the flipchart; – if not, actionable ideas are invited from the group, recorded on the flipchart, and then used by the 'problem owner' to build the choice into a workable plan. <p>(If the 'problem owner' is not able to arrive at a course of action from the selected choice, another choice can be worked into a plan).</p>
Step 6	Check	<ul style="list-style-type: none"> The 'problem owner' implements his/her plan and then checks the outcome. (Further choices/options can be pursued if needed).

Supporting problem solving in children and young people

A parent can of course easily adapt the above steps to encourage his or her child to self-reflect and to problem solve. It can be applied to many situations from friendship problems to difficulties with homework. The approach enables the child to see that, by considering all the options, there can be more than one solution to a problem.

Self-advocacy: TRFG examples

BRIEF VERSION

New Youth Club Leader: I hear that you have a vision impairment. Is there anything we should know to help you?

Answer: I don't see things very well and often have to use vision aids to see things better. Glasses don't make any difference so I don't use them. I manage quite well and find a way to do most things I want or need to do.

FRIENDLY/FUNNY VERSION

Friend of a Friend: I hear you can't see well?

Answer: Some people can't add up, some people can't play an instrument, I can't see very well. It can be a real nuisance but I try to make sure it does not stop me doing that I want to do.

EXTENDED VERSION

Friend: I don't understand what you can see and what you cannot see.

Answer: I have a general impression of things but cannot see things in the distance and miss out on lots of the detail. I might miss when someone is looking at me and then not know if they are talking to me.

Friend: You are lucky to have a laptop in class.

Answer: I know. I use computer technology in class to help me with what I want to read but it is not the same as being able to pick up a book or read signs in the street.

Friend: Why do you use a cane sometimes and not others?

Answer: I carry a cane to help me find my way around on my own as much as possible and to let people know to walk around me in busy places. I use some other low vision aids as well but I don't like carrying them all the time.

EXTENDED VERSION (continued)

Friend: How do you cope when you want to watch the TV?

Answer: I watch a football match sometimes but sit too near the TV for the rest of the family to watch at the same time. It is tiring to watch but worth it when we win. I might listen to the match instead on the radio.

Friend: Why don't you wear glasses?

Answer: Glasses don't make any difference for me but I am good at finding ways around some of the things that fully sighted people are able to see.

Friend: It must be really tough sometimes?

Answer: It is but friends like you help. You understand that my sight loss is only a part of me. I do sometimes get annoyed that people draw attention to it instead of noticing all the things about me that I want them to notice.

Scenario Cards

N.B. The handout will need to be photocopied onto card and then the questions cut out for use in the activity

1. You are in a supermarket queue and a child with his parent asks you "Why do his eyes look funny"?

2. Your child is inclined to flap her arms when she is anxious or excited. You have gone to a school open evening and the teacher asks you what you are doing to stop this as the other children find it irritating.

3. You are at a family party and a relative asks you whether vision impairment runs in the family.

4. You are on holiday and somebody you have met a few times on the beach asks you whether your child will ever be able to get a job.

5. Your child says that he wants to be a lorry driver when he grows up but you know that he will not be able to drive.

6. The class teacher says that he feels that your child would surely be better off in a school for people with vision impairment.

7. The school says that your child cannot do a cycling proficiency course. You don't agree as your child already rides a bicycle.

8. Your mother is staying with you and continually comments: "He'll never be able to live on his own will he!"

9. You are in the dentist's waiting room with your child and his granddad. Granddad insists on whispering to everyone else in the waiting room that his grandchild is blind.

10. You have recently received a firm diagnosis that your baby son has a serious eye condition and has no useful vision. Your mother keeps on saying that she is sure the diagnosis is wrong and she is certain that he can see.

Session 2 Evaluation Form

1. Please indicate how much you agree with each sentence:

	Strongly agree	Agree	Not sure	Disagree	Strongly disagree
The session gave me some useful ideas on how the sense of well-being can be encouraged.					
The session provided me with some practical ways to promote my child's resilience.					

2. Is there anything you intend to try out as a result of this session?

3. Do you have any comments you would like to add about the session (e.g. how it could have been improved)?

Thank you for completing the form. Please place it in the box provided before you leave.

Session 2:

Facilitators' Notes

Resilience

- Resilience is essentially the capacity to deal with stress and adversity and to cope with everyday challenges.
- It can be regarded as an important and powerful insulating force; being resilient does not mean that children or young people won't experience difficulty or distress, rather that it helps them to cope better with such situations.
- It is not a quality that either you do or do not possess; there are varying degrees and a child or young person's degree of resilience can be shaped and strengthened.
- We know that a positive attitude and a problem solving approach are important factors in resilience. Children who are resilient are able to solve problems on their own, or know who to talk to for help solving problems.
- By helping young people to feel more confident and in control we are enabling them to become more resilient and better able to cope with difficulties they may face.

DISCLAIMER

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