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**STRATEGIC PARTNERSHIPS FOR**  
**ADULT EDUCATION**  
**(KA 204)**

## Q1. INTRODUCE OF REHABILITATION MODEL

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## REHABILITATION MODEL



**The Rehabilitation Process Module and Case Study that will be used at the applied training (on the job training) in the scope of the “rehabilitation of the disabled person in nature and natural environments” work plan of YAŞAD.**



The rehabilitation model that we suggest during our Project will be applied according to the case study and work plan here below.

### **The implementation of the rehabilitation model;**

The contribution of the family and rehabilitation centers, non-governmental organizations during the implementation of the model is very important.

If we follow a case study;

Ahmet is mentally retarded from the birth and is diagnosed as educable mentally retarded. Until his eighth, he has been in communication inside the house with his mother, father and brother and has been kept away from the social environment of the family. Later, with the guidance of the environment and new legal regulations the family registered Ahmet to the special rehabilitation center. Ahmet continues to this rehabilitation center since 5 years. By the special education applications day time, on session basis, there has been improvement in the independent motion capacity of Ahmet. For instance, his interest to music is discovered.

He became psychologically a more extravert child, who tries to talk, to express himself. However, although he wants to communicate more with his social environment, street and living beings, this will of him is hindered by his family and the rehabilitation institution. This makes Ahmet aggressive and nervous.

At this point, there is a blockage in the cycle of rehabilitation implementation process of Ahmet whose psycho-sociological situation is explained before. Ahmet is at the age 14 and is an individual entering the adolescence period and the rehabilitation process he gets, is not enough for him anymore and this disturbs him. Now he needs means he can psychologically relax, he can de-energize and he can exchange love. He wants to know the world that he sees while he travels from home to the rehabilitation center by the service bus. The communication, which is limited as welcome, goodbye, how are you and the world at his home and rehabilitation is not enough for him anymore.

Exactly at this point, meeting of Ahmet with nature and natural environments will speed up his rehabilitation process and contribute positively to his psychosocial development. His interaction with the animals, flowers, rivers, plants, trees and develop close relations will have psychological therapy effects on him.

### **Example daily scheme of the rehabilitation program in nature and natural environments;**

This program is not one of those traditional classroom or laboratory environment programs, instead in accordance with the format of the project, it is a program trying to change attitude harmonized with the natural flow of life in nature and natural environments. This program prepared by vocational approach is an observable, measurable program. On every stage of the program, children will be included according to their levels of performance and the application will be supported by social services and by special educational techniques and methods. In this program, which can be applied for mentally retarded children, will be applied after establishing groups according to their ages and psycho-sociological levels.



**1- Bigadiç Area (Rural Area) Daily program sample;**

GROUP JOINING THE PROGRAM: Educable mentally retarded children.

AGE: 13-15, Boys and Girls

NUMBER OF CHILDREN IN THE PROGRAM: 8

STAFF IN THE PROGRAM: Social Services Specialist, Special Training Teacher, Teacher, Psychologist, Veterinarian and Nature Guide.

APPLICATION PERIOD OF THE PROGRAM: 2 months (may change according to the psychosocial development of the child).

TOOLS AND EQUIPMENT TO BE USED: House for accommodation, kitchen equipment in the house, back pack in which personal stuff and water flask and food that will be put during program, places that will be used for Hydrotherapy applications (thermal pool, sea, river), natural rivers for fishing, clothes suitable to the daily program activities and season, main and snack meals, for the animal therapy the dogs, partridges, ducks, pheasants, chickens, etc. animals at the Bigadiç Red legged Partridges Facility, agricultural area where the therapy of agricultural activities will be implemented, suitable areas for sportive facilities (mountain hiking pads, Alaçam Mountains YAŞAD work areas), audio and visual materials that will be used for recording and saving during program.



**IMPLEMENTATION METHOD**

During the education and occupations the special trainer will be working. During the social and group activities, social services specialist will be working. Therapy activities will be primarily under the control of the psychologist together with vocational coordination. Drama education will be one of the major techniques used in the model.

The experienced professionals that will be working of the coordination, will be selected during the rehabilitation from the professionals by the association (YAŞAD). The educator will fulfill the duties that are appointed by the professionals during the activities.



LOCATION OF ACTIVITIES: Bigadiç Red Legged Partridges Facility, Hisarköy Thermal Spring and Hera Thermal Spring Facilities.

Time: 07.40 – 08.00: Preparing breakfast at Bigadiç Red Legged Partridges Facility

Time: 08.00 – 09.00: Getting ready for and having breakfast

Time: 09.00 – 11.00: Feeding animals at the facility, spending time with animals.

Time: 11.00 – 11.30: Snack Meal

Time: 11.30 – 12.00: Getting on the cars and going to the activity field (singing happy local songs together with the children during the trip).

Time: 12.00 – 13.00: Arrival at YAŞAD Bigadiç Alaçam Mountains activities area/ arriving at Topalak Village. Briefing on the activity area and the activity.

Example activities; Day 1, agricultural activities. Day 2, spending time with animals at the facility, feeding them and garden maintenance. Day 3, Mountain region activities and releasing partridges to nature. Day 4, Fishing. Day 5, swimming at the thermal spring pool.

Time: 13.00 – 14.00: Getting ready for lunch and having lunch. Menu: grilled village chicken, season salad preparations, ayran and melon. By activities such as gathering up wood for the barbeque, burning the coals, rinsing materials for salad, slicing and serving the melon, ensuring their participation to the food preparation process.

Time: 14.00 – 17.00: Rural area excursion on the Alaçam Mountains. During the trip with and without vehicles, volunteers accompanied by professionals give information about the area / introducing the plants. Participating in agricultural activities together with the villagers; for instance, harvesting vegetables, harvesting fruits, riding horse or donkey, playing with puppies and lambs, joining in agricultural activities.

Time: 17.00 – 17.30: Getting ready to returning at the Hisarköy Thermal Facilities for lodging.

Time: 17.30 – 18.00: Resting at lodging facilities.

Time: 18.00 – 18.30: Putting dirty clothes to washing machine.

Time: 18.30 – 19.00: Serving the food.

Time: 19.00 – 20.00: Having dinner.

Time: 20.00 – 21.45: Watching the recorded video and images of the daily activity actualized. Watching the videos of the activities of the day. Watching documentary. Drinking tea or beverages.

Time: 21.45 – 22.00: Preparation for bed. Dressing sleep wears. Brushing teeth.



### **(Sea Camp) daily program sample;**

**PLACE OF IMPLEMENTATION:** It is predicted to implement the sea camp at the Edremit Bay and Asos Area.

During the program, evaluating the conditions in July – August – September, the camp at the decided dates will be implemented (4 nights and 5 days).

**The First Day Process:** Reaching the camp area, cleaning the camp area and making it ready for use, setting



up the tents, placing the personal materials and supplies, discovery and introduction of walking and sports areas, visiting the village and the historical castle, introducing the beach that will be used, giving information about the philosophy of the camp.

### The Process of other days (One day sample):

07.00 – 8.30: Wake up, morning sport (warm up, physical fitness exercises), fishing

08.30 – 09.00: Breakfast

09.30 – 11.00: Swimming, sun bathing, water games

11.00 – 12.00: Free our at the camping area, washing clothes

12.00 – 14.00: Preparing the food together and eating, cleaning

14.00 – 16.00: Sea and beach sports.

16.00 – 17.00: Resting and snack meal

17.00 – 19.00: Nature walk in the forest, on the way back to camp, collecting wood for campfire.

19.00 – 19.30: Resting

19.30 – 22.00: Preparing the barbeque and burning the fire, preparing the barbeque, sitting around the campfire and talking, playing games with music, singing songs, consuming cold beverages and fruit.

22.00 – 24.00: Stamping the campfire out, cleaning the area, free time and sleeping.

**PS: The daily living plans will vary according to the age groups. The program will be implemented two days a week with maximum 8 – 10 children as a group work. During the summer period, package programs of 5 days will be implemented, and through this, more children will make use of the system. The prerequisite of this program is that, for children coming from families a parent should be accompanying and for children coming from orphanage or nursery, a group responsible or social service staff should be accompanying. The responsible persons for these children will be receiving 3 days training prior to the children are accepted to the system.**

### DRAMA EDUCATION SAMPLES THAT WILL BE IMPLEMENTED IN THE PROGRAM:



#### ACQUAINTANCE

**Place of Implementation:** Bigadiç Partridge Feeding Facilities and natural areas.

**Period of Implementation:** Between 09.00 – 13.00. 4 hours (This time can be re-arranged according to the meal times).

The attention span of the mentally retarded children is not long. Therefore, there will not be non-stop works. When the

children loose attention in a suitable manner, a break will be given. Also for resting, toilet and snack meal needs at suitable moments breaks will be given.

**AIM:** Drama activities in groups, gives a possibility to the mentally retarded children to create an interaction with each other and to socialize together. Therefore, it is aimed that the children who gather for the first time, get to learn each other, their names and to get them ready for the activities. While doing this, they experience a funny process.

**METHOD:** Drama

**TECHNIQUES:** Role playing, Improvisation

**IMPLEMENTATION:** 1. Children make a circle and sit down. Leader takes a ball and sits in the middle of the children. After calling the name, rolls the ball to the child. By this, the ball goes to all children. This will be repeated few times.

Then while asking “My name is ....., what is your name?” rolls the ball to another child. The one, who receives the ball, by saying the same, rolls the ball to another child. So, all children try to learn each other’s names by this. Than they start to roll the ball to the other while saying “My name is ....., your name is.....”.

2. The children opposing align and sit. Each say their own name and the food they like and roll the ball to a friend. All children will do this. At the second stage, calls the name of the friend and the food he/she likes and rolls the ball to that friend.

3. The children form a circle and throw the ball to each other. When the leader whistles, who has the ball in the hands, sings a song. Other children will also accompany to the song.

4. Children form a circle and hold each other’s hands. An it will be chosen and will be blindfolded. The blindfolded it will try to catch one of the children in the circle, who he catches, becomes the it. The ones in the circle try not to be caught without releasing the hands.

**DISCUSSION:** Only joining the drama activity, will not help the education reach the aim alone. At the end of the activity, asking questions to the children who joined the activity appropriate to their level of knowledge and skills will help the aims of the program for development.

By giving special verbal symbols to the activities, the child develops in getting knowledge and skills. Therefore, a discussion stage that will let the things done to be transferred to mental processes through speaking is needed.



Questions such as;

“To who did you throw the ball?”

“To how many persons did you throw the ball?”

“Whose name did you learn?”

“How many persons did throw the ball to you?”

“Who sang?”

“Which song did you sing?”

“Did you find it difficult to throw the ball?”

Will be asked.

**PS:**

During the activities, it can be difficult for the leader to deal with the mentally retarded children alone. Therefore teamwork will be performed, close interest will be shown to children, so that they understand the instructions and perform these activities. During this activity, the leader according to the specialties of the group and their level to join the activities, may add to or deduct from the program.

## SELF CARE SKILL

**NAME OF ACTIVITY:** Using the commodities.

**AGE GROUP:** 7 – 12

**PLACE OF IMPLEMENTATION:** Bigadiç Partridge Feeding Facilities and natural areas.

**PERIOD OF IMPLEMENTATION:** Between 09.00 – 13.00. 4 hours (This time can be re-arranged according to the meal times).

The attention span of the mentally retarded children is not long. Therefore, there will not be non-stop works. When the children loose attention in a suitable manner, a break will be given. Also for resting, toilet and snack meal needs at suitable moments breaks will be given.

**AIM:**

1. Allow the child to independently or semi-independently to fulfill his / her own needs.
2. To know / understand / enhance the function of some objects used in daily life.
3. To support the skill of using objects relevantly.

**METHOD:** Drama

**TECHNIQUES:** Roleplaying, Improvisation

**IMPLEMENTATION:** 1. Children will sit down on a line next to each other. To one side the objects will be aligned (glass, fork, spoon, teeth brush, chair, jacket, hat, key, soap, etc.). Leader will give the group the following instruction: “Now I will show you with my moves how the object is used and you will do the same moves I do. Now look, I put on the hat, you also put your hats up”. He puts on the hat. He shows some

other examples. Then, he gives one by one each an object and asks how to properly use it. He / she provides that all children use the objects one by one.

2. (This stage is abstract and a little difficult to make) The teachers shows the object but doesn't give it to them. The aim is to let them use the object properly just by looking at it.

3. (This stage is more difficult) This time the picture of the object is shown to the child and it is expected that he / she uses it properly.

**DISCUSSION:**

Only joining the drama activity, will not help the education reach the aim alone. At the end of the activity, asking questions to the children who joined the activity appropriate to their level of knowledge and skills will help the aims of the program for development.

By giving special verbal symbols to the activities, the child develops in getting knowledge and skills. Therefore, a discussion stage that will let the things done to be transferred to mental processes through speaking is needed.

**PS:**

During the activities, it can be difficult for the leader to deal with the mentally retarded children alone. Therefore teamwork will be performed, close interest will be shown to children, so that they understand the instructions and perform these activities. During this activity, the leader according to the specialties of the group and their level to join the activities, may add to or deduct from the program.

## SOCIALISING



**NAME OF ACTIVITY:** Communication with animals

**AGE GROUP** : 13 – 18

**PLACE OF IMPLEMENTATION:** Bigadiç Partridge Feeding Facilities and natural areas.

**PERIOD OF IMPLEMENTATION:** Between 09.00 – 13.00. 4 hours (This time can be re-arranged according to the meal times).

The attention span of the mentally retarded children is not long. Therefore, there will not be non-stop works. When the children loose attention in a suitable manner, a break will be given. Also for resting, toilet and snack meal needs at suitable moments breaks will be given.

- AIM:**
1. Being a member of a group, contributing to the group and demanding acceptance for this contribution.
  2. To be able to remember objects, event or word, to act in accordance with the verbal instructions.
  3. To become aware of how to use tools and equipment's in the natural environment, by giving correct reaction according to using aim of the tools and by this to distinguish their functions.
- METHOD:** Drama
- TECHNIQUES:** Roleplaying, Improvisation.
- IMPLEMENTATION:**
1. The animal drawings that will be used in the activity will be painted together with the children. Then the children will sit to the ground, next to each other. Each of them will stand up one by one, and choose one of the animal drawings, which was prepared before. Likewise, in all activities, with the help of the leader, it will be asked from the child to walk, run, jump, sound as the animal or to show appropriate moves. All children will be asked to do so.
  2. At this stage children will sit on a line. The leader tells that each child shall choose a picture and will go to a certain point to their front by imitating that animal. Each child does what it is told to be done (If the leader wants, he / she can ask all children to imitate the same animal). All children will go to 10-15 meters to their front.
  3. After all children come to the spot; the leader tells them that they will create a zoo here all together. Each child may choose the animal picture they want makes a cage for it and goes inside it. Than imitates the sound of that animal.
- DISCUSSION:**
- Only joining the drama activity, will not help the education reach the aim alone. At the end of the activity, asking questions to the children who joined the activity appropriate to their level of knowledge and skills will help the aims of the program for development.
- By giving special verbal symbols to the activities, the child develops in getting knowledge and skills. Therefore, a discussion stage that will let the things done to be transferred to mental processes through speaking is needed.
- PS:**
- During the activities, it can be difficult for the leader to deal with the mentally retarded children alone. Therefore teamwork will be performed, close interest will be

shown to children, so that they understand the instructions and perform these activities. During this activity, the leader according to the specialties of the group and their level to join the activities, may add to or deduct from the program.

The child, who joins the above sample program, will have a better chance to have more developed independent movement skills and for being a more reconciled person with the environment.

### **RESULT AND SUGGESTIONS:**

Each child joining the rehabilitation program will have a personal file. In the file, there will be a social analysis report; the observation report for behaviors will be filled before and after the rehabilitation program and the psychosocial development report shall be prepared; at the end of the rehabilitation, a result and suggestions report that contains suggestions to the family and rehabilitation center or to the formal education institution.

**BEHAVIOR OBSERVATION FORM**

NAME - SURNAME	T.R. ID NO	DATE OF BIRTH

CARELESSNESS		Assessment		
S.N o		Never (0)	Sometimes (1)	Often (2)
01	Makes mistakes because of his carelessness.			
02	Difficulties in keeping carelessness.			
03	It is as if his / her mind is somewhere else.			
04	Cannot finish a work started.			
05	Is messy and untidy.			
06	Does not like jobs that require attention.			
07	Loses objects often.			
08	Can easily loose attention.			
09	Is amnesic in daily activities.			
HYPER MOBILITY		Assessment		
S. No		Never (0)	Sometimes (1)	Often (2)
10	Is always restless			
11	Cannot sit, always stands.			

12	Makes dangerous moves.			
13	Cannot play calmly.			
14	Is excluded by his / her environment because of his/ her hyper mobility.			
<b>IMPULSIVITY</b>		<b>Assessment</b>		
<b>S. No</b>		<b>Never (0)</b>	<b>Sometimes (1)</b>	<b>Often (2)</b>
15	Talks a lot.			
16	Before the questions asked completely, answers.			
17	Has difficulties to wait for his / her own turn.			
18	Interrupts talk, interferes in everything.			
19	Easily loses control			
20	Discusses with adults.			
21	Objects to rules and demands.			
22	Willingly disturbs others.			
23	Easily blames others.			
24	Is offended and is easily getting angry.			
25	Is angry and easily becomes stunted.			
26	Openly steals.			
<b>AGGRESSIVENESS</b>		<b>Assessment</b>		
<b>S. No</b>		<b>Never (0)</b>	<b>Sometimes (1)</b>	<b>Often (2)</b>
27	Pushing around			
28	Starts fights, affrays.			



<b>29</b>	Is offending, beating others by stones, bat, etc.			
<b>30</b>	Is physically cruel against human.			
<b>31</b>	Is physically cruel against animals.			
<b>32</b>	Is hater, looks for revenge.			
<b>COMMUNICATION WITH ENVIRONMENT</b>		<b>Assessment</b>		
<b>S No</b>		<b>Never (0)</b>	<b>Sometimes (1)</b>	<b>Often (2)</b>
<b>33</b>	Introverted, not establishing communication with his / her environment.			
<b>34</b>	Extrovert establishes communication with the group.			
<b>35</b>	Contributes agricultural activities.			
<b>36</b>	Establish easy communication with farmers and asks questions.			
<b>37</b>	Listens to the group leader and tries to practice the instructions.			
<b>38</b>	Is happy to have tasks on the cropland.			
<b>39</b>	Feels included to the group during activities, has confidence.			
<b>40</b>	Has good relations with group members			
<b>COMMUNICATION WITH ANIMALS</b>		<b>Assessment</b>		

S		Never	Sometimes	Often
No		(0)	(1)	(2)
41	Is afraid of animals			
42	Fearlessly approaches to animals.			
43	Wishes to take care of the animals.			
44	Is happy to be with the animals.			
45	Tells his / her memories with the animals to his / her environment.			

**Important Note:**

1. The areas mentioned above are suitable areas under the conditions of Turkey. It is expected from our partners who will implement this program to arrange their own areas according to their own conditions.
2. The observation form for behaviors will be prepared in the beginning and the end of the program. The positive or negative behavioral changes of the child shall be reported in his / her personal file.