# SUMMARY REPORT



# TRIADE 2.0

## AGEING AND INTELLECTUAL DISABILITY
### MNAM PLATFORM:
### EDUCATORS GUIDELINES

How to get the most out of 64 exercises

**SECTIONS**

## Introduction

TRIADE 2.0 is a project on "Cooperation for innovation and the exchange of good practices", developed under the key action of adult education of the ERASMUS+ programme.

The strategic partnership is formed by 9 partners from Belgium, Bulgaria, Italy, Slovenia and Spain. TRIADE 2.0 tackles the challenge of improving the social inclusion and quality of life of a new segment of population: ageing adults with intellectual disabilities (hereafter AAWID).

In order to improve the competences of AAWID and the professionals providing support to them, TRIADE 2.0 has developed three sets of training materials:

1) "My new inclusive job": training toolkit for educators of AAWID.

2) MNAM Interactive Training Platform (https://triade.webs.upv.es/t20/) formed by 2 complementary outputs:

   a. 64 inspiring exercises and a set of resources to get the most out of the exercises.

   b. **EDUCATORS MNAM PLATFORM GUIDELINES (presented in this document)**

3) Training plan: TRIADE 2.0 master plan where it is explained the "what, where, when and how" details of the project training and learning activities.

The objective of this guide is to help educators and educational content developers: a) to get the most out of the 64 exercises included in the MNAM platform; and b) to learn how to produce and validate new pedagogical exercises.

Besides the introduction, this document is formed by 5 sections:

- Section 2: how to pedagogically use the MNAM platform: exercises characteristics and recommendations for their implementation.

- Section 3: the validation methodology: process followed and assessment tools developed by the project to design and validate the exercises; and to obtain the pedagogical conclusions.

- Section 4: How to develop new digital accessible content for the platform.

- Section 5: Implementation, generalization and transfer of acquired competences to the real life situations of AAWID.

- Section 6. Annex 1: validation tools.

Finally, additional information about all the sections included in this guide and all TRIADE 2.0 intellectual outputs can be found on the TRIADE 2.0 website (https://www.ivass.gva.es/es/Triade2.html) and in the section "resources for educators" on the MNAM platform (https://triade.webs.upv.es/t20/resources-for-educators/)

## How to pedagogically use the platform.

The MNAM Platform provides 64 exercises in order to help educators to improve the Social Inclusion and the Quality of Life of ageing adults with intellectual disabilities (AAWID).

The 64 exercises are grouped within 14 didactic units (topics). The didactic units are clustered around the 3 factors of Quality of Life: Well-being, Social participation and Independence. Each didactic unit addresses a specific topic related to ageing (abuse, budget management, life goals, use of social media, rights...) and is formed by:

a)  A theoretical introduction of the topic and the unit;

b)  The learning outcomes (knowledge and skills) expected to be achieved when completing the exercises;

c)  The instructions of each exercise;

d)  The exercises, activities and materials (working sheets, templates, cardboards...) to be downloaded from the platform (Word and PDF format).

They have different formats (games, videos, quizzes, puzzles, role playing, group discussions, etc.), and are always enriched with photos and pictograms and have different length (from 5 minutes to 1 hour). The exercises can be implemented by using digital screens (blackboards, PCs or tablets), but also downloading the diverse pedagogical materials and printing them.

The exercises usually introduce a real life story with one or several ageing or dependent characters (Isabel, Maria, George...) who has been designed in a way to be familiar to AAWID and to help them to identify the topic and understand the tasks

to be completed. For example, the exercise 1 of the Unit 8 (retirement) shows the Isabel's story; the ups and downs of a woman on her late fifties who is thinking of retiring. Once the AAWID has become familiar with the topic and the story, the exercise proposes a number of activities/tasks related to the story and the topic. They have been designed with the ultimate goal to promote the development in AAWID of the reflection processes.

**Figure 1.1. Exercise 8.1.: Isabel´s story.**



**Figure 1.2. Exercise 8.1.: activities 2 and 3.**

The exercises have to be implemented with the help of an educator who should be present in the learning activity, guiding the whole process and activities, although those AAWID with higher autonomy might use them by themselves.

To start to implement the exercises, it is recommended to have an interview with the AAWID by using the validation questionnaire 1 (see next section) in order to assess their needs and preferences and choose the appropriate exercises for each person or group. To help with this exercise selection, the MNAM Platform allows educators to find an specific exercise by searching by four key criteria:

1. **Quality of Life dimension**

2. **Type of learning (individually or by group)**

3. **Estimated length**

4. **Format of exercises (Pdf, video, etc.)**

**Figure 1.3. Searching exercises by 4 criteria.**
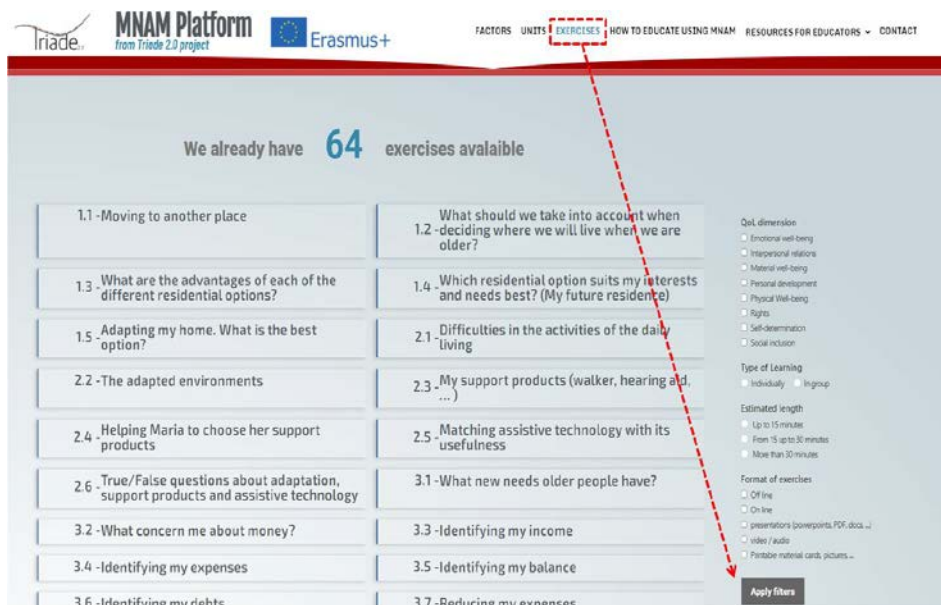
But professionals and educators can freely use the exercises in the best way that matches their clients' needs. They might decide to use all the exercises included on the platform, giving the lessons in the same sequence in which they are numbered on the platform. Or they might use one exercise -or a set of them- independently, to implement it individually or by groups, to use it as a part of other clients individual support or pedagogical methodologies.

In addition, educators taking part in the validation methodology have stated the convenience for some exercises to be adapted to the specific learners capacities and environment. Accordingly, exercises can be downloaded on Word format in order to facilitate this adaptation.

Although the exercises have different degree of difficulty, it might be stated that the average learners target group is:

**Ageing adults with mild intellectual disability, having some autonomy in the activities of the daily life.**

According to the QoL model, they are AAWID who need intermittent supports to fully live in the community. In addition, some level of comprehensive and expressive language is convenient to understand the exercises, take part in the activities or answer the questions.

Finally, the platform does not include any specific tool to evaluate the learning outcomes acquisition by AAWID, but educators, to assess the learning process, might use or adapt the indicators and tools developed by the project to validate the methodology and exercises which are explained in the following section of this document.

# Validation methodology and conclusions.

## 3.1. Introduction

This section addresses the validation methodology of the MNAM digital platform exercises. The main objective of the digital platform MNAM is to support the social learning and training process of AAWID. The final outcomes of the training are:

- AAWID have more opportunities after the training to access public goods and services (e.g. public transportation, retirement clubs, evening classes, community associations and services...).
- AAWID have more opportunities to improve their social network with people who are not staff, family members or other people with ID.

To reach these goals, the interactive learning platform MNAM include exercises and activities pursuing 2 types of improvements:

- Knowledge improvement on the concepts of ageing: i.e. healthy ageing, active ageing, roles of AAWID, healthy diets, living independently and leisure time.
- Skills improvement: Using the 8 dimension of QOL (giving maximum importance to the social inclusion dimension) the exercises will be oriented to improve the interpersonal skills of AAWID.

## 3.2. The conceptual framework, validation methodology and tools.

To optimise the training outcomes of the MNAM platform, TRIADE 2.0 developed a conceptual framework and a validation methodology and tools for a sustainable design, implementation and improvement of the 64 MNAM platform exercises. This framework was aimed at helping partners to:

- Reach consensus about the conditions, context, content factors, and training concept of the MNAM digital platform.

- Describe the different QOL factors, MNAM units and respective learning outcomes.

- Facilitate the brainstorm to define the specific content of the unit exercises.

- Follow the guidelines that were used as building stones for the creation of MNAM exercises.

- Review and revise the MNAM exercises.

- To assess and evaluate the pedagogical value of the MNAM exercises.

The conceptual framework and the validation methodology are fully explained on the MNAM platform section: resources for educators. In addition, the most important validation tools used by the partners in the pilot study can be found in annex 1 (additional tools can also be found also on the MNAM platform)

Based on these premises, TRIADE 2.0 has developed:

1. A theoretical framework aligned with the TRIADE 2.0 first intellectual output (IO1. Workbook for trainers), based on the concept of Quality of Life (table 3.1) and accompanied with practical strategies for: a) development of accessible content (see section 4: how to develop digital accessible content for the platform); and b) a successful transfer and implementation of the MNAM exercises (see section 5: implementation, generalization and transfer of acquired competences).

**Table 3. 1: Quality of Life Conceptual Framework (Schalock and Verdugo)**

| QOL FACTOR | QOL DOMAIN | QOL INDICATOR |
|---|---|---|
| Independence | Personal development | Education status, personal competences |
| | Self-determination | Choices, personal control, decisions |
| Social participation | Interpersonal relations | Social network friendships, family relations |
| | Social inclusion | Community integration, social roles |
| | Rights | Human and legal |
| Well-being | Emotional well-being | Contentment, lack of stress |
| | Physical well-being | Health and nutritional status |
| | Material well-being | Financial status, employment, possessions |
| | Spirituality/existentialism | Religion or spirituality, existential questions |

2. A validation methodology formed by 8 steps (figure 3.1) and tools (annex 1) to guide the validation process and pilot study and establish the minimum standards to design the 64 exercises.

3. A pilot study carried out with 91 AAWID belonging to the participating partners to assess the exercises pedagogical value and improve the project impact. The most important conclusions of this pilot study are presented following.

**Figure 3.1. Validation methodology steps.**



## MNAM Validation methodology:
### An outcome-oriented and durable approach

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**1: Creating the conditions and concept of the MNAM digital training platform**

**2: Creating the MNAM content while keeping the learning outcomes in mind**

**01** — Analyse the context and condition
Reach consensus about the use of the MNAM digital platform

**02** — Determine the MNAM content
Reach consensus about the **MNAM FACTORS** and formulate learning outcomes as (minimum) visible behaviours (knowledge and skills)

**03** — Define the MNAM FACTOR UNITS
Reach consensus about the **MNAM FACTOR UNITS**. Brainstorm and make choices about the contents needed to reach the learning objectives within the UNITS

**04** — Develop minimum standards & prototypes
What do we want to obtain with **MNAM exercises?** What are the minimum standards for the development of the exercises?

**3: Quality development: review and revise MNAM content**

**4: Pilot study – Evaluation, conclusions and recommendations**

**05** — Review the MNAM exercises
Partners evaluate and give feedback on the MNAM exercises.

**06** — Revise MNAM exercises
Partners' feedback is used further optimise the exercises.

**07** — Pilot study – evaluation of MNAM exercises
Partners test and assess the MNAM digital platform with at least 15 AAWID clients

**08** — Overall conclusions and recommendations
Formulate general conclusions about the MNAM exercises and recommendations for optimisation

**Full explanation of the VALIDATION METHODOLOGY can be found on the MNAM platform (https://triade.webs.upv.es/t20/resources-for-educators/)**

## 3.3. Conclusions and recommendations.

In this section, the most remarkable conclusions of the validation methodology and pilot study are presented. In doing so, we try to answer the research question "what is the impact of the MNAM exercises on the learning process and in the overall QoL of AAWID".

We pursued three aims. The first aim was to identify which MNAM exercises would be selected by the participants (i.e. AAWID and/or together with trainer) for training. The second aim was to identify the experience of the participants (AAWID and/or their trainers) about the use of the MNAM exercises. The third aim was to identify whether the exercises stimulated a learning process and led to an improvement in knowledge and skills of the participants. In the following, we will highlight the main results, draw some conclusions and formulate recommendations for future endeavours.

Note that the conclusions from this pilot-study cannot be generalized. Here are some limitations of the study. First, we controlled for particular demographic characteristics of the participants (e.g. age and gender of AAWID, gender and years of expertise of the trainer, his/her profession), but we didn't register AAWID's level of communication, nor could we subtract who completed the four questionnaires (AAWID with or without his trainer). Although we gave clear instructions to the trainers to involve AAWID in completion of the questionnaires, we cannot consolidate this request. Second, analyses of the raw data also show that not all participants were able to complete 3 exercises, as requested. Whilst some participants did a training with exercises and activities from 3 different units, others could for example only do 2 unit exercises or even less, just 2 to 3 activities within 1 unit exercise. This is also reflected in the time needed to complete the exercises (e.g. minimum 10 minutes and maximum 180 minutes).

Third, we noticed large variations in the way the participants registered the information. Fourth, although our aim was to look for possible associations, the small sample size and limited number of exercises, made it particularly difficult to draw reliable conclusions. The results should hence be interpreted with caution.

But despite of this, we feel we have learned interesting things that may help educators to use the platform and improve the MNAM digital platform exercises in the future.

**Selection of MNAM exercises.**

The results show that participants completed exercises that mainly promoted a healthy lifestyle (i.e. physical health, healthy foods,...) (Unit 4), social connectedness (Unit 7 and 12) and social engagement (Unit 9). This suggests that the professionals of the TRIADE 2.0 pilot study kept active ageing in mind and invested particularly in the physical well-being of their clients while recognizing the need of AAWID to connect with others in society. According to the World Health Organization (WHO) (2007), active ageing is the 'process of optimising opportunities for health, participation and security in order to enhance quality of life as people age' (p. 12). Healthy diet and exercise can help AAWID avoid more health problems, which opens up opportunities for social activities and eventually leads to a higher emotional wellbeing and QoL (World Health Organisation, 2002).

For AAWID, active ageing goes beyond physical activity and social participation. It also implies being empowered, learning new skills, having a sense of security and feeling of safety (Buys et al., 2008). However, these exercises have been chosen less by the participants in our pilot study, i.e. only a few participants selected exercises that focus on self-determination, such as choosing his/her own life goals and activities (Unit 12), or what appears to be more delicate themes such as prevention of abuse (Unit 6), safe use of the internet or social media, and choosing end-of-life care and palliative care (Unit 14). This finding suggests that the

participants in our pilot study might have had a certain restrain to engage in topics that are still a taboo or less easy to broach.

We further found that the Spanish and Bulgarian participants more often selected exercises related to the QoL factor well-being while the Belgian and Slovenian participants favoured exercises related to the QoL factor Social Participation. This result could indicate that in Spain and Bulgaria, the support needs or knowledge gaps of AAWID are mainly within the area of well-being while in Belgium and Slovenia most of the AAWID lack knowledge on how to engage socially. However, according to the trainers, the results should be interpreted the other way around, i.e. the participants (trainer and/or the client) selected exercises that match AAWID's current knowledge and skills either to avoid unnecessary frustration or to motivate AAWID in doing the exercises. This way, AAWID could experience success rather than failure. Higher numbers are also related to whether or not the exercises were done in group or individually. Still, another reason for selecting particular exercises is linked to whether or not the exercises were created by the partners themselves. For example, the Belgian partners were responsible for the development of the exercises for the QoL Factor 'Social Participation' and thus might have chosen these exercises over the other exercises.

Notwithstanding previous motives for (not) selecting particular exercises, we feel that it is essential for trainers to be aware of these motives all the time. Especially, when it involves topics that are more difficult to tackle, such as choosing things to do after retirement, what happens when a close family members dies, how to handle existential questions and end-of-life care…. Do we avoid these topics to protect AAWID? Do we feel that he/she will not understand or be up for it? Or do we think that AAWID will not be motivated to do these exercises, which might take too much time? Nobody likes talking about issues that are difficult. We worry about how we will introduce these topics, how clients might react, and how we will deal with these reactions. People with ID already have a lot of experience in dealing with changes and loses, and some of them are very resilient. But there are also a lot of people with

ID who will need a considerable amount of support to handle these more difficult topics.

So how do we handle this? First, we need to listen to the voice of the client. What is his/her desire for learning? How much support will be needed? Do we involve more people (e.g. a family member, a friend…), how much time do we need (one day, a week, a month, a year or a few years)? How do we discover their voice about this particular topic?

Second, AAWID have the right to information. This is a fundamental human right. But does this mean that we always have to tell everything, even if a person is unable to understand the information or not ready to receive the information? We feel that everyone has the right to information that might have an impact on his/her future. However, people also have to right to denial. Not talking or thinking about sensitive topics might be an important coping mechanism. Never force information onto someone if he/she is no (yet) ready for it.

Thirdly, if we feel AAWID is up for it, we consider the 3 principles of the Universal Design for Learning model (UDL) when doing the exercises:

1. We look for exercises that that stimulate motivation and sustained enthusiasm for learning;
2. We present the information in smaller knowledge chunks to support access and understanding;
3. We look for opportunities that AAWID can learn and share what has been learned with others.

***How did the participants experience the use of the MNAM exercises?***

Notwithstanding the initial concerns by TRIADE 2.0 partners about the level of difficulty, most of the exercises (78%) needed little or no adaptations, and were found not too difficult to complete by AAWID (50%). About 70% of the AAWID enjoyed

doing the exercises. For those exercises that needed more extensive customization or that were rated as too difficult to complete, the qualitative and quantitative information given by the participants revealed that it might mainly be related to AAWID's level of supports needed.

The findings further suggest that most of the trainers were satisfied about the usability of the MNAM exercises; i.e. most of the exercises (60 to 100%) were found not to be unnecessarily complex (81%), nor awkward (74%) or inconsistent (84%). As a matter of fact, about 79% found these exercises easy to use, and agreed that other professionals could quickly learn to use them (91%). Furthermore, about 84% of the trainers reported that they would use 60 to 100% of the exercises frequently in the future.

In addition to the positive findings mentioned above, some other issues raised that might need specific attention in the future. First, about 35% of the trainers didn't feel very comfortable doing the exercises with their clients, although only 5% of the trainers reported that they needed to learn more things to get going with the exercises they selected. Second, about 47% of the trainers were little or not at all convinced, that the real life stories were recognizable for AAWID. Contrarily, most of the participants (73%) reported that the exercises were appealing for AAWID and for 67% of educators, exercises triggered self-reflection in AAWID.

Although we notice discrepancies in all findings, the latter issues provoked more contradictions in trainers responses. More in-dept qualitative research is needed to find out which aspects of the exercises feel uncomfortable and what is needed to help trainers overcome this uncomfortable feeling. Also, it would help us unravel why particular stories didn't trigger identification by the AAWID. Was the story unrecognizable due to a different cultural background? Could the story not be adapted to match with the communicative/cognitive competences of AAWID? Was given to AAWID enough time to understand the story?

### *Does the training of MNAM exercises affect the learning process of AAWID?*

Based on the changes in mean scores from pre- to post-test, we might carefully conclude that according to the participants (trainer and/or AAWID) the MNAM exercises stimulated the learning process in AAWID. For each MNAM unit, we found an increase in participants' knowledge and skills. For the Units that were selected by more than five participants, the increases were found to be significant. Furthermore, most of the trainers agreed that the exercises supported or improved the QoL (77%) and promoted social inclusion (65%) of AAWID. The trainers (68%) also agreed that, with the necessary support, AAWID would be able to transfer the knowledge to their daily life situation.

But despite these positive outcomes, it must also be acknowledged that a large group of participants (18% to 26%) remained neutral about previously mentioned outcomes and some participants (4 to 15%) felt that even a smaller number of exercises endorsed their clients' learning process. We found some evidence to suggest that trainers with less than 1 year of experience were less optimistic than trainers with 2 to 5 years of experience about the potential of the exercises to promote social inclusion or stimulate transfer of knowledge. Younger employees might be more critical and consider that more will be needed to install a learning process in AAWID. Or they might have insufficient knowledge about their clients' competences and skills. Another plausible reason why some participants felt that the exercises did not stimulated the learning process of AAWID might be related to the type of exercises or activities they selected. Most of the unit exercises have been developed in accordance to a set of minimum standards, for example, two of the minimum standards were:

1.  All exercises should be linked to an overarching objective derived from the TRIADE 2.0 workbook. TRIADE 2.0 objectives focus on augmenting or maintaining the QoL of ageing adults with ID.
2.  Each unit should strive for exercises that lead to behavioural change. This means that some exercises may be on the level of knowledge 'knows', while

other exercises request insight or reflection by the participants. Finally, at least one exercise should help AAWID make the transfer from what he/she has learned to real life situations (doing and/or integrating in daily life situations).

The participants might have selected exercises or activities that do not address issues such as 'social inclusion', 'QoL' or 'transfer of knowledge'.

On the other hand, we cannot rule out that some of the exercises that have been created for this TRIADE 2.0 project will need to be revised to achieve the objectives that have been set forward by the partners. Therefore we recommend that the MNAM digital platform is created as an open access platform, allowing for continuous updates of revised materials, new ideas and other enriching tools.

Overall, we might still conclude that TRIADE 2.0 developed and implemented a MNAM digital platform that was successful. The platform proved to be an efficient method for trainers to teach AAWID knowledge and skills that are beneficial for a good quality of life. The platform exercises also proofed to be accessible and usable for trainers of all ages and professional affiliations. It also shows that it is definitely worthwhile to teach ageing adults with ID new knowledge and skills and that they have the potential to learn to use those new skills functionally.

**How to develop new digital accessible content for MNAM platform**.

Every citizen has the right of producing and sharing information (every time it does not cause a law infringement), and depending on the target user, this information will have to be provided with particular characteristics to be reachable and understandable. Accessibility is defined as the degree to which all people can use an object, visit a physical place or access to a service regardless the cognitive, physical and technical capabilities.

The new United Nations agenda on the Sustainable Development Goals reinforces the idea of equality for a sustainable development in the Objective number 4. Moreover, in the New Delhi Declaration this statement is more evident:

"*Universal access to information and knowledge, through technologies of information and communication (ICT) and auxiliary technologies, in equality of conditions with others, it is for people with disabilities a right inalienable human life and a precondition for living independently and participate fully and on an equal footing in society.*"

The development of accessible content in educational context is elaborated through three principles:



- **Representation** (What): It refers to the form in which the information is displayed to the user, like texts, sounds, pictures, schemas, etc.
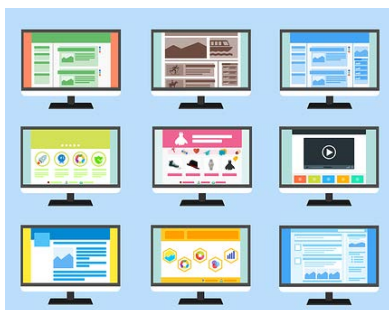
- **Expression** (How): Allows the users to interact with the information and show what they have learnt according to their capabilities

- **Participation** (Why): The reason of the knowledge construction and the active and participative learning.

These principles seek to maximize the learning opportunities according to the perceptual characteristics of the users, so the educator can focus on their strengths, their learning needs and their possibilities of participation. The educator must combine the three principles and use the available resources in a dynamic and flexible way.

## 4.1. Development of accessible texts

The elaboration of texts accessible for all students should follow a set of recommendations:

- Use Arial or Verdana font (without serif). Font size 14 or larger, depending on the visual capabilities of the users.

- The font should be normal (avoid using bold, italic or underlined).

- The texts must be presented with horizontal orientation and without justification.

- The line spacing of the text must be 1.15 or 1.5 dots.

- Capital letters are recommended for the beginning of a sentence or short words.

- Use a soft yellow background with black or navy-blue letters. White background is not recommended as it returns brightness.

- In the case of visual impairment or reading difficulties, audio recording/reading assistant should be used instead.

- Use reinforcement pictures linked to the topic of the text to ease the understanding.

## 4.2. Exploring the web

Some of the activities may involve searching information in the internet, browsing interesting portals or just playing. When the educator wants to use this as a resource for the session or even for leisure, it is convenient to explore all the sites in advance to the users.

- Guide the users by offering two or three websites they can start to look for information.

- When possible, the educator should be together with the user and take enough time to analyze the website, evaluating if he/she is able to:

    o Read the heading/subheadings of the website.

    o Look the pictures and images in the website.

    o Identify the required information.

    o Verify the relevant multimedia materials.

- Games are always an attractive resource. The educator must guide the user during the activity to frame it in an educational context.

## 4.3. Accessibility in the web

Web accessibility is the universal access to the web, regardless of the type of hardware, software, network infrastructure, language, culture, geographic location and capabilities user.

The Web Accessibility Initiative (WAI) developed by the W3C is an international community that develops recommendations and web standards. The objective of the WAI is to facilitate access for people with disabilities, through the development of accessibility guidelines, improving the tools for their evaluation and repair, through of an educational and awareness work in relation to the importance of accessible design of websites.

Content Accessibility Guidelines state that websites must respond to four principles:

- Perceptibility: the information and interface components are presented to the user in a way in which he/she can perceive them, regardless of his sensory abilities.

- Understandability: it refers to the fact that both the information and the handling of the user interface must be understandable.

- Operability: the interface and navigation components must function in such a way that the user can navigate the content smoothly and independently, regardless of the device you use and the speed of use.

- Robustness: the content and operation of the website must be as robust enough to be interpreted by a wide variety of devices, including assistive technologies.

These principles include a series of guidelines that allow us to improve and eliminate those elements that block or interfere with access to the web.
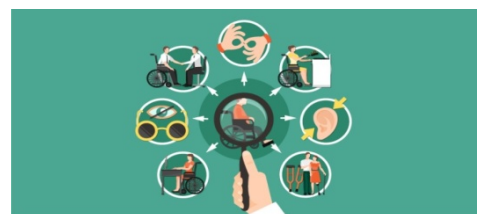
Resources:

- Web Content Accessibility Guidelines. https://www.w3.org/WAI/standards-guidelines/wcag/

- Guidelines for the elaboration of accessible digital materials. Ministry of Education. Government of Argentina.

- Introduction to Web Accessibility. The Chang School. https://pressbooks.library.ryerson.ca/iwacc/

- Web Accessibility Guide. Andersen, K., Hoss, H., Bridge, C. (ISBN 978-0-7334-3949-0) https://www.homemods.info/resources/hminfo-research-publications/occasional/web-accessibility-guide.

**Full explanation of this section 4:**

**"HOW TO DEVELOP NEW DIGITAL ACCESSIBLE CONTENT FOR MNAM PLATFORM"**

**can be found on the MNAM platform (https://triade.webs.upv.es/t20/resources-for-educators/)**

## Implementation, generalization and transfer of acquired competences to the real life situations of AAWID.

Teaching efforts in a formal training situation have less value, if any, when the taught competences are not applied in real life situations. It is a real challenge to bridge the gap between acquisition of a skill and real performance, especially when a learning disability, related to an intellectual disability is at stake. Many conditions need to be met, and some of them are referring to parts of the educational strategy the trainer applies. This document "IMPLEMENTATION, GENERALISATION & TRANSFER, from training to real life performance" describes conditions and techniques to promote transfer, such as qualities of teaching and instructions and ways to invite the learner to perform what has been learned in future, often less 'safe' situations; besides, personal features of the learner as well cognitive, dynamic-affective as motivational features will influence successful transfer. It outlines the general steps to prepare a transfer.

Transfer is easily defined as 'the application of skills, knowledge, and/or attitudes that were learned in one situation to another situation' (Perkins, 1992). This is often referred as 'far' transfer, but is preceded by somehow overlapping stages: implementation and generalization or 'near' transfer. This has as a consequence that (far) transfer has to be prepared already from the very beginning of the training itself.

## 5. 1 Implementation

After information, instruction and demonstration provided by a trainer, the learner is invited to perform the skill. In this stage -when automatism is not yet expected- promoting conditions on the side of the trainer, the learning context and the learner refer mainly to: a safe environment, acceptation of trial and error and failures, provision of constructive process oriented feedback, showing evidences of a growth mindset and self confidence. This is a stage of early practice and try out.

> As mobility is critical for many aspects of social participation, using public transport may be seen as an important skill. During a training on this skill, the trainer provides tailored information, illustrates, elaborates the meaning of this competence, and creates opportunities to practice in a safe environment, and invites the learner to perform what has been taught, and to reach a specific destination, following a well defined route and using a specific means of transport. The trainer is present and guides the process.

This is very simple, but is for many persons with an intellectual disability important to feel they are able to perform this (new) skill; the trainer looks for a certain level of self-confidence. Mere instruction or explanation isn't sufficient. At the time there is a certain level of self-confidence, time has come to try out what has been learned without the assistance of the trainer:

> The client follows exactly the same route and uses the same means of transport to reach the same destination.

The trainer (or a someone else) may assist the performance but includes systematic reduction of assistance and support until the client can do this on his own 'automatically'. This stage is practical training, including live practice, rehearsal, automatisation, appraisal,.., but sticks to the trained skill, without any variation.

## 5. 2 Generalisation

Generalisation may be defined as a broad application of a learned skill in various contexts, but always linked to mobility.

> In addition to the mere implementation of the skills to use the bus and following the specific route to reach the workplace, the client can be expected and stimulated to use the bus to reach another destination and visit family or friends, or to use another means of transport to reach the destination.

Generalisation is the next step towards far transfer and may be limited or more extensive, may include gradations in the degree of difficulty or complexity such as travelling further or longer, use public transport for different reasons, change train or bus several times, or combine bus and train... but the skill to use public transport to reach a destination, and so the "content", is always the same. Generalisation is present within a specific content area.

The trainer has to develop different opportunities to perform the skills by preparing a set of assignments, always tailored to the learner. This means that the task must be in the learner's zone of proximal development (not too easy, not too difficult, but inviting for some learning effort). If an assignment is easy or difficult is depending on several parameters; a tool -cognitive map- is available in the full document and helps the trainer to make variations on tasks in a tailored and progressive way, always taking into account specific personal features of the learner. The learning style may show preferences for visual or auditory assignments. The tool may help to create assignments that are addressing cognitive strengths (or bypass weaknesses, such as impulsivity or not being used to self talk).

This stage in the training is an important opportunity to work with the learner on problem solving. Any training is meant to promote independence. Training of practical skills or knowledge is only a starting point. Independence is visible, when the learner is able to deal with unforeseen situations or problems. Any variation in the

assignment, differing from the initially learned skill, creates a new situation and so needs reflection (meta-cognitive in nature).

Can I use skills that I already have performed earlier? How is this situation different? What may be difficult? What if things go wrong?

The generalisation stage is an opportunity to reflect on cognitive skills, attitudes and motivational issues that influence a successful performance. The cognitive part refers to problem solving skills and basic cognitive functions, such as problem definition, comparing, planning, monitoring,... But also non-cognitive issues are important: do I feel self confident? Will I succeed? Why is this important? The full document describes the cognitive processes and the way a trainer can reflect -in a mediational way- with the learner on these 'process' issues; by doing so in a systematic way, the reflections will become self-reflections; they function as a self-regulation tool, helping the learner to become in-dependent from the trainer.

**Full explanation of this section 5:**

**"IMPLEMENTATION, GENERALIZATION AND TRANSFER OF ACQUIRED COMPETENCES TO THE REAL LIFE SITUATIONS OF AAWID"**

**can be found on the MNAM platform (https://triade.webs.upv.es/t20/resources-for-educators/)**

## 5.3. Transfer

When the learner demonstrates some initial competence in problem solving and in performing the trained practical skill in a variety of situations, the trainer can move to the transfer stage: now, the training goes beyond the initially learned skill and content. The trainer will no longer stress upon the practical skill (e.g. taking a bus) alone, but will in addition focus on the 'process' of taking a bus.

The content of the intervention switches from:

- 'When does the bus leave? Where does the bus stop? How much do I have to pay for the ride?'

to:

- 'What do you take into account when..', what is important for? Are you going to reach your destination when you will...? What may be a challenge?'

This is process oriented (self-)questioning, and refers to cognitive, meta-cognitive, transversal skills that are useful in many, if not all, situations where you have to do some effort (learning, thinking, problem solving, etc.), clearly beyond making use of public transport.

> To take the bus, you need to be prepared, informed on time tables, you need to plan, to check, you want to control,...

Transfer, therefore, will always refer to making transitions of these transversal skills into whatever other content area or situation, with a large variation in the degree to which the situations are similar or different. And so, there may be a small gap between generalisation and transfer.

It may be helpful to be prepared before you go to shop, just as it is helpful to be prepared before you go and catch the bus. Or it may be helpful to know how you can deal with an unforeseen situation at the time you want to pay what you bought (forgot your wallet), just as it is helpful to know how to deal with the situation that the bus is very late or is not coming.

The three levels - implementation, generalisation and transfer - are very closely related to each other; they represent one and the same reality - namely going beyond the actual learning/teaching context.

Supporting for transfer is not easy, many challenges are bumping in the road. The trainer needs to understand that acquisition of a skill or strategies not enough to expect performance (and definitely not transfer). Also a trainer needs to take into account that practical skills training is only the starting point, but - for sure - a necessary starting point. Additional efforts from the very beginning, and even before the training starts, will be necessary to realise implementation, generalisation or transfer. Teaching and learning for transfer is not a distinct activity, but is rather an integral part of the complete teaching and learning process.

A main challenge may be, that the ability to generalise and make transfers is often not presumed in people with an intellectual disability. There are ample evidences of the opposite, without stating that a trainer (and the learner) always will be successful. Especially as transfer and transversal skills are the main challenge for people with an intellectual disability, a specific approach - tools and methodology - will have to be implemented. It should be emphasized, that learning for transfer has its starting point at the very beginning of the learning process, and even before this learning process has begun. Transfer happens after a training session; learning to transfer happens during (and even before) the training session.

Further information, including: a) practical educational strategies to improve the skills; b) critical aspects for a successful transfer and the nature of the cognitive challenges; and c) practical examples of strategies to close the gap between training and real life, can be found and downloaded on TRIADE 2.0 website (https://www.ivass.gva.es/es/Triade2.html) and in the section "resources for educator" on the MNAM platform (https://triade.webs.upv.es/t20/resources-for-educators/).

**Annex 1. Validation tools.**

**INSTRUCTIONS FOR EDUCATORS TO VALIDATE
THE TRIADE 2.0 MNAM-DIGITAL PLATFORM - EXERCISES**

**For educators putting in practice the exercises**

Now that you have finished the TRIADE 2.0 training course and learned more about the use of the MNAM-digital platform, we would like you to try out some of the platform exercises with one (or more) of your AAWID clients.

We would ask you to try-out a minimum of **3 different exercises per client**. Note however that most of the exercises are build-up in different activities and some may have more than 6 activities. Depending on how much time you need to spend on the exercises, you may choose to do only 2 instead of 3 exercises.

The main objective of the exercises on the MNAM digital platform is to support the social learning and training process of AAWID. To reach these goals, the exercises have been developed while pursuing 2 types of improvements:

- **Knowledge improvement** on the concepts of ageing: i.e. healthy ageing, active ageing, roles of AAWID, healthy diets, living independently and leisure time.
- **Skills improvement:** Using the 8 dimension of QOL (giving maximum importance to the social inclusion dimension) the exercises will be oriented to improve the interpersonal skills of AAWID.

To validate the content and use of the exercises and the learning process of AAWID, TRIADE 2.0 has developed the following four validation questionnaires:

- **1. QOL-AAWID**– interview with AAWID about QOL.
- **2. Pre- and post-assessment** of the knowledge and skills of AAWID.
- **3. Implementation process** of the MNAM exercises/activities for AAWID.
- 4. **Trainers user satisfaction** of the MNAM exercises/activities in general.

First, on each of the questionnaires, we will ask you to give some general information about the client and about you as trainer. For example, initials or code of client, age, gender, profession, etc.

1. The first questionnaire **'QoL-AAWI'** is conceptualized as an open ended interview about topics that are specifically important for ageing adults with intellectual disabilities. The interview is based on the eight QoL domains (developed by Schalock and Verdugo) and the domain 'existentialism/spirituality'.

Ideally, this interview should be done **before you select the exercises** on the MNAM digital platform. As the entire QoL-AAWID interview can easily take-up 1 to 2 hours, the TRIADE 2.0 partners agreed that this questionnaire is not compulsory. You may decide to skip the interview entirely or address only a few of the questions, or QoL domains.

For the future however, we strongly suggest to use the QoL-AAWID interview before choosing the MNAM exercises. Firstly, you will notice that by doing the interview you might gain new knowledge and insights about the wishes and desires of your ageing clients. Secondly, the interview may provide you with a better understanding about particular knowledge gaps and/or missing skills of the clients. This will help you to prepare the training with the clients by **selecting** those exercises that match the clients' wishes and/or knowledge gaps.

2.  The second questionnaire is a **pre- and post-assessment of the knowledge and skills** of your ageing clients. You will need to fill out this questionnaire per client **at two moments in time**:

    1.      before selecting the appropriate exercises,
    2.      when the exercises are finished.

At page 2 and 3 we first ask you to point out which of the exercises you have selected for training with your client. On the next few pages, you will find per unit an overview of the learning outcomes (knowledge and skills to be reached through the exercises).
For each of the learning outcomes, first assess the current level of skills and knowledge of your client. After the training, assess them again. The level of control is assessed on a 5 point scale from 'not at all' to 'totally'.

You only need to do this for the units (exercises) you selected earlier (see above).

3.  The third questionnaire on the **implementation process** needs to be completed one per client **during or immediately after the training**.

    This questionnaire consists of 10 closed questions and 2 open-ended questions.

    For each of the 10 closed questions you will be asked to fill in a score for each of the activities you did with the client.

    For example you selected:
    - Unit 2/exercise 2.1 (2 activities) + exercise 2.2 (2 activities)
    - Unit 8/exercise 8.1. (4 activities)

***Did your client enjoy completing the (adapted) exercises/activities?*** (Ask this question to your client after each exercise or activity)

| Unit number | Exercise number | Activity number | 0 = No | 1 = A little | 2 = Yes | I don't know |
|---|---|---|---|---|---|---|
| **2** | 2.1 | 1 | | | x | |
| | 2.1 | 2 | | X | | |
| **2** | 2.2 | 1 | | | x | |
| | 2.2 | 2 | x | | | |
| **8** | 8.1 | 1 | | | x | |
| **Etc.** | 8.2 | 2 | | X | | |

*\*Add extra rows if needed*

4. The final questionnaire is about your overall **user satisfaction about the MNAM-exercises**. This questionnaire consists of 10 questions using a 5 point Likert-scale. We ask you to complete this questionnaire **at the end of the training** of your client(s).

**We kindly thank you for your participation
in the validation process of TRIADE 2.0!**

# Validation questionnaire1
# QOL-AAWID

This questionnaire has been developed to have an open interview on the '**Quality of Life with Ageing Adults with Intellectual Disabilities' (QOL – AAWID)**. The interview questionnaire comprises the eight QoL domains developed by Schalock and Verdugo[1] and an extra domain on existentialism/spirituality.

Each QoL domain consists of topics and some example questions that are specific for ageing adults. The information retrieved from this interview should be written down in the boxes. Especially the info on the questions that are within the boxes are important to be registered. Based on this information, help the participant to answer the final two questions for each domain.

> This interview will give you an idea on what is important for your ageing client. It will also give you an indication of your client's knowledge gaps or missing skills. This will help you to decide which exercises on the MNAM – digital learning platform might be best suited for your client at this time.

### When doing the interview keep in mind the following guidelines
----------------------------------

1. Make sure the conversation takes place in a room that is comfortable and ensure privacy and confidentiality. The actual conversation about life domains should occur after you have spent a little time 'getting to know one another.' This pre-conversation time can be used to talk about topics (e.g. the person's hobbies, or family life) that are of interest to the person. Tell something about yourself as well. This will create an open atmosphere that leads to more confidentiality.

2. A family member, or another person that knows the AAWID well, can be present during the conversations to assist in clarifying certain issues. If this is the case, this person's input should focus on giving examples and helping clarify the question, NOT to answer for the AAWID. In addition, during the conversation, you should have a

direct line of sight to the individual so that you can focus on the individual during the conversation.

3. Make sure you communicate clearly about the goal or purpose of the conversation and assure him/her that the conversation is not a test. In essence the clarification phase is to ameliorate the QoL of the person, taking into account his/her own priorities. However, it is better to explain everything from the beginning, so also the process of planning and evaluating.

→ *In layman's terms, the conversation is about the process of ageing, in which he/she explains his/her wishes for the future. Concrete exercises will be put forward in order to work towards those wishes for the future.*

4. If an item is difficult or the respondent does not provide an answer, the best procedure is to go come back at it later and ask about the question again.

5. Do not hesitate to confirm the answers with additional probes, especially when you're not sure an accurate answer is given.

6. There is a 3-point scale (1 = never; 2 = sometimes; 3 = always) formed by two questions in the last box of each domain. To be sure that this scale is well understood, you can use the following example, or use emoticons or other tools you usually use to support the client in making a choice.

| NEVER | SOMETIMES | ALWAYS |
|:---:|:---:|:---:|
|  |  |  |

Once you have answered the scales, you can make the sum of each of them for each domain and a have a representation of the outcome scores by domain by using the spider diagram in page 20.
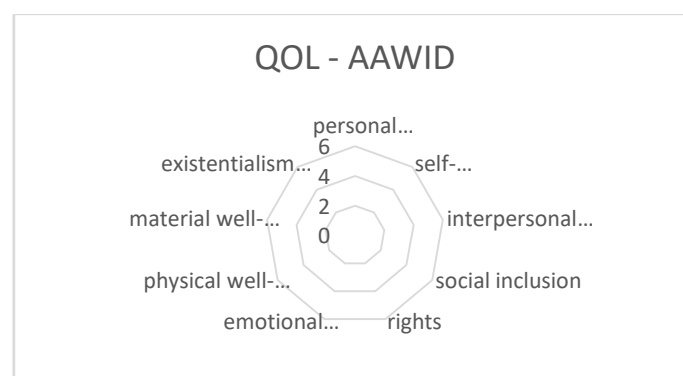
7. If the individual either finds the conversation stressful or asks to leave, then the best procedure is to give the individual a rest period or come back later.

8. Make every effort to keep your language clear and simple, and check often to see whether the person understands what you're saying. Be patient.

*Tips*

- ✓ *Use terms that your client understand. What to do if the person has different interpretations about certain concepts. For instance, the concept of money. A person can have a positive experience about his finances but in reality he is in debt. It is important to realize that there are no right or wrong answers when assessing the QoL of a person.*

- ✓ *If a person is unwilling to talk about a specific subject, even in the presence of a proxy, respect his/her wish to privacy.*

- ✓ *Take note of all important information and let the person see what you are writing down. If possible, and only with the approval of the person, record the conversation (tape recorder or video recorder).*

Triade 2.0

# 1. Personal development

*"The opportunity to freely engage in intrinsically meaningful activities of one's own choosing"*

**Hobbies/leisure activities**

- What do you do during your leisure time? How often do you do this? Do you like doing these activities? Do you have other hobbies you can tell me about?

Do you like the things you are doing during your leisure time? Do you feel like you are doing these activities too often or not often enough? Would you like to do or learn other activities? What are your dream and hopes? Do you sometimes dream of doing an activity you have never tried before?
*Write down the answers of AAWID here:*

**Work/daily activities:**
- Are you still working or doing other activities during the day? How often? Do you like it?
- Are you satisfied with the level and intensity of the work/activities? Do you feel like you have no time left to relax or too much time to relax?

Would you like to stop or cut down on your current work activities or day activities? Do you have an idea about other work activities or day activities you would like to do? What are your dreams and hopes?
*Answers:*

Do you know what retirement is? Can you give an example? Are you retired from work or your day activities or are you thinking about retirement? Would you like to talk about it some more?
*Answers:*

---

**During the last year …**

*I had the opportunity to do the activities I liked to do (work, hobbies, etc.) and to achieve new things when I wanted to.*

          *Never (1)*            *Sometimes (2)*         *Always (3)*

*I am happy (satisfied) about the level and intensity of my work/activities and about (new) things I achieve in life.*

          *Never (1)*             *Sometimes (2)*         *Always (3)*

# 2. Self-determination

*"Personal control, planning and goals. Making every day decisions and making choices"*

**Daily life choices**

- Are you free to make your own choices about
    - how you decorate your house/room?
    - what, where and when to eat?
    - when to wake up or go to bed?
    - who you invite?

Would you like to change things? Make more choices of your own? Explain.

**Choices about the future:**

- Do you make your own decisions about
    - where you want to live (ageing in place or move to another place?)
    - what activities you want to do or not to do?

What are your desires for the future?

**Respect for own choices:**

Do you feel that people around you (family, care-takers, friends) respect all your choices?

*During the last year …*

*I felt in control of my own life, I could decide how I want to live my life.*

                  *Never (1)*                   *Sometimes (2)*         *Always (3)*

*I am happy (satisfied) with the level of control I have over my life.*

                  *Never (1)*                   *Sometimes (2)*         *Always (3)*

# 3. Interpersonal relationships

*"Personal relations with family, friends, people from the social network and the support they give"*

**Family**
- Can you tell me a little about your family?
- Where does your family live in relation to you?
- How often do you have contact with family members (visit, call, chat, etc.).
- Did you lose contact with some family members over the years?

Are you happy about how often you see your family or would you like to have more contact (or re-connect) with family members that are important to you?

**Friends**
- How many good friends do you have? (ask to explain what is a 'good' friend)
- How often do you have contact with your friends (visit, call, chat, etc.).
- Did you lose contact with some friends over the years?

Are you happy about how often you see your friends or would you like to have more contact (or reconnect) with friends (or a friend) that are important to you?

**Professional support network**

- Who are your support workers?
- Do you have a good contact with your support workers?
- Are there any support workers you really like but with whom you lost contact over the years?

Are you happy about how often you see these support workers? Would you like to have more contact with one or more of the support workers we talked about?

*During the last year …*

*I felt I have a good contact with family, friends, or support worker(s), who support me when I need it.*

> Never (1)  Sometimes (2)  Always (3)

*I am happy (satisfied) about the intensity of my relationship with my family, friends, or support worker(s)*

> Never (1)  Sometimes (2)  Always (3)

# 4. Social Inclusion

*"The level of integration and participation in the community, the role you play in this community and the support you receive"*

**Social contacts**

- Do you have contact with people from your neighbourhood or with other community members (non-residential)?

> Would you like to have more contact?

**Participating in social activities**

- Do you engage in leisure activities in mainstream community organisations, i.e. retirement clubs, sports clubs, etc.
- How often do you go to a bar, restaurant, cinema, shops, music event, etc. in the city?
- How many times do you do activities (recreational) together with others (non-resident) from the mainstream community?

> Would you like to do more activities within the community?

**Social roles:**

Do you sometimes help others (i.e. (non-residential) neighbours, friends, etc.) when they need your help?
Are you working as a volunteer somewhere?

> Would you like to help out people in your neighbourhood by doing little things for them? Or would you like to be a volunteer?

*During the last year …*

*I lived a socially inclusive life (had contact with people , I did regular activities in the community, etc.).*

                    *Never (1)*              *Sometimes (2)*       *Always (3)*

*I am happy (satisfied) about my social life as it is right now.*

                    *Never (1)*              *Sometimes (2)*       *Always (3)*

# 5. Rights

*"Human rights (respect, dignity and equality) and concrete rights (citizenship, accessibility, equal treatment, etc.)"*

**Human rights**

- Do you have the feeling that people always treat you with respect and dignity?
- Do you feel that sometimes your rights are being violated?
- Do you feel you have the right to privacy? (physically & spatially)

Do you know what your rights are?

**Other important rights:**

- Do people tell you all information about you or your life (e.g. results from a doctor's examination, what to do when you get older, etc.)
- Are you involved in or informed about retirement options and end-of-life choices?

Would you like more information about these things?

*During the last year…*

*I felt I was treated with respect and dignity by others.*

> *Never (1)*        *Sometimes (2)*        *Always (3)*

*I am happy (satisfied) about the way I am treated by others (respectful and giving information)*

> *Never (1)*        *Sometimes (2)*        *Always (3)*

# 6. Emotional well-being

*"Being satisfied, self-esteem, not being stressed, mental health"*

**Being satisfied**

- Are you a happy person (not sad or depressed)?
- When you wake up in the morning, do you feel happy (despite possible health problems)?
- Are you happy with yourself and with what you have done in your life up until now?

What would make you (even) more happy right now?

**Safety**
- Does your environment make you feel safe? (i.e. no irritating noises, people entering the room without permission, violence, etc.)
- Who are the people you can trust and rely on when things are difficult? Who do you talk to?
- Do you worry about the past or the future? (negative past experiences, what after retirement, where should I live when I grow older, what will happen with me when my parents die, etc.)

What would make you feel (even) more safe?

**Loneliness:**

Do you feel lonely sometimes?

*During the last year …*

*I felt safe, relaxed and happy with myself and with my life.*

> *Never (1)*          *Sometimes (2)*          *Always (3)*

*Overall, I am happy (satisfied) with myself and with how my life is going.*

> *Never (1)*          *Sometimes (2)*          *Always (3)*

# 7. Physical well-being

*"Health and health care issues, mobility, ability to take care of oneself."*

**Overall health**

- How would you describe your overall health? Are you healthy enough to get out and about?
- Does your health restrict you from looking after yourself? (mobility, hearing, visual, tasting, etc.)
- How often do you experience pain or how often are you sick?
- Do you have to take medications?

What would you like to change about your health if it would be possible?

**Physical health**

- Do you have enough time to rest or to relax?
- Are you able to take care of yourself (bathing, clothing, eating, etc.).
- What physical exercise do you do?

Do you know how to take on a healthy lifestyle when you grow older?

**Healthy food:**

Do you eat healthy foods? (what are healthy foods?)
Do you have to be on a diet?

Do you know how to make a menu with healthy food for the day?

*During the last year …*

*I felt energetic and healthy, I took on a healthy lifestyle (did some exercise, sports or work-out, ate healthy food, etc.).*

*Never (1)*        *Sometimes (2)*        *Always (3)*

*I am happy (satisfied) about my health and physical well-being.*

*Never (1)*        *Sometimes (2)*        *Always (3)*

# 8. Material Well-being

*"Financial resources, accommodation, belongings, etc."*

**Financial means**

- Do you have an idea about the money you have?
- Do you handle yourself your money?
- Can you buy all life essential things? (e.g. food, drinks, clothes, etc.)
- Can you do recreational things with your money (going to a movie, a daytrip, a restaurant, etc.)

Do you worry about your financial means? Do you have sufficient money to retire? Do you know how much income you have and how many expenses you have?

**Accommodation**

- Do your finances allow you to live where you want to live?
- Do you have enough resources to pay for the care and support that you need?

If you would have the money, would you like to live elsewhere? Would you dream of having other care or support services?

**Belongings**

- Can you afford to buy nice things? Things you like to have (e.g. smartphone, TV, books, etc.)

Do you have all the belongings you want to have?

*During the last year …*

*I was able to buy and pay for all the things I needed.*

                        *Never (1)*                    *Sometimes (2)*        *Always (3)*

*I am happy (satisfied) about the things I have, the money I have and the things I own.*

                        *Never (1)*                    *Sometimes (2)*        *Always (3)*

# 9.  Spiritual/existential well-being

*"Religion, spirituality, existential questions"*
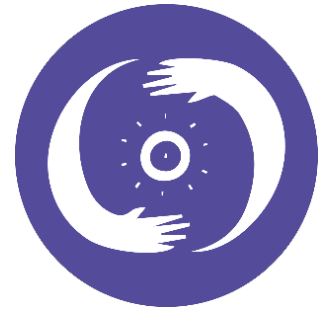
## Religion/spirituality

- Are you a religious or spiritual person?
- How do you celebrate your religion/spirituality? (holidays, church going, etc.)
- Do you feel your religion gives you meaning to your life?

> Do you feel the need to talk more about your religion/spirituality with other people? Do you want to do more activities or experience more things that are related to your religion/spirituality?

## Existential questions

- Do you thing about ageing? About who you would like to be when you grow older?
- Do you think about what happens when people die (or when you get really sick)?
- Are you afraid of dying? Do you sometimes think about it?

> Have you thought about other existential questions?

> ***During the last year …***
>
> *I felt supported in experiencing my religion/spirituality and I was able to talk to someone about different existential questions.*
>
> *Never (1)          Sometimes (2)          Always (3)*
>
> *I am happy (satisfied) with how I experience my religious/spiritual and existential well-being.*
>
> *Never (1)          Sometimes (2)          Always*

# Outcome scores per QoL domain on a SPIDER DIAGRAM

Make the sum of the two scales for each domain to have an indication about the QoL.
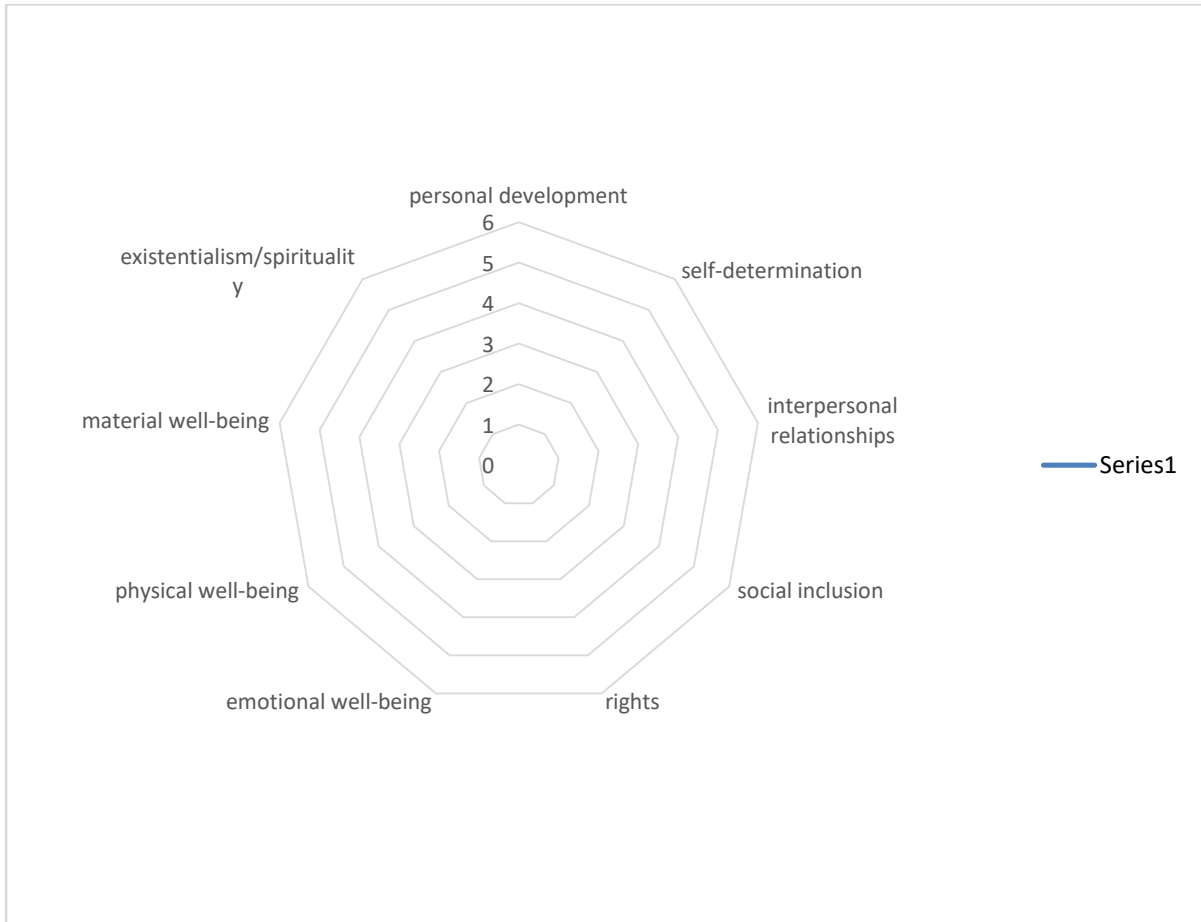
# Validation questionnaire 2
# Pre- and post-assessment of the knowledge and skills of AAWID

The objective of this questionnaire is to assess to what extent the exercises, published on the TRIADE 2.0 MNAM digital platform, support the training process and social learning of AAWID. More concretely, whether these exercises improve their knowledge and skills on aspects specifically related to the domains of Quality of Life for AAWID.

**INSTRUCTIONS**
This questionnaire has two be filled in by the trainer for each client. We ask you to:
1. Select the exercises (from the MNAM e-learning platform) that focus on the training needs of your client.
2. Do a pre- and post-assessment of the knowledge and skills of the client (only for the exercises you selected)

To capture changes in knowledge and skills, we ask you to complete this second questionnaire before and after carrying out the exercises.

**1. General information about the client**
- Initials or code of the client:………………….
- Age:………….
- Gender: Male/female

**2. General information of the trainer**
- Initials or name of the trainer:……………………………………………
- Age: ………….
- Gender: Male/female
- Profession: …………………………..
- Number of years of working with AAWID: ………………..
- Country:…………………………………

**Here you have a list of the 14 Unit exercises that are published on the MNAM digital platform. Select those exercises that you will use to train your client during the TRIADE 2.0 pilot-study?**

| Unit | select | Exercises |
|---|---|---|
| **1.** | | |
| | | 1.1. Moving to another place |
| | | 1.2. What should we take into account when deciding where we will live when we are older? |
| | | 1.3. What are the advantages of each of the different residential options? |
| | | 1.4. Which residential option suits my interests and needs best? (My future residence). |
| | | 1.5. Adapting the home. What is the best option. |
| | | |
| **2.** | | 2.1. Difficulties in the activities of the daily living. |
| | | 2.2. Adapted environments. |
| | | 2.3. My support products (walker, hearing aid,…) |
| | | 2.4. Helping Maria to choose her support products. |
| | | 2.5. Matching assistive technology with its usefulness. |
| | | 2.6. True/False questions about adaptation, support products and assistive technology. |
| | | |
| **3.** | | 3.1. What new needs older people have? |
| | | 3.2. What concerns me about money? |
| | | 3.3. Identify my income |
| | | 3.4. Identify my expenses |
| | | 3.5. Identify my balance |
| | | 3.6. Identify my debts |
| | | 3.7. Reducing my expenses |
| | | 3.8. Organizing my documents |
| | | |
| **4.** | | 4.1. Improving health |
| | | 4.2. The food pyramid |
| | | 4.3. Physical activities and benefits |
| | | 4.4. Healthy ageing |
| | | |
| **5.** | | 5.1. What does it mean ageing to you? |
| | | 5.2. What does it happen when we get older? |
| | | 5.3. Ageing Concepts relation |
| | | 5.4. Quiz about ageing changes |
| | | 5.5. Open debate about psychosocial changes |
| | | |
| **6.** | | 6.1. Concept & types of abuse |
| | | 6.2. Physical abuse |
| | | 6.3. Psychological abuse |

In the next few pages, you will find an the most relevant learning outcomes of each untit (knowledge and skills to be reached through the exercises).

For each of the learning outcomes, first assess the current level of skills and knowledge of your client. After the training, assess them again. The level of control is assessed on a 5 point scale from 'not at all' to 'completely'.

You only need to do this for the units (exercises) you selected earlier (see table of previous pages).

| UNIT 1 | Before training | | | | | After training | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| **My client…** | Not at all | very little | somewhat | A lot | totally | Not at all | very little | somewhat | A lot | totally |
| knows and understands the concept of moving to another place. | | | | | | | | | | |
| knows and identifies different residential options that are available for him/her when he/she ages. | | | | | | | | | | |
| reflects about the concept and relevance of moving to another place. | | | | | | | | | | |
| identifies relevant factors to take into account when moving to another place (e.g. level of independence, proximity to family and friends, support needed, …). | | | | | | | | | | |
| is familiar with the most important (dis-)advantages of each residential option. | | | | | | | | | | |
| identifies characteristics of each residential option that best suits his/her own interests and needs. | | | | | | | | | | |
| identifies some characteristics of how to adapt a home/room: accessibility, safety, equipment. | | | | | | | | | | |

´

| UNIT 2 | Before training | | | | | After training | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| **My client…** | Not at all | very little | somewhat | A lot | totally | Not at all | very little | somewhat | A lot | totally |
| identifies difficulties that might occur in his/her daily living due to the process of ageing. | | | | | | | | | | |
| recognizes the most important resources that are available in their environment. | | | | | | | | | | |
| knows how to ask for help to better handle difficulties in his/her daily living. | | | | | | | | | | |
| identifies the most important characteristics of an adapted environment. | | | | | | | | | | |
| provides ideas about the most important modifications that can be done in his/her home environment to improve his/her autonomy. | | | | | | | | | | |
| knows some of the support products (e.g. glasses, hearing aid, wheelchair, …) that might be relevant for when people age. | | | | | | | | | | |
| reflects on the support products and assistive | | | | | | | | | | |

| | Not at all | very little | somewhat | A lot | totally | | Not at all | very little | somewhat | A lot | totally |
|---|---|---|---|---|---|---|---|---|---|---|---|
| technology that might be relevant for him/her in the future. | | | | | | | | | | | |
| is familiar with how to properly maintain support products. | | | | | | | | | | | |

| **UNIT 3** | **Before training** | | | | | | **After training** | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| **My client…** | Not at all | very little | somewhat | A lot | totally | | Not at all | very little | somewhat | A lot | totally |
| identifies difficulties that might occur in his/her daily living due to the process of ageing. | | | | | | | | | | | |
| Identifies the needs and priorities related to money management that can appear as a result of ageing. | | | | | | | | | | | |
| Identifies the fixed incomes that might be available weekly/monthly. | | | | | | | | | | | |
| identifies the occasional income that may be available at certain times of the year (Birthday, New year,..). | | | | | | | | | | | |
| classifies incomes according to whether they are fixed or variable. | | | | | | | | | | | |
| identifies the fixed weekly/monthly expenses. | | | | | | | | | | | |
| identifies the occasional weekly/monthly expenses. | | | | | | | | | | | |
| classifies expenses according to whether they are fixed or variable. | | | | | | | | | | | |
| identifies his/her salary. | | | | | | | | | | | |
| knows how to reduce his/her expenses. | | | | | | | | | | | |
| is able to identify debts. | | | | | | | | | | | |
| knows how to safe money. | | | | | | | | | | | |
| identifies different documents related to his/her income and expenses. | | | | | | | | | | | |
| knows his/her right to spend/save money. | | | | | | | | | | | |
| identifies different types of supports that can help organize his/her financial documents. | | | | | | | | | | | |

| UNIT 4 | Before training | | | | | After training | | | | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **My client…** | Not at all | very little | somewhat | A lot | totally | Not at all | very little | somewhat | A lot | totally |
| knows different activities that lead to healthy ageing. | | | | | | | | | | |
| differentiates healthy food from unhealthy foods. | | | | | | | | | | |
| knows how to create a healthy menu. | | | | | | | | | | |
| differentiates different types of food and the proportion in which they should be included in a healthy menu. | | | | | | | | | | |
| knows physical activities that are appropriate for the ageing people. | | | | | | | | | | |
| is able to differentiate appropriate from less appropriate physical activities. | | | | | | | | | | |
| identifies benefits associated with physical activities. | | | | | | | | | | |
| knows different activities that lead to healthy ageing. | | | | | | | | | | |

| UNIT 5 | Before training | | | | | After training | | | | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **My client…** | Not at all | very little | somewhat | A lot | totally | Not at all | very little | somewhat | A lot | totally |
| understands the meaning of ageing. | | | | | | | | | | |
| knows the most important characteristics of ageing. | | | | | | | | | | |
| knows the most important consequences of ageing. | | | | | | | | | | |
| identifies changes related to ageing. | | | | | | | | | | |
| identifies the physical differences between young and elderly people. | | | | | | | | | | |
| identifies which activities can slow down the ageing process. | | | | | | | | | | |
| knows how to prevent or change psychosocial problems related to ageing. | | | | | | | | | | |

| UNIT 6 | Before training | | | | | After training | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| **My client…** | Not at all | very little | somewhat | A lot | totally | Not at all | very little | somewhat | A lot | totally |
| knows the meaning of the concept 'abuse'. | | | | | | | | | | |
| identifies different types of abuse (physical, sexual, psychological, economic,…). | | | | | | | | | | |
| recognizes how the different types of abuse are manifested. | | | | | | | | | | |
| knows how to respond to an abusive conduct. | | | | | | | | | | |

| UNIT 7 | Before training | | | | | After training | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| **My client…** | Not at all | very little | somewhat | A lot | totally | Not at all | very little | somewhat | A lot | totally |
| Knows and identifies important family members and friends. | | | | | | | | | | |
| Knows how regularly he/she meets these family members and friends. | | | | | | | | | | |
| Selects how often he/she would like to hear or meet the people important to him/her. | | | | | | | | | | |
| Identifies possible ways to keep in touch or meet up with family and friends. | | | | | | | | | | |
| Knows possible ways to reconnect with family and friends. | | | | | | | | | | |
| Is able to choose tools that enable him/her to get in contact with family or friends. | | | | | | | | | | |
| Develops a plan to keep in touch or reconnect with family or friends. | | | | | | | | | | |

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| UNIT 8 | Before training | | | | | After training | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| **My client…** | Not at all | very little | somewhat | A lot | totally | Not at all | very little | somewhat | A lot | totally |
| knows and understand the concept of retirement. | | | | | | | | | | |
| knows and reflect on the reasons why people retire. | | | | | | | | | | |
| reflects on what people do when they retire. | | | | | | | | | | |
| identifies and reflects on possible pros and cons of retirement. | | | | | | | | | | |
| reflects on his/her personal retirement plan. | | | | | | | | | | |
| determines his/her pace of the retirement plan. | | | | | | | | | | |
| is able to discriminate work activities from leisure activities. | | | | | | | | | | |
| knows and understands what are work activities and leisure activities. | | | | | | | | | | |
| reflects on their own work, leisure activities. | | | | | | | | | | |
| understands difference between work activities and voluntary work activities. | | | | | | | | | | |
| identifies and reflects on postretirement (voluntary) work activities and or leisure activities. | | | | | | | | | | |
| determines the pace by which he/she wants to engage in these activities. | | | | | | | | | | |
| reflects on skills needed to perform postretirement activities in the community. | | | | | | | | | | |
| reflects on support needed to perform postretirement activities in the community. | | | | | | | | | | |
| developed his/her own retirement plan. | | | | | | | | | | |

| UNIT 9 | Before training | | | | | After training | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| **My client…** | Not at all | very little | somewhat | A lot | totally | Not at all | very little | somewhat | A lot | totally |
| reflects on the notion of taking on new social roles after retirement. | | | | | | | | | | |
| is able to define some social roles. | | | | | | | | | | |
| recognizes social roles. | | | | | | | | | | |
| identifies his/her current social roles. | | | | | | | | | | |
| identifies activities that he/she likes doing in the future. | | | | | | | | | | |
| knows his/her own talents. | | | | | | | | | | |
| reflects on how he/she can contribute to society. | | | | | | | | | | |
| knows how he/she can help others (neighbour, acquaintances). | | | | | | | | | | |

| UNIT 10 | Before training | | | | | After training | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| **My client…** | Not at all | very little | somewhat | A lot | totally | Not at all | very little | somewhat | A lot | totally |
| knows what is the internet. | | | | | | | | | | |
| knows what is social media. | | | | | | | | | | |
| reflects on the reasons for using the internet. | | | | | | | | | | |
| knows that in order to use social media an internet connection is needed. | | | | | | | | | | |
| knows when there is no internet connection. | | | | | | | | | | |
| knows where to go to get internet connection. | | | | | | | | | | |
| Is able to look for specific information on the internet. | | | | | | | | | | |
| identifies safety treats when using the internet. | | | | | | | | | | |
| Knows some golden rules about how to use the internet safely. | | | | | | | | | | |

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| UNIT 11 | Before training | | | | | After training | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| **My client…** | Not at all | very little | somewhat | A lot | totally | Not at all | very little | somewhat | A lot | totally |
| identifies important professionals and how they may contribute to more independence in daily living activities. | | | | | | | | | | |
| can distinguish rights from wishes. | | | | | | | | | | |
| knows how to link human rights with concrete social service providers. | | | | | | | | | | |
| is able to distinguish the areas of activity of different social service providers. | | | | | | | | | | |
| knows how to ask and look for administrative help. | | | | | | | | | | |
| is able to recognize the names and logos of different institutions in the field of rights protection and social services provision. | | | | | | | | | | |

| UNIT 12 | Before training | | | | | After training | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| **My client…** | Not at all | very little | somewhat | A lot | totally | Not at all | very little | somewhat | A lot | totally |
| identifies important people who may contribute to the independence in work and daily activities. | | | | | | | | | | |
| is able to distinguish people who belong to different social circles. | | | | | | | | | | |
| applies autonomously the rules of formal and informal interactions. | | | | | | | | | | |
| is able to adjust his/her expectations about a person in accordance with the social role he/she takes in his/her life. | | | | | | | | | | |
| is able to distinguish friendship from acquaintanceship. | | | | | | | | | | |
| knows that cooperation with others is important to achieve his/her goals. | | | | | | | | | | |
| identifies important people who may contribute to the independence in work and daily activities. | | | | | | | | | | |
| is able to distinguish people who belong to different social circles. | | | | | | | | | | |

| UNIT 13 | Before training | | | | | After training | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| **My client…** | Not at all | very little | somewhat | A lot | totally | Not at all | very little | somewhat | A lot | totally |
| can distinguish dreams from life goals. | | | | | | | | | | |
| reflects on life goals. | | | | | | | | | | |
| demonstrates self-reflection and self-assessment skills. | | | | | | | | | | |
| is able to formulate of his/her own life goal. | | | | | | | | | | |
| demonstrates the ability to make independent decisions in the context of life goal concepts. | | | | | | | | | | |
| creates an initial plan for goal achievement. | | | | | | | | | | |

| UNIT 14 | Before training | | | | | After training | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| **My client…** | Not at all | very little | somewhat | A lot | totally | Not at all | very little | somewhat | A lot | totally |
| knows concepts such as palliative care and end-of-life. | | | | | | | | | | |
| reflects on end-of-life care topics. | | | | | | | | | | |
| knows to distinguish the professionals who are working in the field of palliative care provision. | | | | | | | | | | |
| can distinguish the different types of palliative and end-of-life services. | | | | | | | | | | |
| is able to describe a process of choosing palliative care services. | | | | | | | | | | |
| demonstrates the ability to make decisions concerning his/her right of choosing end-of-life and palliative care services. | | | | | | | | | | |
| identifies people of his own supporting network he/she would like to be involve if he has to choose end-of-life care. | | | | | | | | | | |

# In the name of all TRIADE 2.0 partners, we thank you for your participation

# Validation questionnaire 3
# Implementation process of the MNAM exercises/activities for AAWID

**INSTRUCTIONS**

With this questionnaire we aim to evaluate the implementation process of the exercises and activities that you used to train your client.

Please fill out this questionnaire for each client separately.

But first we ask you to fill in some general information questions:

**1. Demographics about the client**

- Initials or code of AAWID:………………….
- Age:………….
- Gender: Male/female

**2. Demographics of the trainer**

- Initials or name of trainer:
- Age: ………….
- Gender: Male/female
- Profession: …………………………..
- Number of years of working with this client: ……………….

**QUESTIONS**

1. *Did you need to adapt the exercise(s) to match with the cognitive and/or communication support needs of the client?*

**0 = no adaptations**

**1 = small adaptations** *(e.g.: change of a photo or the name of a person; minor changes in the stories, to change the order of activities, brake-down of some of the exercise/activities into knowledge chunks, the change of the name of an organization such as national employment office)*

**2 = medium adaptations** *(e.g.: change of materials supports which are not accessible or meaningful in a country; breaking down most of the materials into smaller units...)*

**3 = extensive adaptations** *(e.g.: to eliminate important parts of an exercise or a whole activities...)*

**4 = very extensive adaptations** *(e.g.: The whole exercise has been changed, inspiring a new exercise based on the original one)*

| Unit | Exercise number | Activity number | 0 No adaptations | 1 Small adaptations | 2 Medium adaptations | 3 Extensive adaptations | 4 Very extensive adaptations |
|---|---|---|---|---|---|---|---|
| | | | | | | | |
| | | | | | | | |
| | | | | | | | |
| | | | | | | | |
| | | | | | | | |
| | | | | | | | |
| | | | | | | | |

*\*Add extra rows if needed*

2. **How much time did your client need to do the exercises?**

| Unit number | Exercise number | Activity number | minutes |
|---|---|---|---|
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |

*\*Add extra rows if needed*

3. ***Did your client enjoy completing the (adapted) exercises/activities?*** (Ask this question to your client after each exercise or activity)

| Unit number | Exercise number | Activity number | 0 = No | 1 = A little | 2 = Yes | I don't know |
|---|---|---|---|---|---|---|
| | | | | | | |
| | | | | | | |
| | | | | | | |
| | | | | | | |
| | | | | | | |
| | | | | | | |

*\*Add extra rows if needed*

4. ***Did your client find the (adapted) exercises/activities too hard to do?*** *(Ask this question to your client after each exercise or activity)*

| Unit number | Exercise number | Activity number | 0 = No | 1 = A little | 2 = Yes | I don't know |
|---|---|---|---|---|---|---|
| | | | | | | |
| | | | | | | |
| | | | | | | |
| | | | | | | |
| | | | | | | |
| | | | | | | |

*\*Add extra rows if needed*

***Could you describe one situation that shows that for your client(s) – despite the necessary support and adaptations - the exercises/activities were too difficult to perform.*** (If possible in English)

| |
|---|
| |

5. *Please indicate for each exercise/activity to what extent you agree with the statement:*

*"With the necessary support, the client will be able to transfer what he/she has learned to real life situations."*

0 = completely disagree
1 = disagree
2 = not agree nor disagree
3 = agree
4 = completely agree

| Unit | Exercise number | Activity number | 0 Completely disagree | 1 | 2 | 3 | 4 Completely agree |
|------|-----------------|-----------------|------------------------|---|---|---|---------------------|
|      |                 |                 |                        |   |   |   |                     |
|      |                 |                 |                        |   |   |   |                     |
|      |                 |                 |                        |   |   |   |                     |
|      |                 |                 |                        |   |   |   |                     |
|      |                 |                 |                        |   |   |   |                     |
|      |                 |                 |                        |   |   |   |                     |
|      |                 |                 |                        |   |   |   |                     |

*Add extra rows if needed*

*Could you describe one example of how you noticed that – with the necessary support and adaptations - your client(s) gained new knowledge and skills through the use of exercise(s)/activities?* (If possible in English)

**6. To what extent do you agree that the exercises/activities help to maintain or augment the QoL of AAWID?**

0 = completely disagree
1 = disagree
2 = not agree nor disagree
3 = agree
4 = completely agree

| Unit | Exercise number | Activity number | 0 Completely Disagree | 1 | 2 | 3 | 4 Completely agree |
|------|-----------------|-----------------|-----------------------|---|---|---|--------------------|
|      |                 |                 |                       |   |   |   |                    |
|      |                 |                 |                       |   |   |   |                    |
|      |                 |                 |                       |   |   |   |                    |
|      |                 |                 |                       |   |   |   |                    |
|      |                 |                 |                       |   |   |   |                    |
|      |                 |                 |                       |   |   |   |                    |
|      |                 |                 |                       |   |   |   |                    |

**7. To what extent do you agree that the exercises/activities promote the social inclusion of AAWID?**

0 = completely disagree
1 = disagree
2 = not agree nor disagree
3 = agree
4 = completely agree

| Unit | Exercise number | Activity number | 0 Completely Disagree | 1 | 2 | 3 | 4 Completely agree |
|------|-----------------|-----------------|-----------------------|---|---|---|--------------------|
|      |                 |                 |                       |   |   |   |                    |
|      |                 |                 |                       |   |   |   |                    |
|      |                 |                 |                       |   |   |   |                    |
|      |                 |                 |                       |   |   |   |                    |
|      |                 |                 |                       |   |   |   |                    |
|      |                 |                 |                       |   |   |   |                    |
|      |                 |                 |                       |   |   |   |                    |

8. *To what extent do you agree that the exercises/activities were appealing for AAWID?*

0 = completely disagree
1 = disagree
2 = not agree nor disagree
3 = agree
4 = completely agree

| Unit | Exercise number | Activity number | 0 Completely Disagree | 1 | 2 | 3 | 4 Completely agree |
|------|-----------------|-----------------|-----------------------|---|---|---|--------------------|
|      |                 |                 |                       |   |   |   |                    |
|      |                 |                 |                       |   |   |   |                    |
|      |                 |                 |                       |   |   |   |                    |
|      |                 |                 |                       |   |   |   |                    |
|      |                 |                 |                       |   |   |   |                    |
|      |                 |                 |                       |   |   |   |                    |
|      |                 |                 |                       |   |   |   |                    |

9. *To what extent do you agree that the stories used in the exercises/activities were recognisable for AAWID, so they could identify themselves with the stories?*

0 = completely disagree
1 = disagree
2 = not agree nor disagree
3 = agree
4 = completely agree

| Unit | Exercise number | Activity number | 0 Completely Disagree | 1 | 2 | 3 | 4 Completely agree |
|------|-----------------|-----------------|-----------------------|---|---|---|--------------------|
|      |                 |                 |                       |   |   |   |                    |
|      |                 |                 |                       |   |   |   |                    |
|      |                 |                 |                       |   |   |   |                    |
|      |                 |                 |                       |   |   |   |                    |
|      |                 |                 |                       |   |   |   |                    |
|      |                 |                 |                       |   |   |   |                    |
|      |                 |                 |                       |   |   |   |                    |

10. *To what extent do you agree that the introduction of difficult concepts by means of a story/casus enabled reflection by the AAWID.*

0 = completely disagree
1 = disagree
2 = not agree nor disagree
3 = agree
4 = completely agree

| Unit | Exercise number | Activity number | 0 Completely Disagree | 1 | 2 | 3 | 4 Completely agree |
|------|------|------|------|------|------|------|------|
|  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |
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|  |  |  |  |  |  |  |  |

If you made alterations to the exercises that you think can be useful for other clients and for the TRIADE 2.0 project, we would be very honoured if you could also share them with us so we can upload them on the TRIADE 2.0 MNAM platform as good practices. You may email them to sorzano_marcas@gva.es

In name of all TRIADE 2.0 partners, we would like to thank you for your participation!

# Validation questionnaire 4
## Trainers user satisfaction of the MNAM exercises/activities in general

**Instructions**

Below are 10 questions about the usability of the MNAM exercises/activities by the trainer.

Based on the activities you did with your client, we would like to know how satisfied you are about them.

The 10 questions will be answered with a 5-point scale from Strongly Agree to Strongly Disagree.

Notice that some of the questions are formulated in a negative way.

- Select ***strongly agree*** when you feel the statement is correct for about ***80% to 100%*** of the exercises.
- Select ***agree*** when you think that the statement is correct for about ***60% to 80%*** of the exercises.
- Select ***'don't agree nor disagree'*** when you think that the statement is correct for about ***40% to 60%*** of the exercises.
- *Select **disagree*** when you think that the statement is correct for *about **20% to 40%*** of the exercises.
- Select ***strongly disagree*** when you feel the statement is correct for about ***0% to 25%*** of the exercises.

Before answering the 10 questions, please also complete the following items.

**Demographics of the trainer:**
- Age:
- Gender: male/female
- Profession:
- Country:
- Months or Years of experience in working with AAWID:

**QUESTIONS**

1. I think the exercises/activities are easy to use.

   strongly agree      agree      don't agree or disagree      disagree      strongly disagree

2. I think that the instructions for the trainers on how to use the exercises/activities were not clear.

   strongly agree      agree      don't agree or disagree      disagree      strongly disagree

3. I think that each unit strived for exercises/activities that show a clear build-up. Some exercise where on the level of knowledge 'knows', while other exercises request insight or reflection by the participants. At least one exercise/activity was on the level of 'doing'.

   strongly agree      agree      don't agree or disagree      disagree      strongly disagree

4. I find the exercises/activities unnecessarily complex.

   strongly agree      agree      don't agree or disagree      disagree      strongly disagree

5. I think there was too much inconsistency between the exercises/activities.

   strongly agree      agree      don't agree or disagree      disagree      strongly disagree

6. I imagine that most educators can learn to use the exercises/activities very quickly.

   strongly agree      agree      don't agree or disagree      disagree      strongly disagree

7. I felt very confident when doing the exercises/activities with the clients.

   strongly agree      agree      don't agree or disagree      disagree      strongly disagree

8. I needed to learn a lot of things before I could get going with this exercises.

   strongly agree      agree      don't agree or disagree      disagree      strongly disagree

9. I think that the exercises/activities were awkward.

   strongly agree      agree      don't agree or disagree      disagree      strongly disagree

10. I think that I will use the exercises/activities frequently.

    strongly agree      agree      don't agree or disagree      disagree      strongly disagree

# In name of all TRIADE 2.0 partners, we would like to thank you for your participation!

**Leading Organisation:**

GENERALITAT VALENCIANA
Vicepresidència i Conselleria
d'Igualtat i Polítiques Inclusives

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