

Burnout Free ECI Training Material

-TRAINER'S MANUAL-



Project No:2021-1-EL01-KA220-ADU-000035230



Co-funded by
the European Union



Title of Manual:
Burnout Free ECI Trainer's Manual

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This project (No:2021-1-ELO1-KA220-ADU-000035230) has been co-funded by ERASMUS+ 2021 Programme, KA220-ADU-Cooperation partnerships in adult education and managed by the Greek National Agency. The European Commission's support for the production of this publication does not constitute an endorsement of the contents which reflects the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein.

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INTRODUCTION

The Trainer's manual consists of methodology, thematic modules, guidance on strategies and learning engagement techniques that Professionals will use to share and disseminate knowledge and practices and train other professionals and parents. The Trainer's Manual is a very useful resource, designed to enhance the knowledge, skills and competences of trainers and support their mission of delivering effective training and motivating learners.

It comprises of two sections:

A. Methodology of Training

This comprehensive material presents the processes of developing and delivering training programs. Its purpose is to provide expert guidance to trainers, whether they are beginners or experienced professionals, enabling them to create and deliver trainings that are highly effective, engaging, and intellectually stimulating. Ultimately, the aim is to ensure that these trainings yield long-lasting, impactful outcomes.

B. Definition of Context

- 1. Family-based early childhood intervention (ECI)**
- 2. Burnout in family-based early childhood intervention (ECI)**

It presents a brief overview of ECI and its importance, along with the seriousness of burnout implications on parents with children with disabilities (CwD) and Professionals in the disability field.

We suggest thoroughly studying the Trainer's Manual from start to finish during the initial reading. Then you may use it as a reference to develop a training course.

A. METHODOLOGY OF TRAINING

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1. Being a good trainer

A trainer is responsible for ensuring that the people they are educating receive and understand the information they need. A good trainer is able to use alternative teaching methods & techniques to cater the needs of diversified audience. Trainers need to notice group dynamics, evaluate learners' progress, and manage the training event. Furthermore, they need to know how to guide learners in order to accomplish training objectives.



1.1 Soft skills

Soft skills refer to personal qualities and traits that significantly impact your ability to collaborate and communicate effectively with others. These attributes facilitate the establishment of strong relationships, foster trust and reliability, and enable effective teaching. Proficiency in essential soft skills like conflict resolution, time management, and handling stressful situations, is crucial for trainers to comprehend and master to excel in their training roles (What Are Soft Skills? (Definition, Examples and Resume Tips) | Indeed.com).

● **Resilience** is the ability to swiftly overcome challenges and bounce back from difficult situations. It entails not only the capacity to effectively adjust to stressors but also to sustain one's psychological well-being in the midst of adversity.

● **Approachability** refers to the quality of being easily accessible and receptive to others. It is a crucial attribute for trainers, as it helps learners feel at ease when interacting and collaborating with them.

Ask how you are perceived – seek feedback from your colleagues regarding the impression you make on others. Each of us holds our own subjective view of ourselves, hence it is crucial to comprehend how others perceive us. This understanding will enable you to identify areas for improvement and enhance your approachability, in case it is lacking.

Make the first step – Demonstrate approachability by practicing how you approach your colleagues and engage in conversations with them, without a predefined agenda. Show genuine curiosity in others and practice active listening, as this will encourage others to willingly converse with you and approach you more readily.

Pay attention to your body language – individuals who are approachable are often characterized by their friendly smile, leaning in with enthusiasm, nodding to encourage further conversation, and maintaining positive eye contact to show their approval.

Adjust your tone – The tone of your voice will possibly determine whether others see you as approachable or not. Responding harshly, criticizing, or making dismissive remarks will create an impression of indifference and push people away. On the other hand, being excessively friendly when someone is not interested in conversation can also have a negative effect.

Respond, don't react – Instead of reacting impulsively, it is advisable to respond thoughtfully. People are often labeled as unapproachable when they become irritable towards those who ask questions, provide negative feedback, or propose new ideas. Instead, it is important to attentively listen to the entirety of what is being said and take a moment to reflect before responding. Engaging in active listening is particularly beneficial, as it allows a trainer to fully comprehend the information conveyed and then formulate a reasonable and well-considered response.

● **Emotional self-regulation** – It involves comprehending and effectively controlling one's own behavior and responses. Specifically, its main focus lies in managing disruptive emotions and impulsive actions.

● **De-escalation** – This is the soft skill that allows a trainer to combine their skills in resilience, approachability, modelling good practice and self-regulation, so as to prevent escalation of conflicts. Here are some tips to help you to deescalate a situation amongst learners ([20 Ways to De-escalate Emotional Situations | Psychology Today](#)):

- **Show empathy and avoid judgement** – Refrain from passing judgment or disregarding the emotions experienced by an individual in a state of distress.

- Respect **personal boundaries**

- Maintain **control over your emotional state**.

- Concentrate on **emotions** and promote **clear and calm expression** of those emotions.

- Establish **boundaries** by clearly defining the point at which something has exceeded acceptable limits and explain the rationale behind setting those limitations.

- Make thoughtful decisions regarding what you strongly **advocate** for, while also promoting the idea of finding middle ground and **compromise**.

● **Problem-solving** – this skill is all about being solution-focused and compromising in order to solve a problem. Instead of worrying if something goes wrong, try and calm yourself and think of a way to move on from the situation.

All of these soft skills will make you a **more approachable and empathetic trainer**. No one will be able to master all of them and if they do not come naturally, they can take time to learn. The important thing is that you as a trainer should try to understand these soft skills to improve your teaching.

1.2 Communication

Communication is one of the most important skills you can have as a trainer. You need to be able to communicate with your learners, and they need to be able to communicate back to convey understanding. There is no one single technique that will lead to effective communication. A good trainer must be able to balance different techniques and practices to communicate well:



Active listening is a crucial first step towards effective communication. Taking the time to truly listen to what needs to be heard is essential.

Planning for effective communication, that may include organizing the room setup and venue, can greatly assist trainers in effectively delivering their message during a session.

Expressing yourself clearly, can be facilitated if trainers plan what they are going to say. A simple outline can help organize thoughts and ideas. Tone of voice and body language are also very important, as they can be easily misinterpreted.

Non-verbal communication. Communication is not limited to verbal expression alone. Physical movement, written language, and visual cues also convey messages. Non-verbal communication comprises several categories, including facial expressions, gestures, body language, touch, personal space, eye contact, and appearance. It is crucial to consider cultural diversity since non-verbal communication, may be interpreted differently across different cultures.

Facial expressions play a significant role in conveying non-verbal communication. It is truly remarkable how much information can be effectively conveyed through a simple smile. These facial expressions have a tendency to remain consistent across different languages, serving as a universal indicator of one's emotions and thoughts.

Gestures are purposeful movements and signals that serve as a significant means of communication, allowing us to convey meaning even without verbal language. Examples of common gestures encompass waving, pointing, and the use of fingers to indicate numerical quantities. Additionally, there is a practice called gesticulating, in which exaggerated movements are used to express meaning instead of relying solely on spoken words.

Body language has the potential to convey messages that are more delicate in nature compared to other forms of non-verbal communication mentioned earlier. It encompasses not only facial expressions and hand gestures, but it also involves the way our bodies move and our overall posture. For instance, crossing our arms might signal defensiveness, while a slouched back could show lack of interest or confidence. The way we position our bodies during a conversation can reveal our emotions and our level of engagement.

Appearance. The way someone looks can impact how others perceive them. Additionally, physical appearance can also influence physiological responses, judgments, and interpretations. Utilizing various colors can evoke diverse moods, such as using gentle and neutral shades to create a sense of tranquility. Wearing suitable clothes can significantly alter others' perceptions regarding trustworthiness and professionalism.

Now that you have a brief understanding of different communication techniques and skills, we will have a more detailed view into one of the most useful techniques listed above, active listening. **Active listening** will be one of your most powerful tools and will help to get your training across more effectively to all your learners .

Active listening is the art of giving full attention and focus to someone speaking, demonstrating understanding by summarizing and reflecting their words, and refraining from passing judgment or offering advice. It entails actively engaging with your conversation partner in a positive manner and responding in a way that enhances mutual comprehension. Active listening is a distinct communication strategy that necessitates the listener to offer responsive feedback to the speaker, based on their comprehension of what has been said. These five components will help you to forge the skill of active listening:

Pay attention involves directing our attention towards comprehending the speaker's message, by consciously filtering out any competing sources of information. This enables us to isolate the message and avoid confusion from other incoming stimuli. During this phase, our focus is solely on hearing the message being conveyed.

Responding refers to the act of a listener giving feedback to the speaker or the message, either through verbal or nonverbal means. It entails the act of thoroughly examining the information provided and establishing relevant connections, as appropriate. Responses may involve various forms, such as clarifying and paraphrasing information, gestures like nodding or expressing affirmative verbal cues.

Comprehension/Understanding involves actively engaging in the act of attentively comprehending the subject being discussed, rather than being preoccupied with formulating one's own response while the other person is speaking. It is during this process that the true significance of the conversation begins to take shape and acquire contextual relevance.

Evaluating. When someone evaluates, they form judgments about the message's content or the speaker's himself. Through evaluation, the listener can also observe the speaker's body language, which can contribute to a better understanding of the conversation.

Remembering. The act of remembering involves the process of a listener either encoding information into their long-term memory or failing to retain the presented information. Remembering initiates from active listening; if one is unable to recall something that was communicated, it indicates that they may not have effectively received it, consequently impacting their comprehension and assessment.

These indicative five components all work together to form the process of active listening. Not everyone will be perfect at every stage; for example, a listener may:

- need to write bullet points down so as not to forget the conversation,
- unconsciously start forming their response whilst listening,
- forget to respond at appropriate intervals.

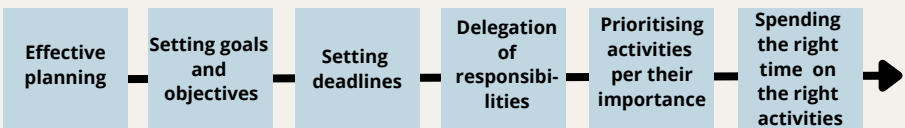
Active listening can be a difficult skill to master but can be learned with practice and patience. Being a trainer means that you will do most of the speaking, so you should check that your learners actively listen and understand what is being said ([Active Listening: Techniques, Benefits, Examples \(verywellmind.com\)](https://www.verywellmind.com/active-listening-techniques-benefits-examples-2786187)).



2. Time management

Time Management plays a very important role not only in organizations but also in our personal lives.

Time Management includes:



2.1 Importance of time management for trainers

Time management skills are very important skills for a Trainer to be successful. Trainers do not need to be perfect in every part of time management but should be aware of the different elements.

Ensuring timely delivery of training sessions is crucial for every trainer. Inexperienced trainers often find it hard to manage time effectively during their sessions.

It is quite common to lose track of time when participants are engaged and enjoying themselves, But consequently, not everything ends up getting tackled during training sessions, or the trainer may forget to highlight key points in the process. Developing time management skills will help them prevent these things from happening.

2.2 Time management techniques

Here are some effective strategies to facilitate the delivery of training:

1. Structure your training sessions in 15-minute intervals, ensuring that each segment focuses on a specific topic.
2. Prioritize the content by distinguishing between the essential "need-to-know" information and the supplementary "nice-to-know" information. This way you will ensure that participants understand the most important concepts.
3. Prepare for various scenarios that may arise during the training. For instance, using extensive amount of material may result in rushing through crucial topics or losing track of time. On the other hand, having too little material may lead to lack of sufficient content to cover the training session. Try to stick to the schedule and make sure that you cover all the material in the available timeframe.
4. Make sure that you have a timer available in the room, to help you and the trainees stay on track during the session.
5. Practice leads to perfection. Practicing before training will improve familiarity with the subject and your presentation style, and will enable you to identify areas requiring further refinement.

6. Enrich your presentation with relevant videos related to the training content, such as the one made by Brad Aeon 'Ted Talk on Time Management' (TEDx Talks, 2017) and of IBCT MENA 'How Trainers Enhance Their Time Management Skills' (IBCT MENA Headquarters, 2017).

Following these strategies will improve the effectiveness, and quality of your training, ensuring participants' engagement and better understanding of the training material.



3. Learning engagement techniques

It is recommended to use various learning techniques to attract participants' attention and interest and ensure their engagement in the learning procedure.

3.1 Accelerating learning

Some of the most efficient and common learning techniques to accelerate learning are the following:

❖ Case studies	❖ Simulation
❖ Lecture	❖ Practice by doing
❖ Brainstorming	❖ Teaching Others
❖ Demo	❖ Exercises
❖ Further Reading	❖ Group discussion
❖ Sharing Experiences	❖ Thinking time
❖ Small Groups	❖ Post-its

(EUROPEAN UNION AGENCY FOR NETWORK AND INFORMATION SECURITY, 2014)



3.2 The Learning Pyramid

Research has shown that incorporating diverse learning techniques, methods, and materials can significantly enhance trainees' comprehension, memory retention, and overall learning experience. The "Learning Pyramid" indicates that the majority of trainees can recall only 10% of information they read and only 5% of what they hear during lectures. However, 90% of knowledge is retained when trainees actively engage in teaching others (as shown in Figure 1). The Learning Pyramid concept implies that using certain learning techniques can yield superior outcomes compared to using other techniques, and, by embracing variety in your educational approach, you can foster profound learning and facilitate long-term knowledge retention.

(<https://www.educationcorner.com/the-learning-pyramid.html>).

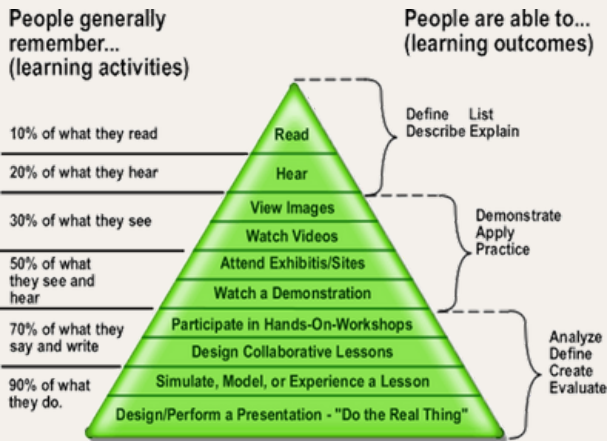


FIGURE 1: LEARNING PYRAMID

By Jeffrey Anderson -

<http://www.edutechie.ws/2007/10/09/cone-of-experience-media/>, CC BY-SA 3.0,

<https://commons.wikimedia.org/w/index.php?curid=37711912>

According to the Learning Pyramid, the most efficient techniques of learning are the following:

1. **Teach others:** A fundamental aspect of mastering a subject lies in the ability to teach it to others. While conveying knowledge to others, you will master the topic and improve recall and retention. The Learning Pyramid suggests that students can retain nearly 90% of information through direct application or teaching others.

2. **Practice by doing:** Engaging in practical exercises implemented in real-life scenarios allows students to improve their learning. Furthermore, active practice allows the trainer to add a personal trait to the material, making it more meaningful and impactful for the trainees.

3. **Recognizing Diverse Learning Styles:** It is crucial to acknowledge that individuals have distinct preferences when it comes to learning. Different learning styles exist, and it is essential to utilize a variety of techniques to effectively communicate information and engage all trainees. An optimal learning protocol could involve observing a demonstration, practicing the newly acquired knowledge, and then teaching it to others.

Additionally, you can watch the video **The Learning Pyramid** https://www.youtube.com/watch?v=W_z4gdv7t8

It is important to note that not all individuals learn in the same way. Therefore, using a combination of these techniques can enhance the learning experience and facilitate better knowledge acquisition and retention.

Keep in mind that the crucial factor here is variety. Avoid making assumptions only based on the Learning Pyramid's indication that Lecturing is not efficient for retaining information, as it does not diminish the significance of lectures. Lectures still hold great significance. Each learning technique is essential.

You are recommended to use a variety of imaginative, original and thought-provoking learning techniques and methods to accelerate the learning process and motivate the learners. Try to change frequently the pace and teaching style, make learning fun and enjoyable and always actively involve the learners in the educational process (<https://www.educationcorner.com/the-learning-pyramid.html>).



4. Training techniques

Training is only effective if you combine the teaching environment with the appropriate presentation techniques to best respond to the needs of the audience and of specifications of the training course content.

In some cases the use of online facilitating application can considerably increase the participation and engagement of the trainees.

4.1 Teaching environments

Basic elements of good planning within a class environment are:

- Designing a delightful and inviting environment that is clean and properly cared for, while also being conscious of the influence of lighting, ventilation, and temperature.
- Planning on the utilization of space and arrangement of seating to promote productivity and comfortable mobility.
- Ensuring convenient accessibility to essential materials such as pens, paper, and computers, if required.



4.2 Icebreakers

While a few of your trainees may be outgoing and sociable, it's important to remember that not all of them are. To foster better relationships among your trainees, it is advisable to promote interaction in a manner that is generally acceptable. Since all trainees are in the same situation, icebreakers serve as a fast and effective method to create a cohesive team.

Engaging and enjoyable icebreaker activities can be utilized to create a comfortable atmosphere among participants in training groups. Apart from serving as introductory exercises during training sessions, icebreakers offer several other advantages:

- They add fun to the process, providing a welcome break from regular work activities.
- Icebreaker games can effectively be the starting point of important meetings or lengthy training sessions.
- They facilitate smoother communication among peers.
- They foster interactions that may not typically occur during a typical day.

Icebreaker games can be implemented in both in-person and online training settings. There is a variety of games available that can be adapted to fit the location and number of participants.

While not every game will be suitable for every case, the more you experiment, the more relaxed the participants in your training groups will become. The advantages of a well-planned and well-executed icebreaker game are more than any potential disadvantages. They provide a much more pleasant alternative to the conventional practice of simply stating one's business card details. Icebreaker games facilitate easier name recall and initiation of conversations. When implemented appropriately, icebreakers cultivate a sense of community, establish the tone for the upcoming session, and provide trainees with a sense of ownership over their learning procedure.



Some useful examples of icebreaker games can be found in the article 53 Ice Breaker Games (Cserti, 2022):

The name games

Start the training by using this icebreaker activity to help everyone get to know each other and learn everyone's names. Arrange the group in a circle so that everyone can see each other. The first person introduces themselves by stating their name. The next person follows suit, but after saying their own name, they also repeat the name of the first person. This pattern continues, with each subsequent person repeating all the names that have been mentioned before. Towards the end, reassure participants that it's perfectly fine if they struggle to remember all the names and encourage others to step in and assist if anyone feels lost. As an additional step, you can ask the first person who spoke to recap the names of the entire group and encourage others to contribute as well.

Two truths and one lie

During the first day of your training sessions, there is an excellent opportunity for participants to fast acquaint themselves with one another. As soon as all the participants have assembled, encourage them to devise two statements that are true about themselves and one statement that is false. Subsequently, each individual will present their concocted statements to the group. A guessing game ensues, wherein everyone attempts to identify the correct answer, leading to the sharing of intriguing anecdotes about past life experiences. This activity not only fosters engaging and enjoyable conversations but also serves as a clever ice breaker to gauge everyone's sense of humor and personal boundaries.

Whodunit (who did it)?

Divide your participants into groups (or pairs in case of a small class). Instruct each individual to write down an interesting experience they have had on a note card. Encourage them to be playful and imaginative, such as mentioning walking 30 km on a day, or climbing a mountain top etc. Once everyone has written their experiences, collect their notes and place them into a box. Then ask each person to select a note and read it.

The readers' task is to guess the person who wrote the note and share their thoughts regarding their choice. This activity can help participants who already know basic things about each other to further familiarize with each other.

The toilet paper icebreaker

This icebreaker activity is effortlessly prepared in various settings and requires only a single roll of toilet paper. Circulate the roll and instruct everyone to tear off the amount they typically use. At first, everyone may feel a bit embarrassed and unable to understand the purpose, perhaps assuming you have lost your mind. Once each person has a few squares, they should count them. The number of squares they have corresponds to the number of interesting and fun facts they should share about themselves. However, please be cautious as this activity is most appropriate for lighthearted occasions and it is advisable to have some knowledge about the participants before implementing it. It could be an excellent game for the second or even the final day of the training.

Charades

This game is suitable for both larger and smaller groups. Charades revolves around the art of performance. The aim is to convey the essence of an object, movie, book, or individual only through your acting abilities. The easiest way to play the game is as follows:

1. Designate one person to choose the word.
2. This chosen individual will then elect another participant from the group and discreetly convey the word by whispering it into their ear, writing it down on a piece of paper, or privately messaging them.
3. The selected participant must then employ their acting skills to portray or perform actions that offer subtle hints about the word, while the other players try to deduce the correct answer.
4. The player who successfully guesses the word can opt to either take their turn next or nominate someone else to act.

Furthermore, this game can also be adapted to include drawing pictures instead of acting, enabling participants to choose how they wish to communicate and engage in play.

4.3 Presentation techniques

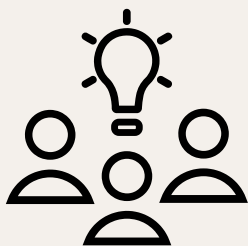
In accordance with the Council of Europe Compass Manual for Human Rights Education with Young People (Council of Europe, 2002), a facilitator can be defined as an individual who brings about positive outcomes, provides assistance, and motivates others to enhance their learning and personal growth. Through facilitation, a secure and nurturing atmosphere is established, enabling persons to learn through practical experiences, exploration, and mutual exchange. It is not entirely dependent on a single person taking on the role of a leader or an "expert" imparting knowledge onto others.



To make this happen, **COMPASS** suggests techniques and methods, including:

- group work
- brainstorming
- wall writing
- the association game

Group work should be task-oriented; an explicit question is required, or a problem clearly stated that requires solutions. The work should be clearly defined and participants work towards a goal that requires them to feedback to the whole group.

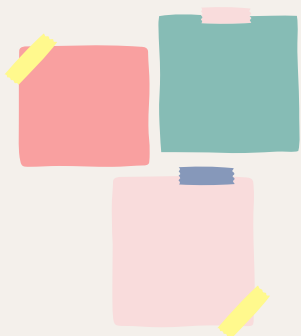


Brainstorming can help introduce a new subject and quickly generate ideas. It can be used for solving a specific problem or answering a question.

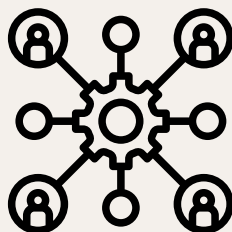
To brainstorm, the trainer should formulate the issue with a simple question or statement, on a large piece of paper or a board placed where everyone can see it. Then participants will present their ideas and the trainer writes them down using single words or short sentences, and presents them in the end. The trainer should encourage everyone to contribute, write down every new suggestion, and discourage repetition.



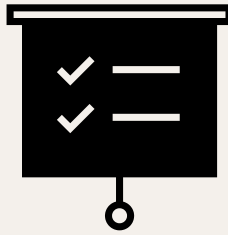
Wall writing is a form of brainstorming where participants write their ideas on small pieces of paper (generally post-its) and then stick them themselves. This gives time to participants to have some time for reflection with less group influence.



The association game can be used as an ice-breaker, or as an introduction to an activity, and consists of having the trainer starting with saying a key word (linked to the topic/activity) and, in turn, all other participants saying the key word and the first word that comes to their mind in association to that.



Cooperative learning, participation, and experiential learning are the main educational approaches emphasized by Compass. These approaches can be further enhanced by utilizing the 58 diverse activities outlined in the OHCHR manual on Human Rights Training Methodology, which can be adapted to suit individual needs (OHCHR, 2000).



Presentations are very important in order to share knowledge with trainees. The delivery style is very important for effective presentations. A well- structured presentation should include an introduction, a main body with the most important points, real life examples, a conclusion, and a summary.

To reinforce key points and increase audience engagement you should use a combination of visual aids (slide presentations, flipcharts, white/blackboards, videos, pictures, graphs...).



Always pay attention to your voice and body language. Maintain eye contact with the trainees, while avoiding excessive consultation of notes and try to have a natural tone, speaking clearly, audibly, with enthusiasm.

In the **OHCHR manual on Human Rights Training Methodology** there are other techniques that can be used in trainings (OHCHR, 2000), such as:

Panel Presentation

A panel presentation involves experts who present different aspects of a common topic to provide a comprehensive know-how.

Case Study

A case study involves presenting a problem from real-life scenario for discussion. This allows participants to better understand the topic and provide their thoughts and suggestions/solutions on the topic.

Debate

During a debate, trainees present opposite views on a particular topic and they are asked to defend their opinion with structured arguments. This activity improves critical thinking, negotiation and communication skills.

Demonstration

In a demonstration, the trainer performs an act to facilitate trainees to learn by example, enhancing their knowledge on the topic.

Jigsaw

Jigsaw is a learning technique that breaks a larger issue into smaller parts. Each group is assigned a specific component or puzzle piece, together with the necessary tools to gain expertise in this particular area. These individual pieces are skillfully combined using visual aids and facilitation methods, creating a comprehensive understanding of the entire problem or puzzle.

Metaprocess

Participants in a collaborative setting strive to achieve consensus by engaging in a structured process. Firstly, they collectively work towards finding the answer to a specific question. Then, they form smaller groups where they carefully select the answers that receive the highest level of agreement. These chosen answers are written onto sticky notes. During the plenary session, each group puts their sticky notes onto a flipchart or a board. As a result, the notes ultimately gather around similar popular answers, forming clusters of consensus.

Peer-learning discussion

Individuals engage with one another, with the intention of exchanging personal insights and gaining knowledge from their peers.

Post-course practice/application

"Prearranged pre-planned activities crafted throughout the duration of the course that enable participants to apply the knowledge and skills they have acquired in their respective professional environments subsequent to the completion of the training program.

Questions and answers/forum discussion

After a presentation, there is a designated period during which participants are encouraged to ask questions or share their comments. This time allows for an interactive exchange between the presenter and the audience.

Quiz/questionnaire

Participants are presented with a sequence of questions regarding a specific matter, with open-ended or multiple-choice responses. Quizzes serve diverse objectives, such as assessing participants' comprehension on a given topic as well as encouraging introspection.

Role playing

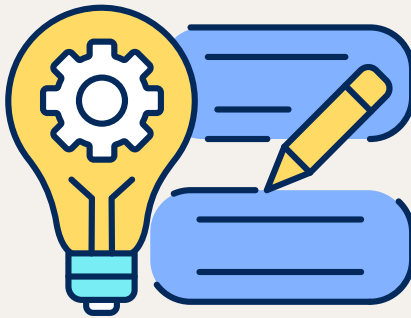
Participants are required to assume different roles and engage in a dramatization of an issue or a situation. Role playing is followed by a discussion. Throughout the role play, the learners are expected not to deviate from their role.

Simulation

Learners engage in a practical exercise that accurately replicates the genuine environment where the essential skills need to be applied.

Storytelling

A "storyteller" shares a meaningful and impactful personal story that recounts his/her own experiences. This is followed by an engaging conversation with the participants.



4.4 Online facilitating applications



Training can happen in person and online. An online training can be easier and less costly to organise and allow participation from people from all over the world.

However, an effective online training requires careful planning, as it can be very challenging for participants to remain focused in front of a screen. To make the training more interesting it's important to offer opportunities for different kinds of interaction and engagement. Trainers should include visual elements like slides where possible and consider different ways of learning, by using breakout sessions, experiential games and quick polls to help engage the group.

Here are some apps that can be used to run online trainings:

- **Zoom** is one of the most popular video conferencing solutions. People can connect from any location and using any device. This makes it easy for training providers to use it for online trainings. Here are some tools that can be used to promote interaction during trainings:

✓**Breakout rooms:** Just like in a traditional classroom setting, the presenter can divide the audience into fictitious breakout and go back and forth between them.

✓**Chat:** it allows to write to a group of users or a single user privately using the chat tool. They can chat with the host alone, with everyone publicly, with everyone publicly and privately, or they can completely disable the chat feature. Participants may post their questions in the chat feature so that they can be answered live during the webinar, contribute pertinent links and other details, or even share files.

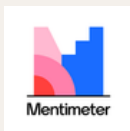
✓**Polls:** single or multiple-choice polling questions allow participants to respond to in real time using the polls tool. To determine how much your audience is listening and learning, you might conduct polls regarding the subject you've covered.

✓**Whiteboard:** it is a digital canvas that participants can use to brainstorm and collaborate.

● **Mural** is a cutting-edge online platform designed to foster visual collaboration among remote teams. By replicating the dynamics of real-life workshops, Mural offers a wide range of interactive tools such as virtual whiteboards, sticky notes, and the ability to create lists, charts, and diagrams. This innovative visual approach to facilitation not only enhances the effectiveness of team collaboration but also promotes active participation from all members. Moreover, Mural provides a centralized workspace, allowing you to work harmoniously with your remote participants in a single shared environment.



● **Mentimeter** provides a user-friendly web application that empowers users to generate various types of questions, including multiple-choice questions. These questions can be effortlessly accessed by participants through their mobile devices, allowing them to share their answers conveniently. The beauty of Mentimeter lies in its ability to display everyone's opinions in real-time, fostering a sense of engagement among participants.



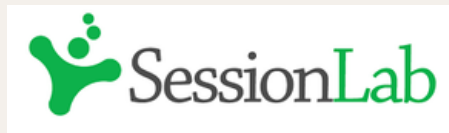
● **Stormz** is an application specifically crafted for skilled facilitators. Its main objective is to empower you in the designing and conducting of collective intelligence sessions, ultimately leading to the emergence of groundbreaking ideas. Moreover, Stormz facilitates the process of selecting the most promising concepts, transforming them into tangible solutions, and making well-informed decisions. With Stormz, you have the ability to effortlessly seek participants' input on various questions generated within the application itself. This interactive platform allows users to generate ideas and collectively make decisions, all from the convenience of their laptop, tablet, or mobile phone.



● [Miro](#) serves as a web-based whiteboard platform that caters to teams working remotely. This tool allows users to effortlessly upload images, jot down notes, and sketch freely in various colors and sizes. It encompasses all the necessary features to facilitate a meticulously planned workflow within a virtual environment. Additionally, the application boasts an extensive template library, enabling users to conveniently discover the perfect framework for their needs.



● [SessionLab](#) is specifically crafted to help you strategize and outline your workshops and meetings with utmost efficiency. This comprehensive platform encompasses a vast repertoire of more than 1000 specialized facilitation techniques, ensuring that you have access to a diverse range of resources to create impactful sessions. Moreover, SessionLab offers a plethora of meticulously curated templates, equipped with all the necessary features, enabling you to kick-start your planning process promptly and seamlessly.



5. Target groups

Identifying the Target Groups plays a crucial role in the success of the training program. The target groups are whom the training is for. Target Groups' successful selection is directly linked to the achievement of the different activities they are involved with throughout the Training Program.

Some of the key aspects the identification of target groups should include are the following:

- 1) Assessing their present level of knowledge, skills, and competences.
- 2) Identifying the expected shortcomings in their knowledge, skills, and competences.
- 3) Determining the knowledge, skills, and competences they need to acquire.
- 4) Estimating the number of persons requiring an enhancement in their knowledge, skills, and competences.
- 5) Identifying the number of individuals, if any, who require special support and outlining the appropriate measures to be taken, such as adjusting hours, language requirements, or providing specialized equipment.



Example of Identification of the Target Groups:

<p>Sample Questions</p> <p>1. Who is the intended audience for the training program?</p>
<p>2. What is their level of familiarization on the subject?</p>
<p>3. Is the training program valuable for all the participants or part of the trainees? How will the determination be made regarding those who require the training?</p>
<p>4. What limitations related to travel, time, or budget should be taken into account during the training design?</p>
<p>5. Are there any prerequisites that need to be fulfilled?</p>
<p>6. In what settings will the participants apply the knowledge gained from this training program?</p>

TABLE 1: EXAMPLE OF IDENTIFICATION OF THE TARGET GROUP

6. Training needs assessment

Training Needs Assessment is a process required in order to develop a training material that responds effectively to the goals, objectives, and desired outcomes of a specific program.

Moreover, Training Needs Assessment will affect the decisions related to the content development, methods, techniques, and duration of the training program. The Training Needs Assessment allows a thorough understanding of the characteristics and needs of the trainees, ensuring that the designed training course will best respond to the unique requirements and needs of the participants (United Nations, 2000).



A. Conducting an Environmental Scan

Environmental scan allows the development of effective training strategies. It consists of:

1. Immediate Context Analysis: It examines the organizational & community environment in which the trainee works or lives.
2. Task Analysis: It focuses on the trainee's work, duties and responsibilities.



B. Creating the trainee's profile

The trainee's profile plays a crucial role in making decisions regarding the level and organization of the training program, as well as its duration. The trainee's profile comprises various important components, including:

1. Demographic Details: Gathering information about the trainee's age, gender, and cultural background provides valuable insights into their specific needs and preferences.
2. Language and Cultural Considerations: Understanding the trainee's language(s) and cultural background helps tailor the training program to ensure effective communication and learning.



3. Disability issues, if any, in order to proceed with appropriate accommodations and adjustments, ensuring equal participation for all.

4. Specific Role and level of responsibility in the Organization or Community.

5. Educational Background.

6. Knowledge, Skills, Competences, Attitudes, and Experiences

7. Motivation. (United Nations, 2000).

Having a thorough knowledge of the trainee's profile enables trainers to create engaging and relevant training programs that meet the trainees' individual aspirations and needs.



7. Training objectives

Following identification of Target Groups and Trainees' Needs the next key step is to set the Training Objectives. The needs identified should be taken into consideration when setting the objectives, making sure that they are aligned with the overall goals and desired outcomes of the training program. It is essential for the Training Objectives to be specific, measurable, attainable, relevant, time-bound, and unambiguous. Training Objectives state the changes expected which should drive your training design, as they are the pillars of the training program.

Rather than focusing on what topics to cover, the key question is what the trainees should value, understand, or be able to do with the information presented. Explicitly stated objectives also provide trainees with a clear understanding of what is expected of them. Trainees gain a sense of direction and responsibility when they acknowledge their responsibility for their learning outcomes. It allows them to actively participate in the training program rather than simply attending it as passive participants (Silberman & Biech, 2015).



Defining and clearly stating Training Objectives from the beginning is crucial for several reasons:

1. Reviewing curriculum and content: Identifying Training Objectives is an effective way to review the curriculum and ensure that it aligns with the intended outcomes of the training program.
2. Designing assessment and evaluation tools: Clearly defined objectives help in designing appropriate tools for assessing and evaluating trainees' progress and the effectiveness of the training.



3. Understanding trainees' needs: By knowing the Training Objectives, trainers can better understand the specific needs of the trainees and tailor the training accordingly.

4. Evaluating teaching effectiveness: Having clearly stated objectives allows trainers to evaluate the effectiveness of their teaching methods and make any necessary adjustments/alterations.

5. Avoiding ambiguity: Clearly defined objectives eliminate any ambiguity since trainees know what they are expected to learn, thus promoting a more focused and effective learning experience.

6. Encouraging responsibility: When trainees know what they are expected to do and the standards they are expected to achieve, they take more responsibility for their own learning journey.

In conclusion, establishing clear and well-defined Training Objectives is essential for the success of any training program. These objectives not only guide the design and delivery of the training but also empower trainees to take ownership of their learning and strive towards achieving the desired outcomes.

8. Learning outcomes

After setting the Training Objectives, the next crucial step is to specify the Learning Outcomes. Learning outcomes are brief, measurable statements that describe what trainees will be expected to learn (know, understand, able to do) by the end of the training. They are the guiding tools that guide both trainers and trainees to the desired results of the training program.

Bloom's taxonomy is widely used to classify educational learning outcomes into levels of complexity and specificity. The illustration shows the increasing skill, competency and knowledge level from the lowest level on the bottom to the highest level on the top.

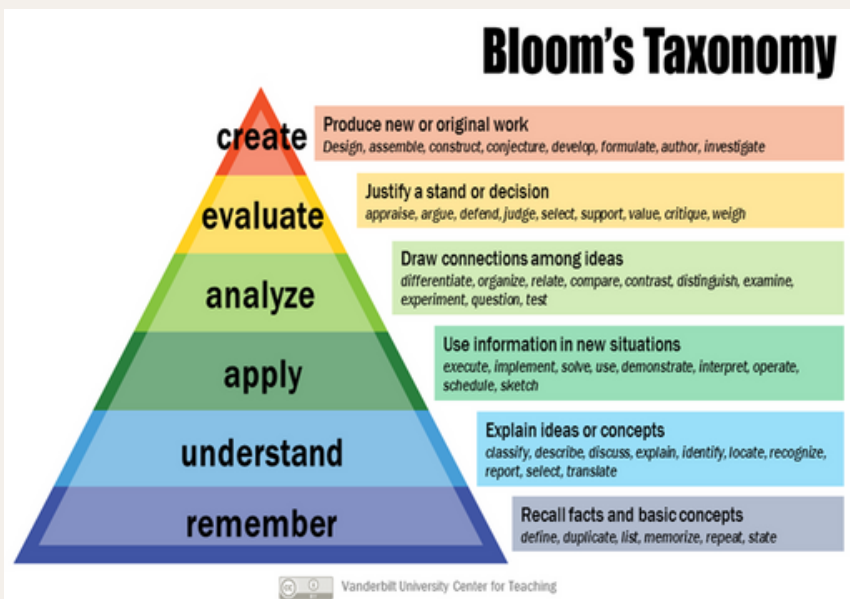


FIGURE 2: IMAGE SOURCE: [BLOOMS' TAXONOMY, CENTER FOR TEACHING VANDERBILT UNIVERSITY, CC BY 2.0](https://www.oercommons.org/browse?f.keyword=bloom-s-taxonomy)

[HTTPS://WWW.OERCOMMONS.ORG/BROWSE?F.KEYWORD=BLOOM-S-TAXONOMY](https://www.oercommons.org/browse?f.keyword=bloom-s-taxonomy)

Points to consider

It is important to develop learning outcomes that are clear, measurable, and attainable. Bloom's Taxonomy offers valuable insights into the learning process and can be a useful tool in crafting these outcomes. The concept behind Bloom's taxonomy is straightforward:

- 1) Prioritize comprehension and retention of the information,
- 2) Apply the knowledge once it is understood,
- 3) Analyze the process before making evaluations.



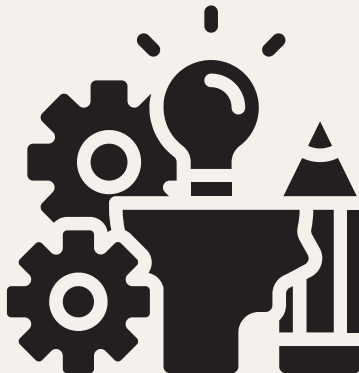
Benefits of Learning Outcomes for the Trainees	Benefits of Learning Outcomes for the Trainers
<ul style="list-style-type: none">1. Learning outcomes assist trainees in selecting the most suitable course2. Well-defined learning outcomes eliminate the risk of wasting time on irrelevant material3. Learning outcomes reduce unnecessary stress for trainees by providing clarity on what they will learn or achieve by the end of the course, even before it begins.	<ul style="list-style-type: none">1. Learning outcomes aid trainers in planning their lessons effectively2. Learning outcomes provide a clear understanding of what and how much to teach, enabling trainers to plan accordingly3. Learning outcomes assist trainers in designing their teaching materials more efficiently and selecting appropriate techniques and methods for instruction
(Mahajan & Singh, 2017)	

9. Development phase

9.1 Development of Training Material and Content

When developing training material and content, it is crucial to consider the results obtained from the training needs assessment. This ensures that the material is suitable and aligned with the specific requirements of the target audience. Additionally, it guarantees that the content equips them with the essential knowledge, skills, and competencies needed to accomplish the desired learning outcomes.

The development of Training Material & content involves specifying the Thematic Modules, writing the content, creating the suggested activities, exercises, discussion points and setting directions and timeframes. It should also include different techniques and tools to be used during the training delivery.



9.2 Designing training sessions/workshops

To ensure optimal results within a given timeframe, it is imperative to plan every training session or workshop in detail. If we envision the entire training course as a puzzle, each session becomes a vital piece that contributes to the complete picture. The plans for these training sessions or workshops should include the following essential details:

1. **Trainers:** Identify the specific trainers responsible for conducting each session or workshop.
2. **Trainees:** Clearly define the target audience or participants for the training program.
3. **Training objectives:** Establish the specific goals and objectives for each session, ensuring they align with the overall objectives of the training program.
4. **Learning outcomes:** Define the desired knowledge, skills, and competencies that participants should acquire, utilizing Bloom's taxonomy as a framework.



5. **Proposed methodology/learning techniques:** Present a comprehensive list of recommended teaching methods and learning techniques to effectively deliver the training.
6. **Content:** Outline the subject matter or specific topics to be covered during the session or workshop, encompassing both theoretical and practical aspects.
7. **Timing/sequence:** Provide a detailed breakdown of how the available time for the session or workshop will be allocated, ensuring a logical sequence of activities.
8. **Equipment and materials:** Identify the necessary resources and materials required to carry out the session effectively, considering the chosen methodology.
9. **Assessment tools:** Assess the knowledge, skills and competences acquired after the training (assignments, questionnaires, exams etc).

10. Organizational issues

Organizing and implementing a training program is a very demanding task. Adequate planning in advance is imperative to address various organizational issues. Some of the most crucial organizational issues are listed below.

10.1 Time considerations and duration

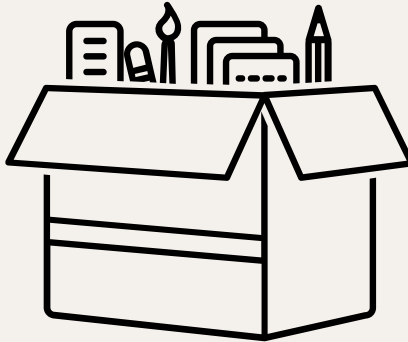
When planning and preparing a training program, Time is of essence. Time considerations relate to the following:

1. **Course Dates:** It is advisable to establish the course dates long in advance to allow for proper preparation and ensure that all participants can plan accordingly. Always try to take into consideration public holidays, school holidays, and working hours.
2. **Trainers' Availability:** It is advisable to confirm the availability of trainers as early as possible.



33. Travel Arrangements: it is crucial to proceed with travel arrangements, if required, in a timely manner.

4. Course Documents and Materials: Make sure that all respective materials are prepared and reproduced in advance, considering also the need to translate texts, or convert them to alternative formats (e.g., Braille, large print, or audio) to meet diverse participants' needs.



10.2 Venue

In order to select of the course venue the following criteria should be taken into consideration:

- **Location:** consider access to the venue using public transport and ensure safe transportation options. The availability of childcare may be important for some participants.
- **Sufficient Space:** The venue should provide sufficient space for the participants. Especially make sure that the venue permits freedom of movement for guide dogs, wheelchairs, if necessary. It should also provide space for other personnel such as sign language interpreters or simultaneous interpreters.
- **Training Equipment:** Training equipment such as computers and projectors should be available.
- **Break-out Rooms:** It is important to have the possibility of dividing a larger space into smaller sections to facilitate the work of smaller groups during the training.



- **Comfortable Seating and flexible furniture:** It is important to provide comfortable seating for all to avoid distractions and fatigue and easily movable furniture.
- Good **Sound** quality and **lighting** conditions.
- **Refreshment Areas:** The location of lunch and coffee breaks should be easily accessible within the venue.
- **Suitability for Specific Needs:** The venue should cater to the specific needs of participants, such as accessibility for individuals with disabilities, availability of prayer rooms, or nursing mothers' rooms.

By considering these criteria, the selection of a course venue can be made in a way that ensures the comfort, convenience, and overall effectiveness of the training program (United Nations, 2000).



10.3 Equipment and supplies

Training equipment and supplies may include:

Training Equipment	Supplies
<ul style="list-style-type: none">○ Flipchart stands (usually one per working group)○ Whiteboards○ Computers/laptops○ Projectors○ USB sticks○ Screens○ Cables and adaptors○ Camera (photo and/or video) and tripod○ Printers○ Microphone○ Assistive listening devices	<ul style="list-style-type: none">○ Flipchart paper○ Flipchart and whiteboard markers of different colours○ Glue and thumbtacks/pins○ Name cards○ Sticky notes and coloured cards of different shapes○ Notebooks/writing paper○ Pens○ Folders○ Scissors○ Staplers (United Nations, 2000)

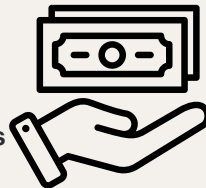
TABLE 2: TRAINING EQUIPMENT AND SUPPLIES

10.4 Cost/budget

All organizational planning should take into consideration budget limitations, if any.

It is significant to know the budget available in advance. Budget and cost considerations will affect all major organizational decisions:

- **Number of trainees**
- **Venue**
- **Equipment required**
- **Training duration**
- **Possibility of online participation**
- **Number and specialisation of the trainers**
- **Travelling costs**
- **Expenses related to the accessibility of content from trainees** (sign language support, interpretation etc)



11. Evaluation of training

Evaluation is a very important element of all training activities, since it aids in assessing their influence and improving their efficacy. Evaluation is a vital element in the entire procedure, ensuring continuous improvement of the training program.

There are several assessment tools available to measure the efficacy of the training.

- Observations,
- Assessments,
- Post-training quizzes,
- Learner interviews,
- Training feedback forms/User satisfaction questionnaires,
- Surveys,

<https://elearningindustry.com/how-to-evaluate-the-effectiveness-of-training-programs>



The Kirkpatrick model

The Kirkpatrick model, famously referred to as Kirkpatrick's Four Levels of Training Evaluation, stands out as an exceptionally powerful framework for evaluating training programs. It is widely acknowledged for its effectiveness in assessing both formal and informal training sessions, regardless of the training style employed.

The Kirkpatrick model consists of 4 levels:

- **reaction,**
- **learning,**
- **behaviour**
- **results**

<https://www.valamis.com/hub/kirkpatrick-model>

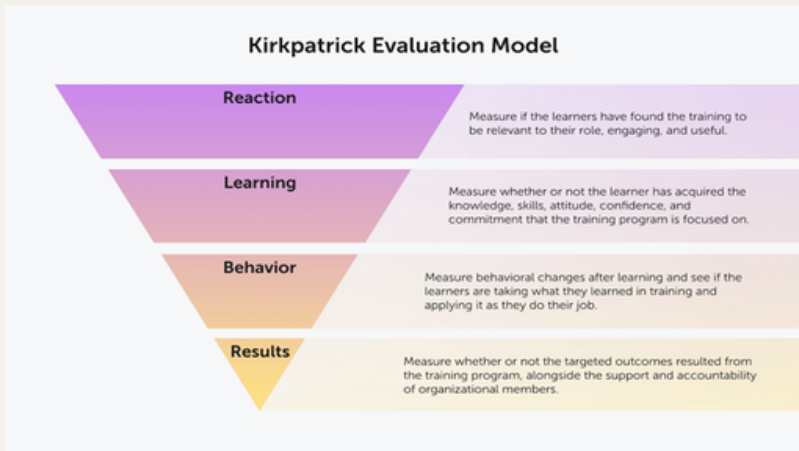
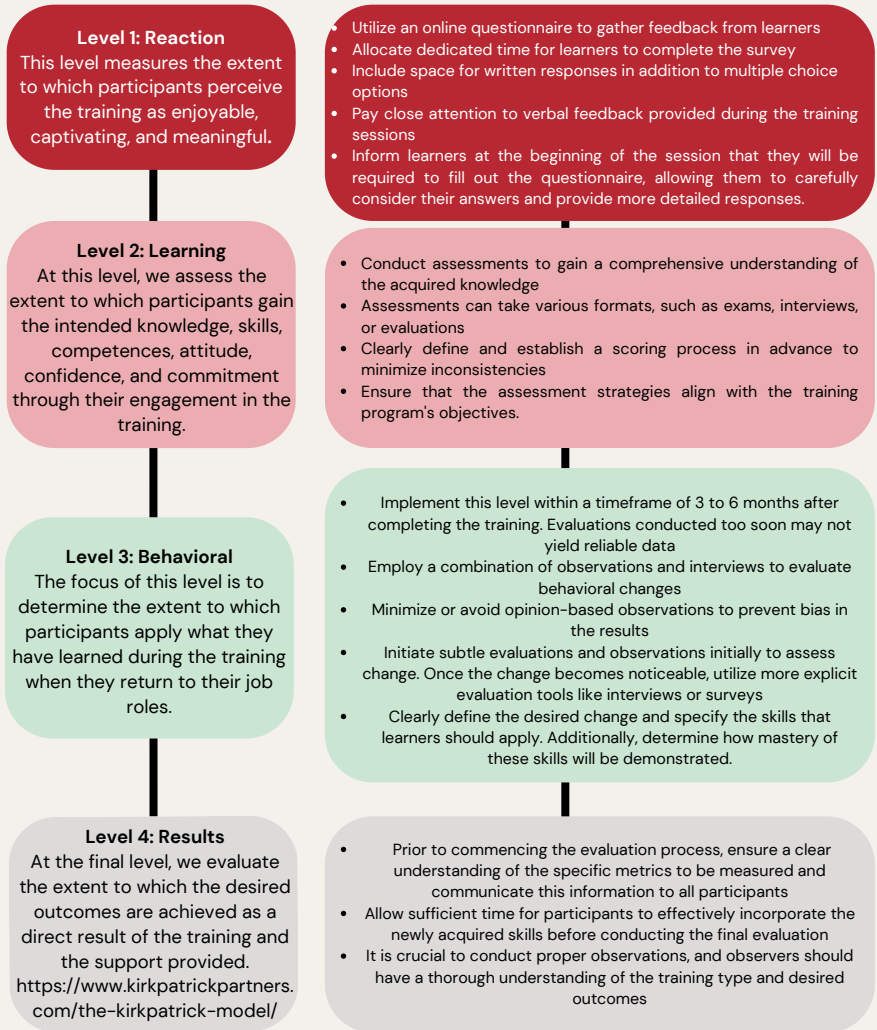


FIGURE 3: THE KIRKPATRICK MODEL



At each level of the Kirkpatrick Model, results can be clearly observed and measured, allowing for adjustments to the learning path and a better understanding of the interconnection among each level of training.

Ultimately, these efforts will lead to an enhanced and more effective training program.

<https://www.valamis.com/hub/kirkpatrick-model>

For additional information you can visit <https://www.kirkpatrickpartners.com/the-kirkpatrick-model>

B. DEFINITION OF THE CONTEXT

**Maria Rosário Baetas, Sónia Fontes
Maria Papazafiri , Magda Nikolarazi,
Vassilios Argyropoulos**



Introduction

The aim of this chapter is to briefly present the context of Early Childhood Intervention (ECI) and of the Burnout phenomenon. You, as future trainers of a Burnout Free ECI Training course, are equipped with the necessary skills and key competences of a good trainer and the knowledge of the overall considerations that need to be made in order to prepare effective Training Material and, respectively, an effective Training program. The following chapter will provide all necessary information of the context in order to have a comprehensive approach to the Burnout issue, as encountered in ECI services.

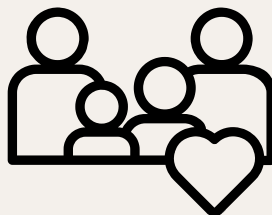


1. Family-based early childhood intervention (ECI)

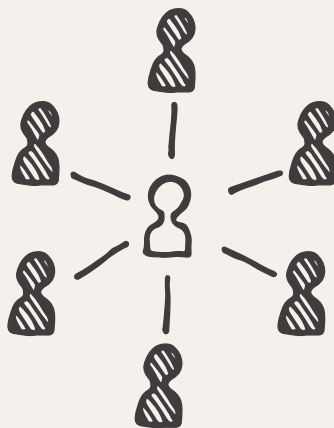


Early Childhood Intervention has emerged as a significant area of study in Europe, attracting attention from both the fields of education and rehabilitation. This subject has been extensively explored from theoretical, policy, and practical perspectives. Various authors, drawing from diverse theoretical viewpoints, have contributed to the development of concepts and practices in this field. Their collective efforts have resulted in two notable aspects:

- Firstly, they have formulated a comprehensive understanding of Early Childhood Intervention that integrates health, education, and social sciences, particularly psychology. This marks a change from the past, where these sectors were relatively independent and lacked interconnection.
- Secondly, they have emphasized a shift in focus from interventions primarily targeting the child to a more holistic approach that considers the family and the community as crucial factors.



At present, the ecologic-systemic approach is widely prevalent and can be regarded as a benchmark model in early childhood intervention (ECI). It emerges as a paradigm shift in the goals of intervention, acknowledging that it is a multifaceted process that should not solely concentrate on the child, but rather take into account their immediate surroundings. The ecologic-systemic approach offers a structured method for examining, comprehending, and documenting the experiences of children and adolescents, as well as their families, within the broader social framework. As the family is not an isolated entity, it needs to be considered an open system inserted in a wider social system with which it maintains constant exchanges with reciprocal effects. Bronfenbrenner (1989), contributes to the clarification of this approach by conceptualizing and operationalizing the different contexts that will influence the child's development, in a system of concentric structures arranged in four levels: the micro, meso, exo, and macrosystem. These different levels correspond, successively, to the child's usual contexts, to the interrelationships that are established between them, to the most distant contexts, but with influence on the child's life and the great values and norms of the society in which the child and family appear inserted.



The European Agency for Special Needs and Inclusive Education, proposed the following operational ECI definition:

ECI consists of multidisciplinary services provided to children from birth to five years of age. The main objectives are to: promote child health and well-being; enhance emerging competencies; minimize developmental delays; remediate existing or emerging disabilities; prevent functional deterioration; promote adaptive parenting and overall family functioning.

Early Childhood Intervention (ECI) encompasses a range of comprehensive services and support aimed at meeting the needs of infants and toddlers, as well as their families, during a specific phase of their lives. These services are offered upon request and focus on addressing any special requirements that a child may have. The primary objectives of ECI include nurturing and strengthening a child's growth, empowering the family by enhancing their own skills and capabilities, and fostering social integration for both the child and the family. It is crucial that these interventions take place in the child's natural environment, preferably within the local community, with a collaborative approach that prioritizes family values and multidimensional teamwork.



Considering all the characteristics and principles that form the conceptual foundation of Early Childhood Intervention (ECI), there are two distinct aspects that set this field apart from other stages of a child's education. These aspects are the young age of the child and the intricate and multifaceted nature of the tasks involved. The combination of these factors necessitates the following:

- a. Collaboration among professionals from various fields.**
- b. Interaction among different individuals involved in the process.**
- c. Cooperation of all relevant services.**
- d. Direct involvement and participation of parents (as well as other family members).**

It is only through the effective integration of action and intervention that positive outcomes can be achieved in interventions aimed at young children. In line with the reports and studies conducted by European Agencies, numerous examples of well-considered and evidence-based ECI practices can be found throughout Europe. These practices emphasize the shared dedication and ambition of ECI professionals to provide a supportive and nurturing environment for children, achieved through collaboration with families. ECI professionals assist families in making informed decisions, identifying necessary support and services, minimizing interpersonal stress, reducing financial burdens that may hinder family functioning, and ensuring that parents feel confident in their parenting roles. It is during these moments that ECI truly shines.

2. Burnout in Family-based early childhood intervention (ECI)

Burnout is a state of emotional, mental, and physical exhaustion resulting from prolonged periods of excessive stress, overwork, or chronic stressors, often related to one's job or caregiving responsibilities. It is characterized by feelings of depletion, cynicism or detachment from work or responsibilities, and a reduced sense of personal accomplishment or efficacy. Burnout can negatively impact an individual's well-being, productivity, and overall quality of life (Claponea, & Iorga, 2023). According to the World Health Association, the burnout phenomenon can be defined as:

“a syndrome conceptualized as resulting from chronic workplace stress that has not been successfully managed” (WHO, 2019).

Burnout is evident across various domain of life, such as in education, social relationships, health, sports as well as across professionals and parents (Maslach et al. 2001).



The Professional burnout in ECI

Professional burnout is the most well-known type of burnout. The most common characteristics include a. emotional exhaustion, during which one feels emotionally drained and unable to cope with work-related stressors, b. depersonalization (cynicism), during which one develops negative and cynical attitudes toward colleagues, and clients or customers, c. reduced personal accomplishment, during which one feels a low self-esteem and decreased sense of work effectiveness (Maslach, & Leiter, 2016).

In the context of Early Childhood Intervention, professionals experience such feelings (Frosch, et al., 2019). As part of their role, they are required to deal with various challenges in relation to the family (e.g. violence, poverty) and specifically children (e.g. disability, communication needs, adaptive behaviors). Their work is demanding emotional stressful with many and overlapping responsibilities including a lot of paper work which altogether may result in address the families' needs. Additionally e. organization challenge such as funding, paperwork, and caseloads (Bernstein, & Edwards, 2012; Frosch, et al., 2019; Watson & Neilsen Gatti, 2012). Limited research on professionals working with young children with disabilities has indicated that they may experience elevated levels of depression when compared to the broader population of professionals (Faulkner, et al., 2016). Also, the literature highlights that the most stressful factor for early interventionists is the relationship with parents, especially during the home visits in ECI program context (Barford & Whelton, 2010). Some early interventionists state that they feel a lack of qualifications or they do not have the appropriate support to manage family needs, demands, and expectations (Faulkner, et al., 2016). All the aforementioned have a clear impact in the quality of caregiving. The professionals with burnout symptoms are less effective in supporting children and families. It is clear that early interventionists need support, a reflective supervision and feedback from their colleagues (Frosch, et al., 2018) as well as other various improvements (O'Rourke, 2011).

The Parental Burnout in ECI

Parental Burnout experienced by parents follows often some stages (Abramson, 2021). Parents may a. experience exhaustion, b. keep distance from their child during their effort to preserve their energy, c. loose fulfillment, and d. feel shame and guilt. (Mikolajczak, et al., 2019). In the Early Childhood Intervention programs, parental burnout is often encountered (Sadziak et al., 2019). Parents with young children with disabilities often have high levels of chronic stress (Ashworth, et al., 2019; Hsiao, 2018). This kind of stress has a clear impact on parent's mental health and well-being (Coldwell, et al., 2006). Parents with children with disabilities have to cope with various situation, starting from the time of diagnosis. They have to cope with their feelings and their expectations (Gupta, et al., 2012), search for information, make adjustments in their everyday life (Hsiao, 2018). Moreover, they have to manage all the services that they can use and find financial resources to meet their child's increased care needs (Gupta, et al., 2012). The medical services and the hospital visits is another factor that enhances the parental stress (Mbatha, & Mokwena, 2023). Identifying parental stress is significant for child well-being and development, parental mental health, family relationships, child-parent bond, preventing burnout, effective support, policy and program development aimed to support families (Plaza, et al., 2020). (see Module 1, training material for parents)

Assessment tools



1. Complete the sentence:

Two main soft skills that significantly impact your ability to collaborate and communicate with others are _____ and _____.

2. Name two examples of Icebreaker games and explain them.

3. Complete the sentence

COMPASS suggests four techniques and methods that can improve your presentation skills. They are group work, _____, _____ and the association game.

4. Match the definition with its characteristics.

PARENTAL BURNOUT	The most common characteristics include a. emotional exhaustion, during which one feels emotionally drained and unable to cope with work-related stressors, b. depersonalization (cynicism), during which one develops negative and cynical attitudes toward colleagues, and clients or customers, c. reduced personal accomplishment, during which ones feels a low self-esteem and decreased sense of work effectiveness (Maslach, & Leiter, 2016).
PROFESSIONAL BURNOUT	a. They may experience exhaustion, b. keep distance from their child during their effort to preserve their energy, c. lose fulfillment, and d. feel shame and guilt. (Mikolajczak, et al., 2019).

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ANNEX

Assessment tools – answers

1. Complete the sentence:

Two main soft skills that significantly impact your ability to collaborate and communicate with others are **resilience** and **approachability**.

2. Name two examples of Icebreaker games and explain them.

3. Complete the sentence

COMPASS suggests four techniques and methods that can improve your presentation skills. They are group work, **brainstorming**, **wall writing** and the association game.

4. Match the definition with its characteristics.

PARENTAL BURNOUT	The most common characteristics include a. emotional exhaustion, during which one feels emotionally drained and unable to cope with work-related stressors, b. depersonalization (cynicism), during which one develops negative and cynical attitudes toward colleagues, and clients or customers, c. reduced personal accomplishment, during which ones feels a low self-esteem and decreased sense of work effectiveness (Maslach, & Leiter, 2016).
PROFESSIONAL BURNOUT	They may experience exhaustion, b. keep distance from their child during their effort to preserve their energy, c. lose fulfillment, and d. feel shame and guilt. (Mikolajczak, et al., 2019)