

Activity No. 1.1.

MODULE	Providing Psychological Support
Topic	The emotional process experienced by families (shock, denial, anger, grief, acceptance)
Title of the activity	The Path to Acceptance
Pedagogical objective	Objective: To help parents recognize the emotional stages they experience when they learn that their child has a disability (denial, anger, bargaining, depression, acceptance) and to make them realize that these feelings are natural and universal; to foster self-awareness and psychological resilience through group sharing.
Target group	Informal counselors for parents of children with disabilities
Duration (minutes)	60 minutes
Settings	Class
Group size	5-10 participants
Method	• Group work • Artistic expression (drawing and use of metaphors) • Sharing and awareness tour • Presentation

Tools

- Colored pencils, pastels
- A4 or cardboard paper
- Wooden board or panel (for visual presentation)
- Quiet, comfortable seating area
- Soft background music (emotionally supportive, without lyrics)

Description of the activity

The activity involves participants:

- Recognize the fundamental emotional stages experienced during the process of having a child with a disability and identify their feelings
- Build empathy with families who have had similar experiences
- Understand the importance of the acceptance process on the child's self-development,
- Gain a sense of relief by sharing their feelings.

Participants are asked to draw a circle on a piece of paper and then draw as many circles around it as they think they are emotionally divided into. They are asked to write their feelings inside each circle. It is emphasized that the circles drawn around the main circle should be closer to or farther from the main circle depending on the intensity of the emotion. Participants then discuss the events associated with the emotions they felt, and common emotions are written on the board to create a collective list of emotions for the group. During this process, the trainer explains the emotional stages (denial, anger, bargaining, depression, acceptance) using visuals. Short examples are provided for each stage. At this stage, participants are expected to match the emotional stages described at with their own emotional stages (15 minutes).

Participants are given the following instruction: *"Consider the life you have spent with your disabled child as a walking process. How would you describe the path you have walked during this process? (Path, rugged, mountainous, coastal road, wooded , winding, bright, dark, etc.)"*

Participants are expected to express their descriptions of this process. The trainer emphasizes that participants should listen to each other's sharing without judgment. The trainer also states that all these feelings are temporary and meaningful (15 minutes).

Participants are divided into groups as clients and informal counselors. The client role is played by one participant, and the informal counselor role is played by another participant who supports the client. At this stage, the trainer takes on the role of the first informal counselor to demonstrate an empathetic approach and acts as a role model with statements such as *"I understand you, this must be very difficult, I have experienced something very similar to what you are going through"* (Example case: A mother whose child has just been diagnosed is constantly crying and not communicating with anyone...). After the role-playing,

- Which statements were effective in the counselor role?
- What was challenging?
- Which emotions stood out? These questions are asked (15 minutes)

Participants are paired up and placed opposite each other. Everyone shares a supportive statement they could use when supporting another parent, and the activity concludes (15 minutes).

Summary – self-reflection

1. What did I learn as I went through this module? What new insights did I gain about supporting parents of children with disabilities?
2. What will I take from this module into my role as a peer advisor?
3. How might this influence the way I support parents now and in the future?
4. What is one practical step I can take tomorrow based on what I've learned?

Activity No. 1.2.

MODULE:	Support Systems
Topic	Support Systems - Guidance and Information Sharing: Accessing resources, considering the other party's needs when providing information
Title of the activity	From My Story to Your Story
Pedagogical objective	The aim is to enable parents to develop their skills in providing information and guidance while supporting other parents of children with disabilities, to communicate effectively in the informal counseling process, and to learn how to access the right resources.
Target group	Informal counselors for parents of children with disabilities
Duration (minutes)	60 minutes
Settings	Class
Group size	5-10 participants
Method	Role-Playing Case Study (Case Analysis) Brainstorming and Visualization Reflective Thinking
Tools	Scenario Cards Large Sheets of Paper Writing Supplies Sticky Notes (Post-its)
Description of the activity	

Participants are given short scenarios featuring different profiles of parents with disabilities. Participants are asked to role-play the parents of children with disabilities in the scenarios and listen carefully to the counselor's guidance throughout the process.

Scenario 1. Ayşe is caring for her 5-year-old visually impaired daughter. She lives separately from her husband. *"I have to do everything on my own, I feel very helpless,"* she says. At this point, the educator should take on the role of referring Ayşe to social support systems (parent support groups, municipal social services, school counseling unit) and serve as a role model by providing emotional support based on making her feel that she is not alone in this process.

Scenario 2. Mr. Ali says he feels alone in the educational processes concerning his child with mental disabilities and that there are no other families like his in his neighborhood. At this point, the educator should provide guidance on connecting with families experiencing similar situations (), joining support networks, introducing local communities of families with children with special needs, and explaining the importance of peer support.

Scenario 3. Ms. Merve wants to get early intervention services for her child with special needs but doesn't know where to start. At this point, the educator should provide information about public and local services (Guidance Research Center, Provincial Directorate of Family and Social Services, municipal support) at .

Scenario 4. Ayla, who has a child with a physical disability, asks if there are any other institutions she can use for free, as she cannot send her child to special centers due to the high cost of special education. At this point, the educator should provide information about free or subsidized services.

Scenario 5. Ayça, the mother of a child diagnosed with autism, says she is quite confused because she has been following conflicting statements from different experts on social media. She asks where she can find reliable information. At this point, the educator should guide her on information literacy and the ability to distinguish reliable sources. This content includes reliable websites that can be used for guidance.

After role-playing the scenario, a large piece of paper is drawn with a tree and branches. Participants are asked to write on each branch the different types of resources that provide support mechanisms for children with disabilities (information resources, social support resources, and emotional support resources).

Summary – self reflection

1. What did I learn as I went through this module? What new insights did I gain about supporting parents of children with disabilities?
2. What will I take from this module into my role as a peer advisor?
3. How might this influence the way I support parents now and in the future?
4. What is one practical step I can take tomorrow based on what I've learned?