

# NEXT STEPS

---

# 12

**This module covers  
the following information:**

Next steps  
The value of networking  
Finding other services  
Practicalities of running parent support  
groups  
Session overview  
Most significant change  
Sharing emotions and feelings



# NEXT STEPS



## Materials

Flip charts, pens, Poster 1.04.



## Icebreaker

Show the session overview to the group. Ask everyone to tell you their favourite moment over the course of the programme. Allow time for sharing of stories. You should also share their favourite moments.



## Ask

*"Today is the last session of our programme. For some of you it might feel quite sad to be finishing and for others you might feel relieved to be done!"*

The biggest question we often get asked is what happened next, so today's session is going to think about that: Outcomes for the module (on flipchart).



## Explain

By the end of this session, you will be able to:

1. Understand some benefits to networking with other caregivers and parent groups.
2. Identify which support groups already exist and how you may be able to connect with those.
3. Identify good practice for running and organising 'self-help parent groups'.
4. Reflect on what you have learned over the past sessions and how it has impacted on you, your family and your child.
5. List a number of subjects that we have not covered and considered how you might find out more about those.

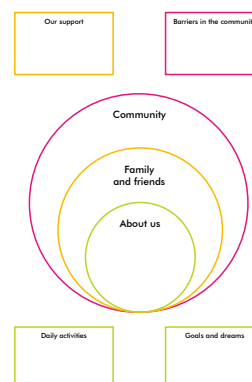


# THE VALUE OF NETWORKING



## Activity 1

Have a look again at your personal posters. Ask someone who has not presented their poster regularly to present.



## Ask

*"What has changed in your situation since coming to this group? Where do other parents and families now feature within your posters?"*

Use image 6.01 to explain the cycle of communication.



## Ask

*"How do you feel about meeting members of Organisations for Persons with Disabilities? How do you feel about meeting other community members who are interested in disability rights? Is it helpful? Why?"*

*"Do you ever meet up with other parents outside of the sessions? Is this useful? why? How can you help more parents meet and support each other?"*



*"There are many physically disabled children in our village. I did not know them before this time, and we also were not aware of those who arrive from other villages. As a result of coming to the training we know each other."*

**Parent, Bangladesh**

*"During this group I had a lot of discussions with my husband, we talked about how important it was to be accompanying and participating in the activities, and today it seems that he is more aware of things and participates without complaining."*

**Mother, Salvador**

*"We also change psychologically, it is important to be with other parents."*

**Parent, Colombia**



# FINDING OTHER SERVICES

---



## Activity 2

---

Invite local organisations to give short talks about their services.



## Explain

---

Explain that a parent support group can help parents access services, like a disability registration card.

In small groups, read the leaflet on local services;

- Which services did you know about?
- Have you used them?
- Were they good?



## Ask

---

Which other groups for parents/families do you know in the area? Do you already go to any of them?



## Activity 3

---

Discuss in your groups the services that you are aware of, whether you have accessed them, and your experience of using the service.

List the names of organizations on flipchart paper and the activities that you do. How can people join or find out more about these groups?

# PRACTICALITIES OF RUNNING PARENT SUPPORT GROUPS

---



## Activity 4

---

Ask everyone to stand in a line.

The order should be from the person who had longest journey today, to the person who had the shortest journey.



### Ask

---

Ask everyone to say:

- How you got to the meeting?
- Was it an easy journey?
- Was it difficult traveling with your child?
- How could we make transport more accessible?



### Ask

---

*“What would a good parent support group be like?”*

It might be:

- Welcoming.
- Meet regularly.
- A safe space to talk about feelings.
- Somewhere you can learn information and share ideas.
- Confidential.



### Ask

---

*“What makes a good group leader?”*

They might be:

- A good listener.
- Someone you can trust.
- Someone who knows about local services.



### Ask

---

*“How would you run a parent support group?”*

There is no one ‘right’ way of doing this. Think about:

- Would the group meet regularly? When? Where?
- Is there something you would like the group to help change? How?
- How will you communicate with each other about meetings?
- How can you find out what other services would be helpful? For example, group savings schemes.
- What might be some challenges? How might you address them?



In Bangladesh, two parents from each of the 14 groups were chosen as leaders and this module was run with them. Carers had the chance to meet parents from other groups, and everyone shared information.

*"I have come to know most of the parents through going to training before training they were unknown to me. Now, we always talk to each other Whenever we hear about a child improving, we meet him at their home, and try to find out more."* Parent, Bangladesh

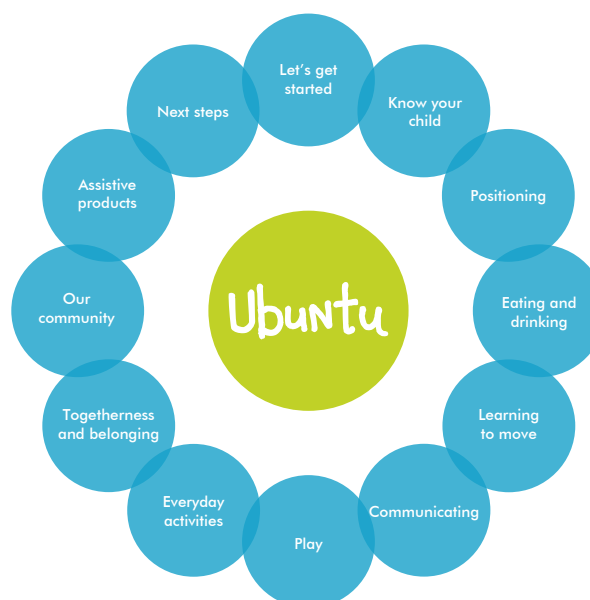


## SESSION OVERVIEW



### Activity 5

Guide everyone through each of the sessions that they have covered. Ask them to remember two or three points from each session that they learned.



### Ask

*"What subjects do you feel we have not discussed that you would like to know more about? How do you think you can find out more about these? Could this be something organized as a group activity?"*

List the issues on a flipchart paper and make a plan for each.

Points to raise:

- Some issues may be specific to just one person or child and so this may be something you try to find out for yourself.
- Other issues may be shared by several parents and asking someone to come to present to you as a group might be useful.
- Ideas include: assistive products, gastrostomies, applying for a disability grant, how children with disabilities could go to the local school.

# MOST SIGNIFICANT CHANGE



## Activity 6

Work in groups of four or five.

### Facilitator Tips:

This activity will involve participants sharing their view and describing a story of their most significant change since participating in these sessions. They will discuss in small groups and then together decide one story that is the most significant story to represent the group.

The first question to start the conversation would be:

*"Looking back over the last month/since you started with this group, what do you think was the most significant change for yourself/for your children/within your family?"*

You can ask:

*"From among all these significant changes, what do you think was the most significant change of all?"*

This is a good way to identify unexpected changes. It can also build a rich picture of what is happening, rather than an overly simplified picture where organisational, social and economic developments are reduced to a single number.



### Ask

Ask each person tell one story of Most Significant Change as a result of participating in this group. Ask each group to select one story that they regard as most significant to share with the whole group.



### Ask

Ask the group to give the reason that they chose this story, this is just as important as the story.

Out of the selected stories, the whole group selects one most significant story of change.



### Ask

Ask everyone to consider 'Most Significant Changes' at different levels:

1. For themselves as caregivers.
2. For their children.
3. Within the family.

### Some 'Most Significant Changes' from Bangladesh:

- Having stronger networks with other caregivers in the community and being able to support each other.
- Knowing more about their child and how to care for her.
- Feeling more confident with sharing information.
- Noticing their child's abilities improving, meaning she can play with other children.
- Parents having more free time because their child is more independent.
- More positive attitudes towards their child and family.

# SHARING EMOTIONS AND FEELINGS



## Ask

*"How did this session feel? Did it raise any emotions or feelings that you did not expect? How have you been feeling this week? How are you feeling about the end of the sessions?"*

This is the end of the facilitated group sessions. Recognise that everyone may have different feelings about it. Thank everyone for their time and contributions to the sessions.