

Facilitator's guide

The combination of this facilitator's guide and the module is designed so you can offer training to a group of people with minimal preparation. We assume that you have facilitation skills, so this guide is not a script. Instead, it provides some notes and hints that may help guide group discussion.

Materials and additional information

The following materials and information may help you prepare for a facilitated TEL session:

- Your organisation's policies and procedures relating to the topic covered
- Real-life examples from your organisation that relate to the topic
- Printer access, as answers typed throughout the modules can be printed at the end and certificates can also be printed for staff in attendance
- A projector and speakers to play videos, especially in a large group.

Encourage self-care

At commencement of this session, it is important to remind staff that talking about the end of life may not be easy, and that staff should take care of themselves and each other. Think in advance about what you could do if one of the participants becomes very upset.

Consider confidentiality

Be aware that it is very common for people to share personal experiences when discussing end of life (both their experience with people with intellectual disability, and personal/family experiences).

Think about the degree of confidentiality that is appropriate for the group you are facilitating, and whether any ground rules are needed about:

- Discussing clients' end of life experiences
- Talking about one's personal dealings with dying and death.

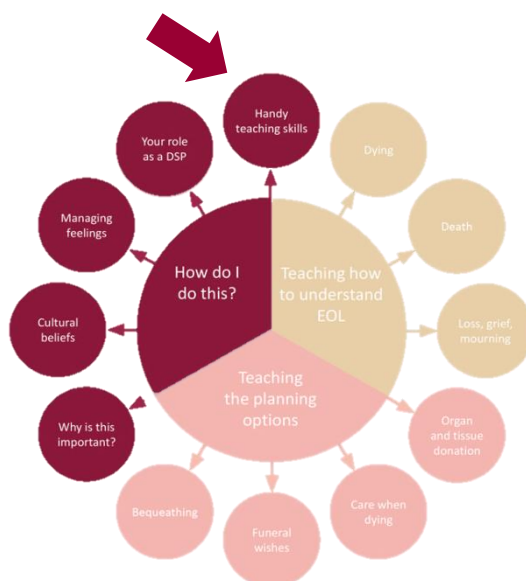
Important information for participants

We recommend that you explain to participants in the group that:

- The videos show real disability staff and people with intellectual disability (not actors) talking about real experiences
- The stories are almost all based on real events (with names and identifying details changed)

Module: Handy teaching skills

Consider showing participants where this module fits in with the other 11 TEL modules.



Suggested duration:



35-40 minutes

This guide includes:



Main ideas


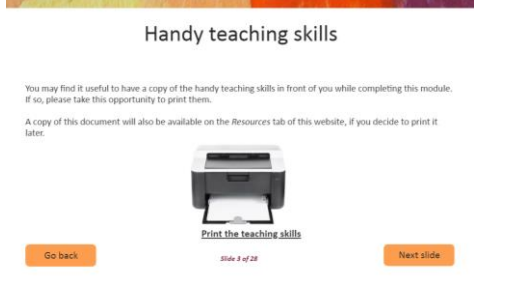
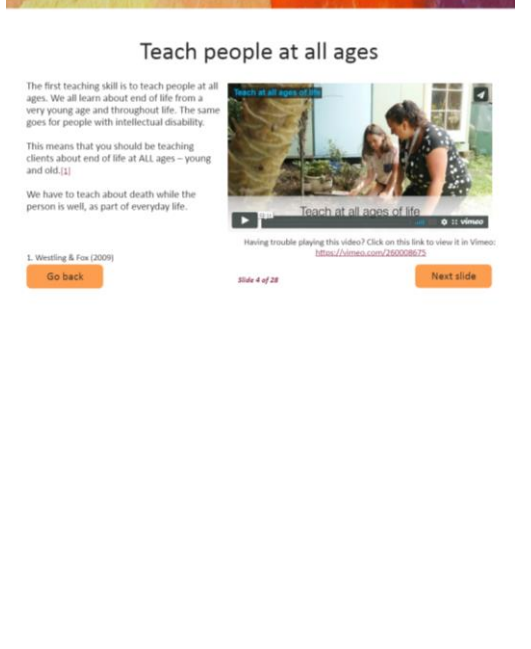





Links with other modules











Points to highlight from video




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	<p>It is a good idea to print copies of the list of <i>Handy teaching skills</i> for each participant.</p>
	<p>Clicking on the link [1] opens a new window showing published research that supports the information in the slide. The footnote lists the first author and date of this publication.</p> <p> Key points for discussion from this video clip are listed below:</p> <p>Tessy is 10, Marc is 40, and Rob is 70. Each of them can learn something new about end of life. It's never too early or too late, but it's a good idea to start early, and while people are well.</p>






<p>Be clear and direct</p> <p>An important part of talking to a client about end of life is using clear and direct words like 'die' or 'dead'.^[2]</p> <p>End of life is an uncomfortable subject. People sometimes use indirect language to talk about it, such as 'kick the bucket' or 'gone up there'.</p> <p>As can be seen in the following video, indirect language such as "I'm so sorry for your loss", can be confusing.</p> <p>2. Finlay & Lyons (2001)</p> <p>Go back Next slide</p> <p>Slide 5 of 28</p>	 <p>Key points for discussion from this video clip are listed below:</p> <p>(00:17-00:39) The unclear and indirect language when Pat says "I'm so sorry for your loss" is confusing for Anne. She thinks David has literally "lost" something. David explains, with clear and direct words, that his dog Rex died.</p> <p>(00:46) Anne says "passed away" when talking about her dog Chloe. It is okay to use the person's own words as long as they understand them.</p>
<p>Expand the topic a bit more each time</p> <p>Having a conversation or doing an activity is a great way to explain end of life, but the learning does not need to end there.</p> <p>You can build on learning by adding a little more information each time you discuss the topic.</p> <p>An example of this is shown in the following video. David builds on the previous conversation he had with Anne about his dog dying to start a different, but related conversation about cremation.</p> <p>2. Finlay & Lyons (2001)</p> <p>Go back Next slide</p> <p>Slide 6 of 28</p>	
<p>Ask questions to check for understanding</p> <p>Sometimes people might say they understand what you're saying, even if they don't.</p> <p>When you are teaching new concepts, it is important to check that your client understands what you have said. The best way to do this is to ask questions after you've explained something.^[2]</p> <p>In this video, you will see Eric asking Holly questions to check her understanding of death.</p> <p>2. Finlay & Lyons (2001)</p> <p>Go back Next slide</p> <p>Slide 7 of 28</p>	 <p>Key points for discussion from this video clip are listed below:</p> <p>(00:50) Eric uses clear and direct language, for example "dead", to help Holly understand.</p> <p>(01:12-01:34) Eric asks Holly questions to check her understanding.</p> <p>The budgie was a statue, not a real bird.</p>




<p>Open vs closed questions</p> <p>'Yes' or 'no' questions are not very useful when checking for understanding because it is easier to guess the right answer. These types of questions are called closed questions.</p> <p>Open questions require answers other than 'yes' or 'no'. You should be using open questions to check for understanding. For example:</p> <p>What happens to the body when you die? (Open) is better than Does the body stop working when you die? (Closed)</p> <p>Go back Slide 8 of 28 Next slide</p>	
<p>Use everyday situations to start a conversation or an activity</p> <p>There are a lot of everyday situations that can help start a conversation or activity.</p> <p>In this video, Sonny and Kathy are driving to get the groceries and approach a cemetery on the way.</p> <p>Sonny takes the opportunity to drive in and talk to Kathy about what happens after people die.</p> <p>Use everyday situations to start a conversation or activity</p> <p>Use everyday situations to start</p> <p>Having trouble playing this video? Click on this link to view it in Vimeo: https://vimeo.com/750002585</p> <p>Go back Slide 9 of 28 Next slide</p>	<p> Sonny takes the opportunity to go slightly out of his way to drive into the cemetery. This helps him to set up a conversation with Kathie about death.</p> <p> Key points for discussion from this video clip are listed below:</p> <p>(00:31) Sonny asks "Do you know what a cemetery is?" to check Kathie's understanding.</p> <p>(00:58) After explaining about why people visit cemeteries, Sonny relates this to Kathie's personal situation of visiting her mother's grave at another cemetery.</p>
<p>Think about...</p> <p>What are some other everyday opportunities to teach about death?</p> <p>Type your answer in the box below:</p> <p>Go back Slide 10 of 28 Next slide</p>	<p>This is the first example of a text box in this module. You may choose to use this box to type in key points raised during discussion. Answers to this and any future reflection questions can be printed or emailed at the end of the module.</p>

<p>Your answers to the 'Think about...'question</p> <p>What are some other everyday opportunities to teach about death?</p> <p>0</p> <p>Go back Slide 11 of 28 Next slide</p>	
<p>Did you get...?</p> <ul style="list-style-type: none"> • News • TV shows • Celebrity deaths • Driving past a hospital • Driving past a funeral director's • The death of a family member, pet or friend  <p>Go back Slide 12 of 28 Next slide</p>	 <p>When you look carefully, there are many everyday opportunities to start a conversation about some aspect of dying or death.</p>
<p>Repeat ideas and activities often</p> <p>One conversation or activity is not enough for a person to understand the whole of end of life.</p> <p>Dying and death are hard concepts to understand. To help a client understand these concepts, you should repeat ideas and activities often, like Amir does with Anne in this video.[3]</p>  <p>3. Alberto & Troutman (2013)</p> <p>Having trouble playing this video? Click on this link to view it in Vimeo: https://vimeo.com/280000622</p> <p>Go back Slide 13 of 28 Next slide</p>	 <p>Anne's house mate Harry died very recently, and Anne has not yet fully understood that he is dead and never coming back.</p>  <p>Key points for discussion from this video clip are listed below:</p> <p>(00:43-01:06) Amir reminds Anne that they talked before about Harry's death. He uses the book to explain, but tailors what he says to fit Harry's situation.</p> <p>(01:18-01:41) A few days later, Anne thinks Harry might come to the movies with them. Amir explains again, reminding Anne of their earlier conversation using the book.</p>
<p>Teach a little bit at a time</p> <p>As well as repeating ideas, it is useful to break down complex ideas into smaller parts.[1]</p> <p>In the video you just watched, Amir explains to Anne that Harry is dead and won't be coming back.</p> <p>Imagine it is a few weeks later, and Anne fully understands that Harry is not coming back. However, she doesn't seem to understand that she will die one day.</p>  <p>1. Westling & Fox (2009)</p> <p>Go back Slide 14 of 28 Next slide</p>	

 <h2>Think about...</h2> <p>If you were Amir, what are some steps you could take to teach Anne that every person dies eventually? Type your answer in the box below.</p> <div style="border: 1px solid #ccc; height: 100px; width: 100%;"></div> <p>Go back Slide 15 of 28 Next slide</p>	
<h2>Your answers to the 'Think about...'question</h2> <p>If you were Amir, what are some steps you could take to teach Anne that every person dies eventually?</p> <p>0</p> <p>Go back Slide 16 of 28 Next slide</p>	
<h2>Did you get...?</h2> <p>There are many ways you can break up big ideas into smaller parts. This is just one suggestion:</p> <ul style="list-style-type: none"> • Show Anne plants that have died, and explain that they are dead, like Harry • Go to visit Harry's grave and spend time looking at other gravestones and talking about the people buried there • Look up information about the oldest person in the world, and talk about what happens to people's bodies when they get old • Ask Anne whether she thinks she will die one day  <p>Go back Slide 17 of 28 Next slide</p>	
 <h2>Think about...</h2> <p>What if my client doesn't want to talk with me? Type your answer in the box below.</p> <div style="border: 1px solid #ccc; height: 100px; width: 100%;"></div> <p>Go back Slide 18 of 28 Next slide</p>	
<h2>Your answers to the 'Think about...'question</h2> <p>What if my client doesn't want to talk with me?</p> <p>0</p> <p>Go back Slide 19 of 28 Next slide</p>	

<p>Did you get...?</p> <ul style="list-style-type: none"> • Set up situations so the person can listen in • Use peer teaching <p>These are two skills we are going to look at now.</p> <p>Remember, if the client doesn't join in conversations and activities about end of life, that's okay.</p> <p>Don't give up – you can always give that person opportunities to engage with the topic in the future.</p>  <p>Go back Slide 20 of 28 Next slide</p>	 <p>No-one <i>has</i> to talk about dying and death if they don't want to. But it is useful to have some gentle strategies to help people get past their initial discomfort, so they can learn and feel more comfortable.</p>
<p>Set up situations so the person can listen in</p> <p>One strategy you can use if a client doesn't want to talk about end of life is setting up situations so the person can listen in.[1]</p> <p>In this video Mandy does not want to talk about death so disability support professional (DSP) Lana has a conversation about death when Mandy is the room.</p>  <p>1. Worsling & Fox (2009)</p> <p>Go back Slide 21 of 28 Next slide</p>	 <p>Directly talking about end of life may be too confronting at first, so the person may feel more comfortable listening to others talking about dying and death.</p>
<p>Encourage peer teaching</p> <p>In the previous slide, Mandy's friend took part in a conversation about someone who died. Mandy was able to listen in.</p> <p>The friends and housemates of clients can also be involved more directly in the teaching process.[6]</p> <p>For example, in the following video Mandy teaches John what happens at a funeral.</p>  <p>4. Frausley & Bigby (2014)</p> <p>Go back Slide 22 of 28 Next slide</p>	 <p>Key points for discussion from this video clip are listed below:</p> <p>(00:30) We see that the disability support professional (DSP) is deliberately standing back to allow Mandy time to explain to John what clothes to wear to a funeral.</p> <p>(00:37-00:42) The DSP then restates and reinforces what Mandy has said.</p> <p>(00:45-01:05) John asks “What happens at a funeral?” Again the DSP waits to allow Mandy to reply, then prompts her to answer John’s question.</p>

<p>Don't just talk about it, do it</p> <p>Doing activities helps with learning a lot more than just talking.</p> <p>There are a lot of activities you can do to help someone understand end of life, such as making a memory book about someone who has died or visiting a crematorium.</p> <p>In this video, John learns more about funerals by picking out what clothes to wear.</p>  <p>Having trouble playing this video? Click on this link to view it in Vimeo: https://vimeo.com/280000452</p> <p>Go back Slide 23 of 28 Next slide</p>							
<p>Seek help if you are unsure</p>  <p>If you are unsure what your role is when talking about end of life with a client, please talk about it with someone you trust.</p> <p>Go back Slide 19 of 23 Next slide</p>	 <p>Someone you trust could be your supervisor, a colleague, a friend or family member.</p>						
<p>Don't just think about it, have a go</p> <p>The handy teaching skills in this module apply to your own learning too.</p> <p>Start having conversations about end of life with clients soon after completing this module.</p> <p>Thinking about handy teaching skills is helpful, but you will learn most from trying them out with clients.</p>  <p>Go back Slide 24 of 28 Next slide</p>	 <p>Ask participants to discuss how they could have a conversation about end of life with a client they know. How would they get the conversation started? What would they talk about?</p>						
<p>Research supporting this module</p> <table border="1"> <thead> <tr> <th>Reference</th> <th>About</th> </tr> </thead> <tbody> <tr> <td>1. Westling, D. L., & Fox, L. (2009). <i>Teaching students with severe disabilities</i> (4th ed). Columbus, OH: Pearson. https://www.pearson.com/us/higher-education/product/Westling-Teaching-Students-with-Severe-Disabilities-4th-Edition/9780132414449.html</td> <td>This well-regarded textbook deals with many evidence-based teaching methods for people with intellectual disability.</td> </tr> <tr> <td>2. Finlay W. M. & Lyons E. (2001). Methodological issues in interviewing and using self-report questionnaires with people with mental retardation. <i>Psychological Assessment</i>, 13, 319-335. doi: 10.1037/1040-3590.13.3.319 http://dx.doi.org/10.1037/1040-3590.13.3.319</td> <td>This review argues that questions used with people with intellectual disability should be tested to show that they are useful with that population.</td> </tr> </tbody> </table> <p>Go back Slide 25 of 28 Next slide</p>	Reference	About	1. Westling, D. L., & Fox, L. (2009). <i>Teaching students with severe disabilities</i> (4th ed). Columbus, OH: Pearson. https://www.pearson.com/us/higher-education/product/Westling-Teaching-Students-with-Severe-Disabilities-4th-Edition/9780132414449.html	This well-regarded textbook deals with many evidence-based teaching methods for people with intellectual disability.	2. Finlay W. M. & Lyons E. (2001). Methodological issues in interviewing and using self-report questionnaires with people with mental retardation. <i>Psychological Assessment</i> , 13, 319-335. doi: 10.1037/1040-3590.13.3.319 http://dx.doi.org/10.1037/1040-3590.13.3.319	This review argues that questions used with people with intellectual disability should be tested to show that they are useful with that population.	<p>The next two slides list in full all the research mentioned in this module. The <i>About</i> column gives a brief summary of the relevant information from each research publication.</p>
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<p>Your answers for this module</p> <p>If you would like to keep a copy of your answers for this module, you can print them out or email them to yourself.</p> <div data-bbox="285 322 392 412"></div> <p><u>Print your answers to the Think About questions</u></p> <div data-bbox="469 322 609 412"></div> <p><u>Email your answers to yourself</u></p> <div data-bbox="213 443 288 468">Go back</div> <div data-bbox="408 448 464 465">Slide 27 of 28</div> <div data-bbox="596 443 667 468">Next slide</div>	
<div data-bbox="209 553 331 692"></div> <p>Congratulations!</p> <p>You have completed the module</p> <p>You can now <u>print a certificate</u></p> <div data-bbox="213 728 288 752">Go back</div> <div data-bbox="408 732 464 750">Slide 28 of 28</div> <div data-bbox="560 728 655 752">Go to home page</div>	