

# FROM MY HOME TO YOURS

## FACILITATOR'S GUIDE

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**A support program for caregivers during the residential transition to an independent living environment for their loved one with an intellectual or autistic disability.**

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## AUTORS AND COLLABORATORS

### **Programme développé by :**

Martin Caouette, professor at the Université du Québec à Trois-Rivières  
Sarah Pellerin, ps.ed., coordinator of the Chaire Autodétermination et Handicap  
Michèle Lafontaine, president of J'ai mon appart'

### **Writers of the Facilitator's Guide and Participant's Guide :**

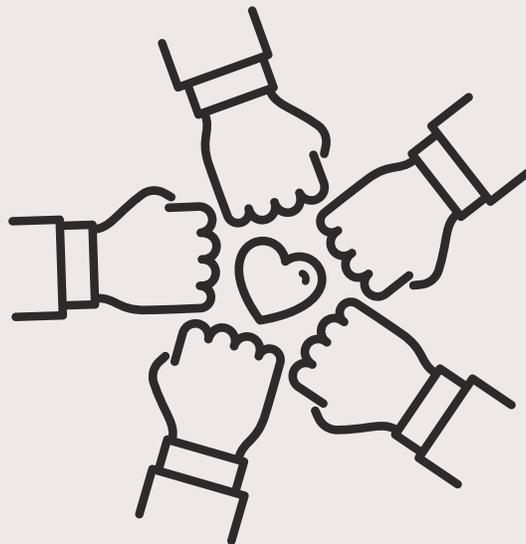
Martin Caouette, professor at the Université du Québec à Trois-Rivières  
Sarah Pellerin, ps.ed., coordinator of the Chaire Autodétermination et Handicap  
Marie-Pier Ouellet, research assistant at the Université du Québec à Trois-Rivières  
Catherine Perreault, research assistant at the Université du Québec à Trois-Rivières

### **layout and editing :**

Janie Belcourt

### **Collaborators:**

This program was made possible by the financial support of the Office des personnes handicapées du Québec.



## CONTEXT

Individuals with an intellectual disability (ID) or autism spectrum disorder (ASD) encounter numerous obstacles when attempting to reside in either supervised or independent housing. Such individuals may experience social isolation, lack training in living alone, have difficulty interacting in society, and experience disruptions in the support offered by social workers (Betz and Redcay, 2002).

In light of these considerations, caregivers (CCPs) of individuals with an ID or autism play a pivotal role during their residential transition. For example, Kingsnorth et al. (2019) posit that parents play a pivotal role in their child's transition to a new living environment and must prepare for this significant life change. Additionally, they may adopt overly protective attitudes, disengage from the process, or experience conflictual relationships as a result of their child's residential transition (Betz & Redcay, 2002).

In their 2020 study, Roos and Søndenaas posit that the implementation of an educational support program for families can facilitate and bolster the transition to independent living. Furthermore, the program can assist in mitigating the impact of parents' concerns surrounding this period of life.

A review of intervention practices in Quebec revealed that, to the best of our knowledge, no educational program of this type had been specifically designed for participants, nor had it been implemented in the ID-ASD-DP programs of the CISSS and CIUSSS of Quebec. The development and implementation of such a program appears to be a necessary step, given the observed increase in the number of social housing projects intended for individuals with ID or autism (Caouette et al., 2023).

## THE FROM MY HOME TO YOURS PROGRAM

The From my home to Yours program was developed to meet the needs of participants during the residential transition of their loved one with an ID or autism.

Thanks to the Program of Experimentation and Research on the Social Participation of Persons with Disabilities - Experimental Component, of the Office des personnes handicapées du Québec, it was designed and tested in 2022 with a group of 14 participants by the Chaire Autodétermination et Handicap.

Interviews were conducted with participants and facilitators so that the program could be evaluated and improved to meet the needs of participants during this transition. In this way, the program takes into account both research data and the experience of participants.

The From my home to yours program aims to support participants during the residential transition of a person with ID or autism to an independent living environment. Participants can then develop their adaptive skills in the exercise of their role to facilitate the residential transition of the person with ID or autism.

Specifically, this program aims to help participants to:

1. Explore and identify their concerns related to residential transition;
2. Understand the importance of self-determination;
3. Develop communication adapted to their new reality;
4. Identify their needs and the needs of their loved ones during the transition;
5. Explore their perceptions of the risks involved and the resources available;
6. Begin to reflect on the evolution of their role and the changes in their daily life.



## POSITIVE IMPACT

This program has several significant benefits for participants, including:

- Increasing the participant's confidence in the transition process and in the abilities of the person with ID or autism;
- Feeling competent in the development of their role;
- Developing a sense of solidarity and closeness with other people involved in the same process;
- Promote a harmonious relationship with their loved one during the transition process.

## THE FACILITATOR, AN ESSENTIAL ELEMENT

The main role of the facilitator is to guide the participants in their reflections and to support them in their journey. He or she must also create conditions conducive to sharing and questioning among the participants.

This guide will help you prepare and facilitate the group. This document brings together information on planning and conducting meetings, the attitudes to be promoted, the description of activities, the materials to be used, and many other elements relevant to this program.

"Instead of asking how to motivate people, we should ask how to create the conditions under which people will motivate themselves.

-Edward L. Deci

Have a great facilitation!



## PRESENTATION OF THE GUIDE

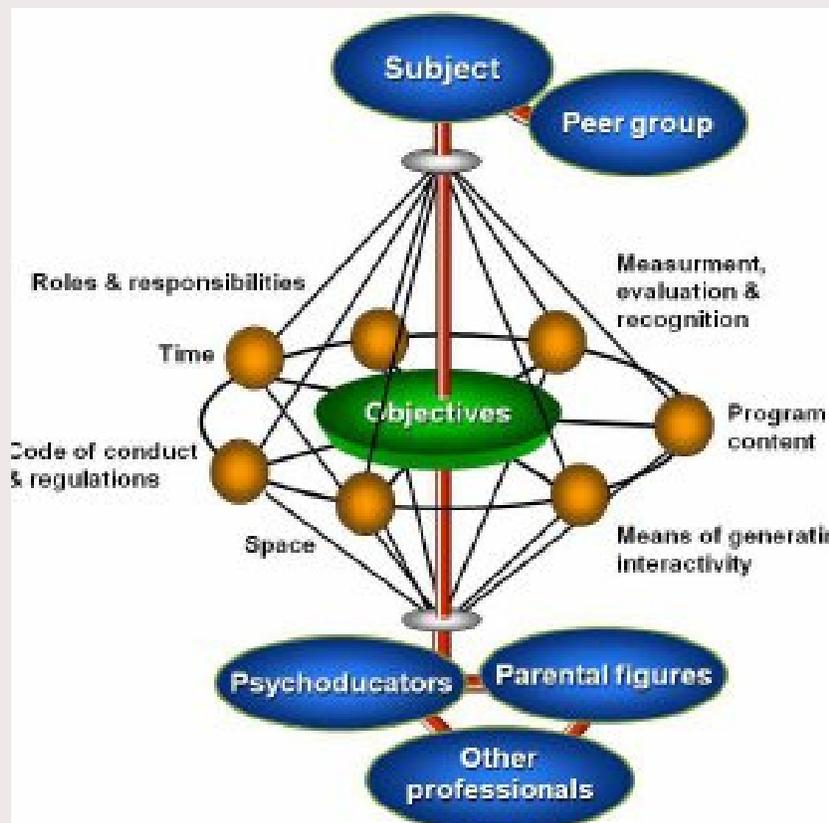
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## IT ALL STARS WITH PLANNING

Group facilitation and intervention require some preparation and several elements must be taken into account to ensure that they function properly.

Several structures and models of psychoeducational intervention have been developed in this sense, including that of Gendreau and Boscoville (2003).

Illustrating the dynamic nature and the notion of balance that the intervention represents, the authors of this program were inspired by this overall structure to highlight elements to consider before, during and after each meeting of this program.



## IT ALL STARS WITH PLANNING

### OBJECTIVES

The objectives presented above will help you to understand the aim of the program (please see section "The program from home to yours"). To achieve these objectives, we kindly ask that you implement certain intervention strategies and lead different activities, which will be presented to you in the following sections. It would be beneficial to keep the objectives in mind when working with your participants to ensure consistency between meetings and to help you and your participants achieve the desired results.

### PEERS GROUP

Participants are at the heart of this intervention program. They are likely to be mostly parents of people with ID or autism, but could also be the brother, sister, guardian or family member who accompanies a loved one during the residential transition.

To facilitate the inclusion of all, the term "caregiver" (CCP) should be prioritized. These CCPs must play a role in their loved one's transition in order to participate in the program. Ideally, the group should consist of approximately 8 to 10 participants to ensure fluidity of discussion and to allow all participants to share their experiences or concerns. The program plans to facilitate a closed group, meaning that the group will consist of the same participants from start to finish.

When you first contact your potential participants, remember to share these elements:

- The context and goals of the program;
- The frequency and duration of the meetings;
- The location and scheduled dates of the meetings.

During the initial contact, potential participants may decline to join the group. You might then explore the reason for this refusal. In fact, refusing to participate in a group because of lack of time, indifference, or fear of judgment does not have the same impact. If necessary, you can reassure the person and remind him or her of the potential benefits (see the section on "Positive Impact").

## IT ALL STARTS WITH PLANNING

### FACILITATORS

During the program testing (Caouette et al., 2023), participants emphasized the importance of facilitation in their journey. The dyad of facilitators used during this period proved to be interesting, allowing one of the facilitators to ensure the smooth running of the meetings and the other to promote the emergence of a mutual support dynamic between the participants. During the preparation and return meetings, it will be important to distribute the facilitation tasks between you and to adjust the division of tasks as needed.

The program has as its intervention philosophy the concept of self-determination (Nirje, 1972; Deci and Ryan, 1985; Wehmeyer, 1992; Lachapelle and Wehmeyer, 2003). Although relevant information and additional reading will be provided as part of this program, it is important that facilitators be familiar and comfortable with the concept. Training prior to facilitating the program may be necessary to increase your mastery of this intervention philosophy.

### RESPONSIBILITY SYSTEM

Preparation is important to facilitate this assistance program. Reading this entire guide before contacting potential participants will give you the information you need to answer their questions. Before each meeting, make sure you understand the planned activities and have all the necessary materials.

You play an essential role in creating a friendly atmosphere within a support group, a central element (Caouette et al., 2023). Your attitude can therefore have a great impact on the atmosphere within the group or on the ease with which participants feel able to share their experiences. For example, smiling, being calm, attentive, empathetic, and caring gives participants confidence.

In addition, participants will have fears, uncertainties or questions about the residential transition of their loved one with an ID or autism. You, like the other participants, will then be a caring source of information. You will observe several emotions in them, all as legitimate as each other. Validating their experiences, concerns, and emotions can be very helpful. An empathetic and open attitude was appreciated by the participants of the first cohort and allowed them to feel more comfortable in the group to share their personal experiences. Reflecting on participants' learning and progress can also increase their confidence in their abilities in the face of the transition they are about to experience.

## IT ALL STARS WITH PLANNING

### RESPONSABILITY SYSTEM (CONTINUED)

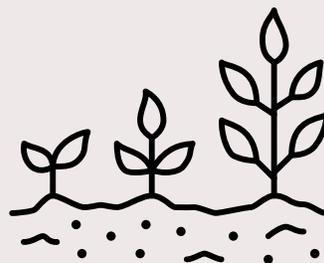
#### **A LITTLE TIP!**

Observe and reflect on the strengths and resources of your participants. Build on their skills and abilities to help them take another step in the right direction!

Because each support group is unique, its development is also unique. Nevertheless, certain dynamics are observed in the majority of groups and have been described by Turcotte and Lindsay (2019). These authors define five stages:

- 1) pre-affiliation/trust;
- 2) control/autonomy;
- 3) intimacy/proximity;
- 4) differentiation/interdependence;
- 5) separation.

The evolution of groups is not linear: a group can return to the previous stage or simply stop evolving. Each group does not evolve at the same rate, and the timing of the stages and their duration are difficult to predict. Also, several stages can be observed during the same meeting, since the participants are not at the same point in the process. However, being able to assess the stage the group is in based on the attitudes of your participants will allow you to adjust your interventions accordingly. The following tables summarize the key elements of each stage.



## IT ALL STARS WITH PLANNING

### RESPONSABILITY SYSTEM (CONTINUED)

Pre-affiliation/trust stage (1)	
Attitudes of participants	Roles of the facilitator
<ul style="list-style-type: none"> <li>• Get to know each other;</li> <li>• Wondering about the possible benefits of the group;</li> <li>• Lots of uncertainty and ambivalence;</li> <li>• Approach-avoidance dynamic: Participants want to be involved but protect themselves from too much intimacy;</li> <li>• Group is a source of stress;</li> <li>• Seeking 1) trusting relationships, 2) recognition, and 3) respect;</li> <li>• The speaker is the most important person in their eyes.</li> </ul>	<ul style="list-style-type: none"> <li>• Clarify the purpose of the group to reassure participants about what is expected of them;</li> <li>• Create a climate of trust;</li> <li>• Share your own feelings and encourage participants to do the same;</li> <li>• Help participants make connections between their needs and the group's possibilities.</li> </ul>

Control/autonomy stage (2)	
ATTITUDES OF PARTICIPANTS	Roles of the facilitator
<ul style="list-style-type: none"> <li>• Beginning of active participation;</li> <li>• Seek to assign roles or statuses within the group in order to secure themselves, because participation is a sign of vulnerability. Therefore competition in the search for power;</li> <li>• A hierarchy is established;</li> <li>• When the status is lower: reinforces the idea of weakness and low self-esteem. Possibility of leaving the group at this time;</li> <li>• Emergence of “clans”: people who are not part of the “clan” are vulnerable to attacks and sarcasm from others;</li> <li>• Presence of conflict;</li> <li>• Ambivalence, impatience, hostility towards the speaker and other members;</li> <li>• Establishment of a mutual aid system</li> </ul>	<ul style="list-style-type: none"> <li>• Help the group become a mutual aid system;</li> <li>• Avoid monopolizing all the power by being very directive or rigid;</li> <li>• Make members aware of power games;</li> <li>• Pay attention to each member;</li> <li>• Ensure a balance between a positive emotional climate and the accomplishment of activities;</li> <li>• Clarify the issue of authority and power.</li> </ul>

## IT ALL STARS WITH PLANNING

### RESPONSABILITY SYSTEM (CONTINUED)

Intimacy/proximity stage (3)	
Attitudes of participants	roles of facilitator
<ul style="list-style-type: none"> <li>• Trust and interest in other members;</li> <li>• Cohesion increases;</li> <li>• More commitment: they take the risk of revealing themselves;</li> <li>• The absence of members affects the functioning of the group.</li> <li>• Greater resistance to the arrival of new members;</li> <li>• Tendency to hide their feelings if they are not in the same direction as the rest of the group, so as not to create conflict. Consensus is sought;</li> <li>• Members who share, open up, and pay attention to others are valued.</li> </ul>	<ul style="list-style-type: none"> <li>• Help members balance self-disclosure and privacy;</li> <li>• Encourage expression of feelings;</li> <li>• Encourage feedback and mutual support;</li> <li>• Share feelings about what is happening in the group at appropriate times;</li> <li>• Pay attention to each member;</li> <li>• Clarify new group goals and renegotiate the contract if necessary.</li> </ul>

Stade différenciation/interdépendance (4)	
Attitudes des participants	Rôles de l'intervenant
<ul style="list-style-type: none"> <li>• Les rôles et les statuts sont flexibles ;</li> <li>• Relation étroite entre les membres et l'intervenant ;</li> <li>• Équilibre entre le maintien des rapports interpersonnels harmonieux et réalisation des activités nécessaires ;</li> <li>• Plus grand souci du lien entre ce qui est vécu et les objectifs ;</li> <li>• Interactions spontanées et souples ;</li> <li>• Structure de fonctionnement claire ;</li> <li>• Les différends ont été réglés par consensus ;</li> <li>• Les différences entre les membres sont acceptées ;</li> <li>• Reconnaissance de l'apport des autres membres, mais aussi de l'expertise de l'intervenant et de sa contribution.</li> </ul>	<ul style="list-style-type: none"> <li>• Soutenir les dynamiques d'aide mutuelle ;</li> <li>• Faire en sorte que les membres restent actifs ;</li> <li>• Aider le groupe à prendre conscience du cheminement et des progrès ;</li> <li>• Soutenir la différenciation des rôles. Chacun contribue à sa façon ;</li> <li>• Aborder la fin éventuelle des rencontres.</li> </ul>

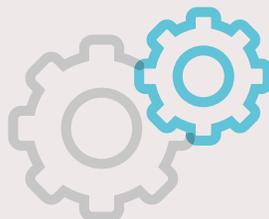
## IT ALL STARS WITH PLANNING

### RESPONSIBILITY SYSTEM (CONTINUED)

Separation Stage (5)	
Attitudes of participants	Facilitator roles
<ul style="list-style-type: none"><li>• Several similarities to the initial stage: Feelings of ambivalence and uncertainty;</li><li>• Commitment-withdrawal reactions;</li><li>• Gradual isolation of members. The loss of the group causes anxiety;</li><li>• Some may be more absent or leave early;</li><li>• Some may engage in behaviors that indicate they no longer need the group;</li><li>• Some will question the relevance of ending the group;</li><li>• Wonder what will happen next without the support of the group.</li></ul>	<ul style="list-style-type: none"><li>• Encourage the transfer of learning outside the group;</li><li>• Encourage members to express their feelings about the separation, to evaluate the work they have done, and to see how their progress can continue;</li><li>• Verbalize their own feelings about the end of the group.</li></ul>

### CODE AND PROCEDURES

As with any group, it is important to establish certain operating rules before you begin. First, participants are free to join the group or not. Their participation is voluntary, so they can leave if they wish. Also, if participants are confiding, it is important that everyone feels comfortable and confident during the meetings and that confidentiality is maintained. It is therefore important to remind participants that what is shared during the meetings should not be repeated outside the meetings. It is also important to maintain an attitude of listening and openness when another participant is speaking. Depending on your vision of how the group will work, you may want to establish other rules (e.g., raising hands, punctuality). Make sure they are simple, few in number, and understood by everyone.



## IT ALL STARS WITH PLANNING

### TIME

Ideally, the meeting schedule should be established in advance and be fixed. This will allow for better scheduling of these gatherings, both for the facilitators and for the participants. You can plan 6 meetings lasting approximately 120 minutes over a period of 3 months. It is a good idea to plan the first three meetings before the tenants move in and the last three after the transition.

Finally, during the test, the participants pointed out that a follow-up meeting six months after the end of the meetings is recommended to answer new questions or concerns would be relevant.

Despite all these recommendations, being flexible is essential for facilitating this program. Your approach may fluctuate depending on the needs and reality of the participants.

### MEANS OF INTERACTION

In a support group, sharing experiences is at the heart of the intervention process. Creating a climate that encourages sharing and interaction is critical! In testing this program, a snack was brought by the facilitators and made available to the participants during the break. This sharing created an atmosphere conducive to sharing, in a friendly atmosphere, and several informal discussions in sub-groups were observed between the participants. These exchanges can then allow participants to get to know each other better, creating bonds and fostering a climate of non-judgmentalism and openness during the activities.

#### **A LITTLE TIP!**

In order to promote commitment within the group, the facilitator can encourage the emergence of mutual aid dynamics in his group (Shulman, 1989).

## IT ALL STARS WITH PLANNING



### INTERACTION MEANS (CONTINUED)

- Sharing information: Be sure to circulate information among participants. Emphasize the importance of sharing their story by making sure each participant can express themselves;
- 
- Confront ideas: raise different opinions among participants and encourage constructive debate of ideas. Participants will be able to better understand a topic and all of its issues. They will be able to enrich and, if necessary, reconsider their point of view;
- 
- Discuss taboo topics: foster a climate of trust and a space conducive to self-disclosure and sharing intimacy. Remind them that words shared in the group remain in the group. Support and encourage participants to discuss taboo or sensitive topics. Emphasize the importance and relevance of these discussions to the group (e.g., reducing feelings of isolation, benefiting from the help of other participants, contributing to the achievement of personal or common goals);
- 
- Kinship: Emphasize the connections that unite participants (e.g., emotions, life journeys, concerns) so that they see their similarities and feel less alone in their situation;
- 
- Emotional support: Provide space for the expression of feelings. Encourage the group to be concerned about the well-being of each member and to support each other when needed by showing empathy and compassion. As a facilitator, your own choice of words, gestures, and caring attitude can serve as a model for participants;
- 
- Mutual requests: Encourage participants to consult with the group when they have difficulties or concerns (e.g., by directing a question initially directed to the facilitators to the group). If necessary, also help participants clarify their expectations or needs for the group;
- 
- Assist in resolving personal issues: Help participants make connections between the experiences shared and their own experiences. They will be able to use these exchanges to find solutions to their personal difficulties. M

## IT ALL STARS WITH PLANNING

### SPACE

The layout of the room can also impact the cohesiveness of the group. To foster a collaborative environment, it is essential to arrange the seating in a way that encourages interaction and discussion. One effective approach is to form a circle with the tables or chairs, which creates a more informal setting conducive to dialogue. Additionally, sitting in the circle with the participants can help to establish a sense of equality and transparency.

### ASSESSMENT AND RECOGNITION SYSTEM

This component represents all the means established to evaluate and analyze the achievement of the program's objectives. To this end, this guide presents success criteria for each meeting. These criteria will allow you to decide whether the objectives of the meeting have been achieved. You will also find several spaces for reflection. Use them to ensure better follow-up, for example, by noting the highlights of a meeting or the topics to be discussed at the next meeting.

As mentioned above, each group is unique. Knowing the needs and expectations of a group will allow you to adapt to them and ensure better follow-up. To get to know these elements, participants will find evaluation sheets in the participant's guide. There are three different sheets: 1) an initial evaluation sheet, 2) a session evaluation sheet, and 3) a final evaluation sheet.

Some participants may not feel comfortable sharing their actual comments with you. By maintaining their anonymity, they may feel more comfortable opening up to you. You are then invited to leave a box at the exit so that each participant can leave their evaluation anonymously.



## Meeting 1 : Welcoming participants

### Meeting Plan

Group Context

Facilitator Presentation  
Participants' presentations  
Presentation of the program  
Presentation of the impact on oneself

**Activity 1:** First evaluation sheet

**Activity 2:** choose your image

**Activity 3:** from one concern to another

**Conclusion**

### Material Required

- Participant Guides
- Photo language images to place on tables around the room
- Basket or box to collect initial assessment sheets
- Writing paper
- Pens and pencils



### Objectives of the meeting

- 1) To provide an opportunity for each participant to express their emotional experience of their loved one's transition;
- 2) To provide an opportunity for each participant to express their concerns regarding their loved one's residential transition;
- 3) To facilitate the development of supportive relationships among participants.

### Success Criteria

- 1) Each participant was able to use an image to express their emotional experience.
- 2) Each participant was able to express a concern to the group.

**\*Place the basket or box near the door to collect the initial evaluation sheets.**

## MEETING 1: PROGRESS

Group Context	0-20 minutes
<p><b>a) Introduction of the facilitators</b></p> <p>Your introduction and that of your co-facilitator help to build trust among the participants and thus encourage discussion and sharing, which are essential in support groups. Your introduction should be short but relevant. It is not necessary to recite a text that you have learned by heart. However, you can still prepare this introduction in advance by writing down the elements that you would like to share with the participants. You can draw inspiration from the elements listed below [1]. This list is not exhaustive, but will help you structure yourself:</p> <ul style="list-style-type: none"><li>• Name</li><li>• Function</li><li>• Key steps in your journey</li><li>• Ideally, the participants should understand the relevance of your presence as facilitators of this support group.</li><li>• Expectations or feelings about the meetings</li></ul> <p><b>b) Introduction of the participants</b></p> <p>Next, it will be the participants' turn to introduce themselves. To ensure optimal operation, you could suggest a few elements to share:</p> <ul style="list-style-type: none"><li>• Name</li><li>• Name of the person making a residential transition</li><li>• Role with this person in transition</li><li>• Concerns or expectations regarding upcoming meetings</li></ul> <p><b>c) Presentation of the Program</b></p> <p>If you followed the instructions in the "Peer Group" section, during the initial contact with the participants, you presented the general structure of the program and explained the level of involvement expected of them. However, it may be beneficial to reiterate certain elements or provide further clarification to reassure participants. The following points should be covered in brief during this welcome meeting:</p> <p><b>Distribute the Participant guide.</b></p> <p>1. Introduction of the Guide</p> <p>Introduce the guide to the participants as the main tool for the meetings. Inform them that this guide belongs to them, but that it is necessary for them to have it at each meeting.</p> <ul style="list-style-type: none"><li>• Explain that you will accompany them in the different activities proposed by the guide. These spaces are intended to serve as a personal journal, providing an opportunity for participants to track their own progress and development throughout the course of the meetings. It is theirs to retain and use as they see fit.</li></ul> <p>[1] Gillet-Goinard, F. &amp; Maimi, L. (2022). Outil 20. La présentation de l'animateur. In : Gillet-Goinard, F. and Maimi, L. (Dir), La boîte à outils pour animer vos réunions (pp. 56-57). Paris: Dunod.0</p>	

## RENCONTRE 1 : DÉROULEMENT

Group Context (continued)	0-20 minutes
<p><b>1- Objective of the support group</b></p> <ul style="list-style-type: none"> <li>Support and prepare for the residential transition of your loved one, taking into account the impacts on you.</li> </ul> <p><b>2- Conduct of the meetings</b></p> <ul style="list-style-type: none"> <li>Six meetings;</li> <li>Start and end times;</li> <li>Date of the meetings;</li> <li>Location.</li> </ul> <p><b>3- Availability of the facilitators</b></p> <ul style="list-style-type: none"> <li>Participants may not be comfortable asking a question in a large group. You could then give them ways to interact with you individually (e.g., email, during breaks, before and after the meetings). You could then provide feedback with all the other participants, but only if:               <ul style="list-style-type: none"> <li>- You consider that it would be good to make it an intervention;</li> <li>- The participant concerned consents;</li> <li>- You ensure that the anonymity of the participant concerned is maintained.</li> </ul> </li> </ul> <p><b>4- Code of conduct</b></p> <ul style="list-style-type: none"> <li>To ensure that the meetings are conducted properly, you can share with the group members certain rules to be applied as well as the reason for them.</li> </ul>	
Activity 1: Initial assessment sheet	20-30 minutes
<p><b>Description of the activity</b></p> <ul style="list-style-type: none"> <li>The participants complete their initial evaluation sheet (see Annex).</li> <li>The participants keep this sheet until the end of the meeting.</li> </ul>	
Activity 2: Choose your image	30-60 minutes
<p>The residential transition of one's child, brother or sister, can lead to experiencing contradictory emotions. One can be both happy and sad about this departure, confident and worried, excited and scared, etc. The first activity will then explore how the participant feel and experience this transition.</p> <p><b>Please arrange the photolanguage images (see annex) on the table or the floor in the manner indicated.</b></p>	

### Activity 1: Initial assessment sheet

## MEETING 1: PROCEDURE

## MEETING 1 : PROCESS

<b>Activity 3: From one concern to another (continued)</b>	<b>70-85 minutes</b>
<p><b>your role</b></p> <ul style="list-style-type: none"> <li>• Welcoming concerns and normalizing them..</li> </ul>	
<b>Conclusion</b>	<b>85-90 minutes</b>
<p><b>Your role</b></p> <ul style="list-style-type: none"> <li>• It is important to note that the participants have both similarities and differences. They share similar emotions and concerns.</li> <li>• At the conclusion of the meeting, we encourage participants to discuss these concerns with their partners or loved ones in the interim period leading up to the next meeting.</li> <li>• The meeting will now come to a close.</li> <li>• The participants will place their initial evaluation sheet in the provided box. The selected image may be retained in the participant notebook.</li> <li>• Thank the participants for their attendance and input, and wish them a productive week.</li> </ul> <p><b>Complete the sheet titled "Our Strengths in This Transition," which can be found in the appendix. This sheet should be completed with the strengths and qualities listed during the second activity.</b></p>	

### LITTLE TIPS

- If you have knowledge or strong affinities with a participant, maintain neutrality and an egalitarian approach with all parents to avoid creating discomfort or jealousy.
- It is important to ensure that all participants have the opportunity to contribute to the discussion while allowing each individual the time they require to express their views.
- Allow sufficient time for participants to share their experiences.
- It is important to ensure that the language used is accessible and adapted to the participants.

MY  
THINKING  
SPACE

## MEETING 2: SELF-DETERMINATION AND COMMUNICATION

### Meeting Plan

#### Group context

- Welcome the
- Feedback from the previous meeting
- Presentation of the concept of self-determination
- **Activity 1:** Definition of empowerment and principles of communication
- **Activity 2:** Communication in action
- **Concluding remarks**

### Matériel required

- A guide for each participant
- Papers
- pencils



### Objectives of the meeting

- 1) To enable participants to better understand the principle of self-determination.
- 2) Provide participants with concrete means to practice empowering communication.
- 3) Enable participants to experiment with the principles of empowering communication.

### success criteria

- 1) Each participant was able to share an intervention promoting self-determination during the role-plays.
- 2) Each participant was able to target a communication strategy focused on self-determination to apply by the next meeting.

## MEETING 2: PROCESS

Group context	0-15 minutes
<p><b>1) Introduction</b></p> <p>You can go around the table and ask each of the volunteer participants to use the scales to position themselves in relation to the upcoming change.</p> <p>"On a scale of 0 to 10, where 0 is things are not going well at all and I am experiencing a lot of anxiety about my loved one's move and 10 is everything is going well in the best of all possible worlds, how have you been since our previous meeting?"</p> <p><b>2) Feedback on the previous meeting</b></p> <p>Participants share what they have learned from the previous meeting.</p> <p><b>Your role</b></p> <ul style="list-style-type: none"> <li>• Improve or correct their comments if they are not entirely accurate or incomplete.</li> <li>• Ask them if they have tried to share their concerns about their loved one's transition with anyone.</li> </ul> <p>- If so, what did they observe? How did they feel?</p> <p>- If not, what prevented them from doing so?</p> <p><b>3) Introducing the concept of empowerment</b></p> <p>"What is empowerment? Why do we want to study this topic today? If you are with us today, it is probably because you are already helping your child to develop self-determination: you are giving them the tools to be more autonomous, you are helping them to make connections between their actions and their consequences, you are highlighting their strengths so that they learn to be proud of themselves... So we want to help you put into words what you are doing and give you the means to do it more, in this residential context".</p>	
Activity 1: Defining self-determination and communication principles	15-50 minutes
<p><b>From page 3 of the Participant Guide.</b></p> <ul style="list-style-type: none"> <li>• "Why talk about empowerment? It is the least developed dimension of quality of life for people with disabilities. However, it is a need that is present throughout life.</li> </ul> <p>You can then give an example of manifestations of self-determination in each moment of life and invite participants to share their own example.</p> <ul style="list-style-type: none"> <li>• "Self-determination is acting freely to exercise power and control over one's life. Acting freely means avoiding acting under the disproportionate influence of our environment. Exercising power and control over one's life means being at the center of the decisions that affect us.</li> </ul>	

## MEETING 2:PROCESS

<b>Activity 1: Defining Self-Determination and Communication Principles (continued)</b>	<b>0-15 minutes</b>
<p>We can then provide examples that illustrate what self-determination is not. It is not doing everything alone, but rather receiving the necessary support to update one's skills and assert one's preferences. It is essential to provide an example of an instance that does not exemplify self-determination, accompanied by a genuine illustration of self-determination in action.</p> <ul style="list-style-type: none"> <li>• "Self-determination is the ability to exert control over significant aspects of one's life."</li> </ul> <p>Provide examples of areas where you believe it is important to exercise self-determination. Inquire as to whether the participants have any areas of life that they consider to be of greater importance and in which they would like to have greater autonomy.</p> <ul style="list-style-type: none"> <li>• "Do you have any concerns regarding the development of your child's self-determination?"</li> </ul> <p>Allow the participants to discuss this question by reframing their perception of the concept of self-determination, if necessary.</p> <p>In summary, self-determination can be likened to the role of a foreman on a construction site. He is not responsible for making minor adjustments to the construction plan; rather, he oversees the project and guides his team in the appropriate direction. It is therefore essential to create spaces that allow your loved one to express their preferences, to receive adequate support in line with their needs, and to take action. "You therefore have a key role to play in supporting him."</p> <p>Ask the participants if they have any reactions they would like to share with the group.</p> <p>The manner in which you communicate with your loved one may or may not have facilitated his self-determination. The following are examples of interventions that will allow you to adjust your posture.</p> <p>Read each of the intervention techniques (see annex) and provide some examples illustrating them, based on the participants' experiences and the discussions that took place in the group.</p>	
<b>Break</b>	<b>50-60 minutes</b>
<b>Activity 2: Communication in action</b>	<b>60-85 minutes</b>
<p><b>Activity Description</b></p> <ul style="list-style-type: none"> <li>• Read the scenarios one at a time (on the next 2 pages).</li> <li>• Participants reflect on the main issue of each scenario.</li> </ul> <p><b>Your role</b></p> <p>Invite participants to think, in light of the new learning, what would be an intervention that ensures both self-determination and the safety of the person.</p>	

## INTERVENTION TECHNIQUES

### **Descriptive Feedback**

This involves describing what has been observed in order to draw the person's attention to important elements.

For example, if the person asks if their housework is done well, we might say "I notice dust on your bedside table, what do you think?"

### **Almighty Phrase**

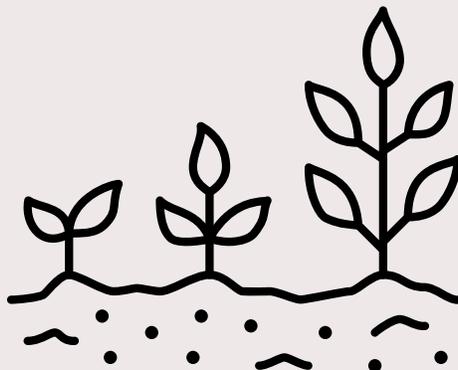
Through our language, we can sometimes take a position of superiority over the other person. We then confirm (or not) an element without giving the person the opportunity to think for themselves.

For example, instead of saying, "Turn down the heat," we might say, "Are you hot?"

### **Be empathetic**

Trying to understand how the other person feels and perceives the situation, without judging, improves communication. Being able to recognize and name feelings allows for a better understanding of the situations experienced. The person feels heard, understood, and listened to.

For example: "I understand that you are disappointed that you cannot have a cat."



## INTERVENTION TECHNIQUES

### **Rationality**

The logic of our actions sometimes seems obvious. But this is not always the case! If we take the time to explain our request rationally, the person will understand it better and be more likely to comply.

For example, instead of saying, "Take out your garbage!", we could say, "You should take out your garbage because it doesn't smell very good!"

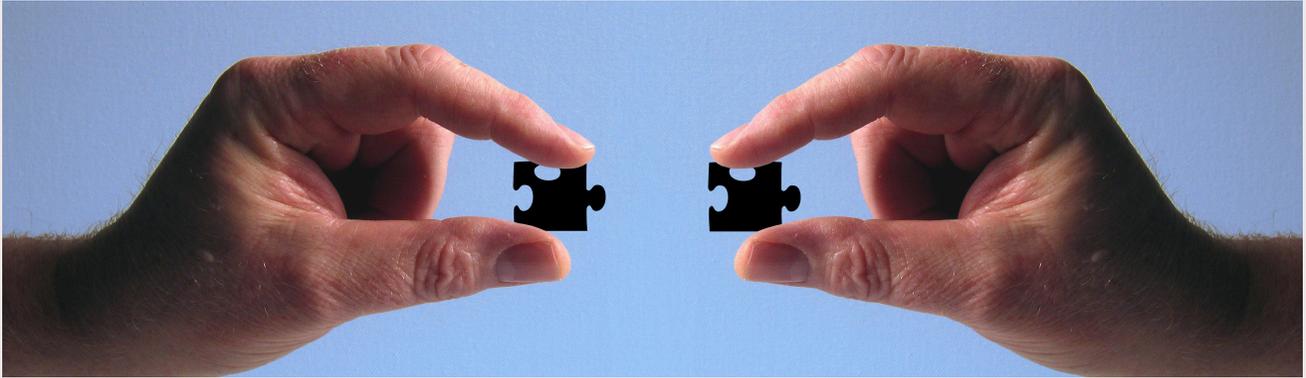
### **OFFER CHOICES**

The ability to make a choice is an important expression of self-determination. The person needs to know that they have the opportunity to choose between options and that their preference will be respected. Ensuring that the person knows they can make a choice and that they know their options supports their self-determination.

Let's take meals as an example. Instead of deciding what the menu will be for the person every day of the week, offer them choices.



## SIMULATIONS



### Simulation #1

Annie has fallen asleep in her bed, leaving the door to her apartment ajar. Her parents pay her a “surprise” visit in the afternoon. They then notice that the door is unlocked and that their daughter is asleep.

How can we approach the situation while supporting Annie’s self-determination and taking her safety into account?

### Simulation #2

While Antoine is sitting on the couch playing his video games, his mother enters his apartment without notifying him of his presence. She asks him to stop playing his video games because she would like to talk to him. She has not seen him in a week and Antoine has not called her.

How can we approach the situation while supporting Antoine's self-determination?

### Simulation #3

Mike’s parents are visiting him on this fall evening. After sitting down with his father to talk, Mike notices his mother picking up his soiled clothes from his room and putting them in the washer. She then sits down to do the dishes.

Rather than doing the chores for Mike, how can we approach the situation while supporting his self-determination?

## SIMULATIONS

### Simulation #4

Élodie tells her parents that she has been in a relationship with a young man for a few weeks. In fact, she invites him to her place tonight for the first time to spend the night. How can you approach the situation while supporting Élodie's self-determination and taking into account your need for security?

### Simulation #5

Abélia greets her mother who wanted to visit her. When her mother enters the apartment, she sees three boxes of pizza on the kitchen counter. She then rushes to the kitchen refrigerator to check if Abélia is eating well. How can we approach the situation while supporting Abélia's self-determination and taking into account health issues?



## MEETING 2: PROCESS

Conclusion	85-90 minutes
<p><b>Your role</b></p> <ul style="list-style-type: none"><li>• Point out that self-determination does not mean letting the person do what they want, or letting them put themselves in danger. We must learn to assess risks and share them.</li><li>• Point out that having communication that promotes self-determination allows the person to develop their abilities.</li></ul> <p><b>End of meeting exercise</b></p> <ul style="list-style-type: none"><li>• Participants share the communication principle that they want to implement in the coming weeks with someone close to them.</li></ul> <p><b>Closing of the meeting</b></p> <ul style="list-style-type: none"><li>• Thank the participants, invite them to share their comments on the meeting and wish them a good week.</li></ul>	

### LITTLE TIPS

- Use examples from discussions and situations experienced by participants, they will be more meaningful to them.
- Make sure to give varied examples so that all participants feel involved in the discussions.

MY  
THINKING  
SPACE

## MEETING 3: RISK MANAGEMENT

### Meeting plan

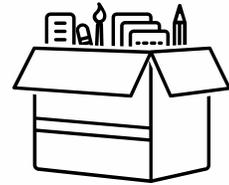
#### Group context

welcome  
Feedback on the previous meeting  
Introduction to the concept of risks

- **Activity 1:** defining the concept of risks
- **Activity 2:** risk management in action
- **Conclusion**

### Material required

- A notebook for each participant
- Papers
- Pencils



### Objectives of the meeting

- 1) Allow participants to better understand the principle of risk management.
- 2) Provide participants with concrete tools to analyze the risks associated with different plausible situations that could occur while living in a home.
- 3) Allow participants to think about different ways to ensure the person's safety while promoting empowerment.

### Success criteria

- 1) Each participant was able to identify the different elements of risk management.
- 2) Each participant was able to identify a strategy to use to ensure the safety and self-determination of their child.

## RENCONTRE 3 : DÉROULEMENT

Group context	0-15 minutes
<p><b>1) Welcome</b></p> <ul style="list-style-type: none"> <li>You can go around the table and ask each volunteer participant to use the scales to help them position themselves about the upcoming change.</li> </ul> <p>"On a scale of 0 to 10, where 0 is things are not going well at all and I am experiencing a lot of anxiety about my loved one's move, and 10 is everything is going well in the best of all possible worlds, how have you been since our previous meeting?"</p> <p><b>2) Feedback from the previous meeting</b></p> <ul style="list-style-type: none"> <li>Participants share what they learned from the previous meeting.</li> </ul> <p><b>Your role</b></p> <ul style="list-style-type: none"> <li>Improve or correct their comments if they are not entirely accurate or incomplete.</li> <li>Ask them if they have tried the different communication techniques discussed in the previous meeting. What effects did they observe?</li> </ul> <p><b>3) Introducing the concept of risk</b></p> <ul style="list-style-type: none"> <li>Bring up the mixed feelings the participants mentioned in previous sessions about the idea of their loved one moving. Many emotions may be in conflict (e.g., relief and anxiety, joy and fear), especially when it comes to the safety of their loved one.</li> <li>Emphasize that empowerment does not mean disengaging from their loved one's new reality, but rather creating the conditions necessary to ensure everyone's safety.</li> </ul>	
Activity 1: Define the concept of risks	15-50 minutes
<p><b>From page 9 of the Participant's Guide.</b></p> <ul style="list-style-type: none"> <li>"Self-determination means accepting to take risks. There is no such thing as zero risk. No one can live under a glass bell, protected from all dangers, but also from all opportunities for experimentation. Overprotecting a person with an intellectual disability or autism can limit the person's ability to develop. It is a bit like the flower we want to protect from the rain. No one likes to get wet, but the flower needs the rain to grow!"</li> <li>Take time to clearly separate the concept of risk from that of danger.</li> <li>Define the different types of risk and give specific examples for each.</li> </ul>	
Break	50-60 minutes

## MEETING 3: PROCESS

Activity 2: Risk management in action	60-85 minutes
<p><b>Activity description</b></p> <ul style="list-style-type: none"><li>• Read the scenarios on the following 2 pages one at a time.</li><li>• Participants reflect on the main issue of each scenario.</li></ul> <p><b>Your role</b></p> <ul style="list-style-type: none"><li>• Invite participants to think, in light of the new knowledge, what would be an intervention that would ensure both self-determination and safety for the person.</li></ul>	
Conclusion	85-90 minutes
<p><b>Your role</b></p> <ul style="list-style-type: none"><li>• Emphasize that self-determination does not mean letting the person do what they want or letting them put themselves in danger. We must learn to assess and share risks.</li></ul> <p><b>End of meeting exercise</b></p> <ul style="list-style-type: none"><li>• Identify key people in their circle with whom they can share their thoughts about managing risk with their loved one who is transitioning.</li></ul> <p><b>Closing the meeting</b></p>	

## SIMULATIONS

### Simulation #1

Anthony wants to invite his girlfriend Kate home to celebrate Valentine's Day. He has everything planned and shares his plans with his mother. He bought a bouquet of flowers and made a playlist of songs. Anthony asks his mother to lend him her fondue pot: it's Kate's favorite meal and he really wants to please her.

How can he keep everyone safe while supporting Anthony's self-determination?

### Simulation #2

Benedict loves his new apartment! But what he likes best is rocking outside in the summer on his balcony, watching people walk by in the street. For the past few weeks, every evening, when he comes home from work, he uncorks his favorite beer and sips it while rocking on his balcony.

Does this situation involve any risks? What are they?



## SIMULATIONS

### Simulation #3

Daphne considers shopping to be her favorite sport. There's nothing like going shopping at the mall! Before, her mother used to give her an allowance that she spent when she went out. Now that she lives in an apartment, she feels free to spend as much as she wants.

How can we make risks acceptable while supporting Daphne's self-determination?

### Simulation #4

Colin is eager to move into his apartment. On the day of his move, his father brings boxes of dishes, which Colin quickly places randomly in the cupboards. It would be more logical to put the pots near the stove and the plates within reach. His father is tempted to put everything back.

What are the risks of the situation?



MY  
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## MEETING 4: DEVELOPING YOUR INTERPERSONAL BOUNDARIES

### Meeting Plan

- **Group context**
  - Welcome
  - Feedback on the previous meeting
  - Introduction to the concept of interpersonal relationships and boundaries
- **Activity 1:** Defining the concept of interpersonal relationships
- **Activity 2:** Relationships in action
- **Conclusion**

### Material required

- A notebook for each participant
- Papers
- Pencils



### Meeting objectives

- 1) Enable participants to better understand the principle of interpersonal boundaries.
- 2) Provide participants with concrete ways to support their child in developing new interpersonal boundaries.
- 3) Allow participants to reflect on different ways to ensure the safety and development of the person while promoting self-determination.

### Success criteria

- 1) Each participant was able to distinguish between the different elements of interpersonal relationships.
- 2) Each participant was able to identify a strategy to use to ensure the development of healthy interpersonal relationships.

## MEETING 4 : PROCESS

Group context	0-15 minutes
<p><b>1) Welcome</b></p> <ul style="list-style-type: none"> <li>You can go around the table and ask each of the volunteer participants to use the scales to position themselves on the change they are experiencing.</li> </ul> <p>"On a scale of 0 to 10, where 0 is things are not going well at all and I am experiencing a lot of anxiety about my loved one's move, and 10 is everything is going well in the best of all possible worlds, how have you been since our previous meeting?"</p> <p><b>2) Feedback from the previous meeting</b></p> <ul style="list-style-type: none"> <li>Participants share what they have learned from the las meeting.</li> </ul> <p><b>Your role</b></p> <ul style="list-style-type: none"> <li>Improve or correct their comments if they are inaccurate or incomplete.</li> <li>Ask them if they have been confronted with risk management. In what context? What impact have they seen?</li> </ul> <p><b>3) Introducing the concept of interpersonal relationships and boundaries</b></p> <ul style="list-style-type: none"> <li>In this new environment, participants and their loved ones will need to adapt. Their relationship is likely to change and evolve. Your loved one has met new people, new roommates, with whom he or she may spend more time than with you. This new reality will require an adjustment in their interpersonal relationships.</li> </ul>	
Activity 1: Define the concept of interpersonal relationships	15-50 minutes
<p><b>From page 16 of the participant guide.</b></p> <ul style="list-style-type: none"> <li>Define and explain the different elements of an interpersonal relationship, as described in the participant workbook.</li> <li>Define the concept of letting go.</li> </ul> <p>"As the participant of a person with an intellectual disability or autism, you have certainly developed the reflex to help and be there for your loved one. You have helped this person in several areas of their life, daily, for many years. This caregiver-care recipient dynamic has certainly colored your interpersonal relationship. Now physically separated, you will have the opportunity to reshape the relationship you have with your loved one. This change management will have to be accompanied by a form of letting go. Without being disengaged from your loved one's life, you will still have to give up a certain amount of control that your life together allowed."</p>	
Break	50-60 minutes

## MEETING 4 : PROCESS

Activity 2: Relations in action	60-85 minutes
<p><b>Activity Description</b></p> <ul style="list-style-type: none"><li>• Invite participants to take stock of their loved one's interpersonal relationships. What thoughts come to mind? Discuss them around them.</li><li>• Read the following elements one at a time and invite participants to position themselves:<ol style="list-style-type: none"><li>1. How often their laundry is washed</li><li>2. How much food they eat in their lunch</li><li>3. When they go home</li><li>4. They take their medication</li><li>5. They block their doors</li><li>6. How often they clean</li><li>7. They use social media</li><li>8. People they have in their apartment</li><li>9. When they go to bed and get up</li><li>10. How their work day went</li></ol></li><li>• Participants think about the main issue of the scenario. This is also the time to review the concepts seen in previous workshops. Ask participants how to address the elements using communication that promotes self-determination. Analyze their needs based on the risk diagram seen previously.</li></ul> <p><b>Your role</b></p> <ul style="list-style-type: none"><li>• Invite participants to think, in light of new learning, what would be an intervention that would ensure both self-determination and the development of healthy interpersonal relationships.</li></ul>	
Conclusion	85-90 minutes
<p><b>Your role</b></p> <ul style="list-style-type: none"><li>• Emphasize that their relationship with their loved one will change over time. Each of them will have the opportunity to develop new, enriching relationships with other people.</li></ul> <p><b>End of Session Exercise</b></p> <ul style="list-style-type: none"><li>• Participants reflect on their relationships and those of their loved one between now and the next meeting.</li></ul> <p><b>Closing the Meeting</b></p> <ul style="list-style-type: none"><li>• Thank the participants, invite them to share their comments about the meeting, and wish them a good week.</li></ul>	

MY  
THINKING  
SPACE

## MEETING 5: REDEFINING MY OWN ROLE

### Meeting plan

- **Group context**  
Welcome  
Feedback on the previous meeting  
introduction to the role of caregiver
- **Activity 1** : the role of caregiver
- **Activity 2** : Take care of yourself
- **Conclusion**

### Material required

- A notebook for each participant
- Glue, tape or adhesive putty
- Étiquettes de tâches
- Papers
- Pencils



### Meeting objectives

- 1) Provide each participant with the opportunity to express their emotional experiences regarding the tasks inherent to their role as participant for an adult in residential transition.
- 2) Provide each participant with the opportunity to reflect on the roles they wish to prioritize following the move of their adult relative.
- 3) Facilitate the development of supportive relationships between participants.

### Success criteria

- 1) Each participant was given the opportunity to share with the group their anticipated differences or similarities in their participant tasks.
- 2) Each participant was able to express a difference or similarity between their current role and those they intend to prioritize.

## MEETING 5: PROCESS

Group context	0-15 minutes
<p><b>1) Welcome</b></p> <ul style="list-style-type: none"><li>• Ask each of the volunteer participants to use the scales to allow them to position themselves on the change experienced.</li></ul> <p>"On a scale of 0 to 10, where 0 is things are not going well at all and I am experiencing a lot of anxiety about my loved one moving, and 10 is everything is going well in the best of all possible worlds, how have you been since we last saw each other?"</p> <p><b>2) Feedback on the previous meeting</b></p> <ul style="list-style-type: none"><li>• Participants share what they learned from the previous meeting.</li></ul> <p><b>Your role</b></p> <ul style="list-style-type: none"><li>• Improve or correct their statements if they are inaccurate or incomplete.</li><li>• Ask them if they have thought about the items they want to give up. In what context? What effects have they observed?</li></ul> <p><b>3) Introduction to different tasks and role of caregiver</b></p> <ul style="list-style-type: none"><li>• "Supporting a loved one with an intellectual disability or autism is not the same if they live with you as if they rent their own apartment. The areas in which you provide support are different, and the form of your support may have changed.</li></ul>	
Activity 1: the role of caregiver	15-50 minutes
<p><b>From page 19 of the Participant Guide .</b></p> <ul style="list-style-type: none"><li>• Provide each participant with a "Caregiver Tasks and Role" set (see annex).</li></ul> <p><b>Activity description</b></p> <ul style="list-style-type: none"><li>• Each participant distinguishes between tasks that they do alone, with another person, or not at all.</li><li>• Each participant is invited to note one difference in daily life that they have observed since their loved one moved and one element that has remained the same.</li></ul> <p><b>Feedback on the activity</b></p> <ul style="list-style-type: none"><li>• When the caregivers have completed the activity or the 10 minutes are up, each participant is invited to present the order they have determined to the rest of the group..</li></ul> <p><b>Your role</b></p> <ul style="list-style-type: none"><li>• Remind participants of what they presented and make connections with the rest of the group. Ask participants how they can approach their role using empowering communication. Analyze their needs based on the risk diagram they saw earlier. Check if they have let go of certain elements.</li></ul>	

## MEETING 5 : PROCESS

Break	50-60 minutes
<b>Activity 2: Take care of yourself</b>	<b>60-85 minutes</b>
<p>The transition to a new living situation and the changes in their role will undoubtedly affect their daily lives. Once a new routine is established, new opportunities for self-determination will emerge. How will they capitalize on these opportunities? What will they prioritize in their daily lives?</p> <p><b>Activity description</b></p> <ul style="list-style-type: none"> <li>• Each participant is required to record in their notebook their desired outcomes, along with their proposed methods for self-care, the anticipated date of their return to a more relaxed daily routine, and the projected end date of the transition period. Please feel free to express your most ambitious aspirations.</li> <li>• Each participant presents their aspirations.</li> </ul> <p><b>Your role</b></p> <ul style="list-style-type: none"> <li>• Instill hope and welcome concerns as needed. It should be emphasized to participants that they are no longer alone in supporting their loved one and that they can count on the new relationships created during the transition.</li> <li>• It is also crucial to build connections between the different members of the group.</li> </ul>	
<b>Conclusion</b>	<b>85-90 minutes</b>
<p><b>End of meeting exercise</b></p> <ul style="list-style-type: none"> <li>• The role of the caregiver will probably change:             <ul style="list-style-type: none"> <li>- From a more normative role to a more nurturing role;</li> <li>- From a care relationship to an exchange relationship;</li> <li>- There will clearly be room, on a daily basis, for new roles and projects. Take advantage of this to take care of yourself.</li> </ul> </li> </ul> <p><b>Closing of the meeting</b></p> <ul style="list-style-type: none"> <li>• Remercier les participants, les inviter à vous faire part de leurs commentaires sur la rencontre et leur souhaiter une bonne semaine.</li> </ul>	

MY  
THINKING  
SPACE

## MEETING 6 : CLOSING MEETING

### Meeting plan

- **Mise en contexte du groupe**

Welcome

Feedback on the previous meeting

Feedback on the transition experience

- **Activity 1**: Choose your picture
- **Activité 2**: And now?
- **Conclusion**

### Material required

- A notebook for each participant
- Pictures placed on tables in the room
- Basket or box to collect the final evaluation sheets
- Papers
- Pencils
- Completed “our strengths in this transition” sheet
- Notes regarding the images chosen at the first meeting
- Final evaluations

### Meeting objectives

- 1) Give each participant an opportunity to express their emotional experience of their loved one's transition.
- 2) Provide an opportunity for each participant to share the insights they have gained now that the transition is complete.
- 3) Encourage reflection on the journey since the first meeting.

### Success criteria

- 1) Each participant was able to use a picture to express their emotional experience.
- 2) Each participant was able to express an accomplishment of which they are proud.

\* Place the basket or box near the door to collect the final evaluation sheets.

## MEETING 6 : PROCESS

Group context	0-15 minutes
<p><b>1) Welcome</b></p> <ul style="list-style-type: none"><li>Request that each volunteer participant use the scales to indicate their position on the change scale.</li></ul> <p>"On a scale of 0 to 10, with 0 indicating significant distress and 10 indicating optimal circumstances, how would you rate your well-being since our last meeting?"</p> <p><b>2) Feedback on the previous meeting</b></p> <ul style="list-style-type: none"><li>Participants share what they learned from the previous meeting</li></ul> <p><b>Your role</b></p> <ul style="list-style-type: none"><li>Improve or correct their statements if they are inaccurate or incomplete.</li><li>Have they thought about the roles they currently play and the roles they want to play with their loved ones? Which ones? Have they taken steps to take care of themselves?</li></ul> <p><b>3) Feedback on the transition experience</b></p> <ul style="list-style-type: none"><li>It's time to conclude the process.</li></ul> <p>"You've had busy and intense weeks. Transitions are stressful times, where you face a lot of unknowns. Yet you navigated it all one day at a time! Together, let's look back at how far we've come and come full circle!" "é le tout une journée à la fois! Ensemble, regardons le chemin parcouru et bouclons la boucle! »</p>	
Activity 1 : choose your picture	20-50 minutes
<p><b>Scatter the photolanguage images on a table, or on the walls around the room.</b></p> <p><b>Activity description</b></p> <ul style="list-style-type: none"><li>Each participant is invited to choose an image that attracts them and that they associate with how they feel at this moment, now that the transition has been made.</li><li>Pairs are invited to complete the activity independently.</li><li>Participants answer the question: What does this image mean to me?</li><li>Allow 5 to 10 minutes for participants to complete this activity.</li></ul> <p><b>Feedback on the activity</b></p> <ul style="list-style-type: none"><li>When all the participants have chosen their image and they have had the necessary time to complete the reflection activity, each participant is invited to present to the rest of the group the image they have chosen and the reason for their choice.</li></ul>	

## MEETING 6 : PROCESS

<b>Activity 2 : choose your picture (continued)</b>	<b>20-50 minutes</b>
<p><b>Your role</b></p> <ul style="list-style-type: none"> <li>• Refresh participants on what they have presented. Highlight any progress made.</li> <li>• Make connections to the rest of the group and to what the participants presented during the welcome meeting.</li> <li>• Invite participants to share a strength they have observed in their loved one now that he or she is living in an apartment: <ul style="list-style-type: none"> <li>-Is this a new force?</li> <li>- In what context do they observe it?</li> <li>- Was this force observed before apartment living?</li> </ul> </li> <li>• Invite participants to share a strength observed in them during this transition: <ul style="list-style-type: none"> <li>- Is this a new force?</li> <li>- In what context are they observing it?</li> <li>- Was this force observed before apartment living?</li> <li>- What is the biggest change you have observed?</li> <li>-Best surprises?</li> </ul> </li> </ul>	
<b>Break</b>	<b>60-70 minutes</b>
<b>Activity 2 : and now ?</b>	<b>70-85 minutes</b>
<p><b>Activity description</b></p> <ul style="list-style-type: none"> <li>• Review the group's strengths and aspirations for the future.</li> <li>• Review the strengths gathered during the first session.</li> <li>• Participants write a wish for the future for their loved one and for themselves in their reflection space.</li> </ul> <p><b>Your role</b></p> <ul style="list-style-type: none"> <li>• Make connections with the information shared during the first exchange.</li> <li>• Raise hope and remind them of the different resources that can support them if needed.</li> </ul>	
<b>Conclusion</b>	<b>85-90 minutes</b>
<p>Transition is only one step. Other challenges may arise over time.</p>	

## MEETING 6 : PROCESS

Conclusion (Continued)	85-90 minutes
<p><b>Your role</b></p> <ul style="list-style-type: none"><li>• Tell participants that they and their loved ones have what it takes to face new challenges.</li><li>• Recall moments of joy.</li><li>• Restore participants' confidence in their abilities and skills.</li><li>• Share one or two significant moments that show solidarity among participants or a change in their vision of housing transition.</li></ul> <p><b>Closing of the meeting</b></p> <ul style="list-style-type: none"><li>• Thank the participants and invite them to share their comments about the meeting.</li><li>• Share your feelings about the end of the group.</li><li>• Tell them that you will contact them again in the coming months for a final meeting to see how they are doing and to answer any questions they may have.</li></ul> <p><b>End of meeting exercise</b></p> <ul style="list-style-type: none"><li>• Participants who wish to do so must complete the final evaluation form (see appendix) and place it in the box provided for this purpose.</li></ul>	

MY  
THINKING  
SPACE

## ANNEX

## INITIAL EVALUATION FORM

Date : \_\_\_\_\_

Name : \_\_\_\_\_

This evaluation sheet will allow the facilitators to better understand your situation and needs, and to adequately support you in your caregiving process. This sheet is confidential and its contents will only be used by the facilitators of this group for support purposes. This document will be destroyed at the conclusion of the meetings.

Why did you decide to join this group?

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What are your expectations regarding group meetings?

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Name a personal goal that you would like to achieve at the end of the meetings (e.g., learning to trust myself, feeling less guilty, being able to detach myself from certain situations). Explain.

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Name a goal for you and your loved one that you would like to achieve by the end of the meeting (e.g., to improve my relationship with the person who is transitioning). Explain.

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Questions or suggestions :

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## MEETING EVALUATION FORM

Date: \_\_\_\_\_

Name: \_\_\_\_\_

This evaluation sheet will help facilitators improve various aspects of their next animation. This sheet is confidential and its contents will only be used to improve the animation or content of the program.

In your opinion, were the materials, locations and times for each activity adequate?

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Are you satisfied with the animation provided by the facilitator? Explain.

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Name your favorite moment of today's meeting. Explain.

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On a scale of 1 to 10, how would you rate the relevance of the activities? Mark your answer with an X.

**1 2 3 4 5 6 7 8 9 10**

Not relevant at all

Very relevant

Comments (optional) :

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## FINAL EVALUATION FORM

Date : \_\_\_\_\_

This evaluation form will help facilitators better assist other caregiver support groups with their loved one's residential transition. However, this sheet is confidential and its contents will only be used to improve the animation or content of the program.

Are you satisfied with your participation in the support group? Why?

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Did this program meet your expectations? If not, what would you have needed to meet them?

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Name one thing you wish was different. Explain.

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Name one thing you wouldn't change. Explain.

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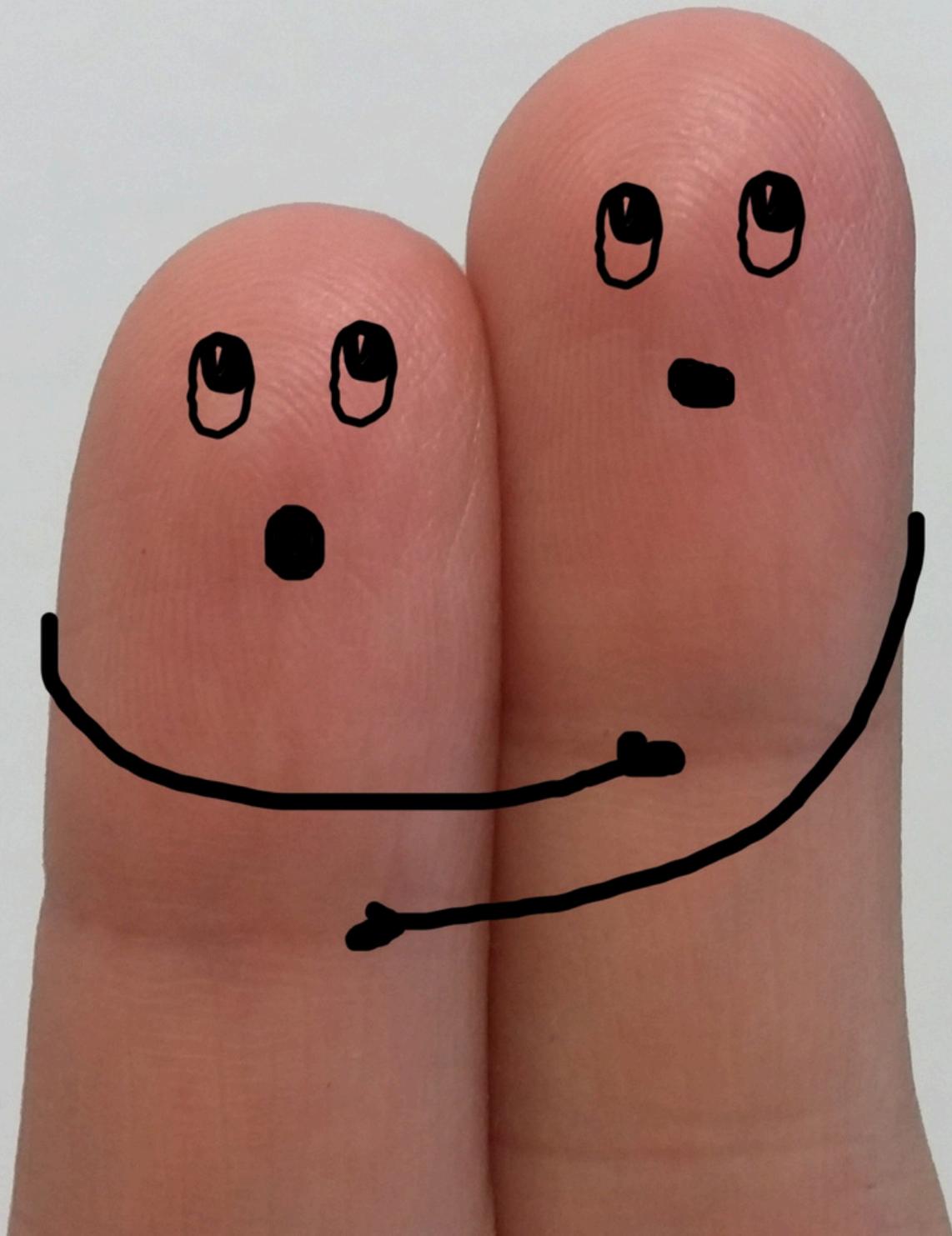
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**Printable material for meeting 1 and 6**

















SPA 99  
Call  
Mom

9:10  
Partners  
letter

Cat  
food

business  
meeting  
4:30

fitness  
training

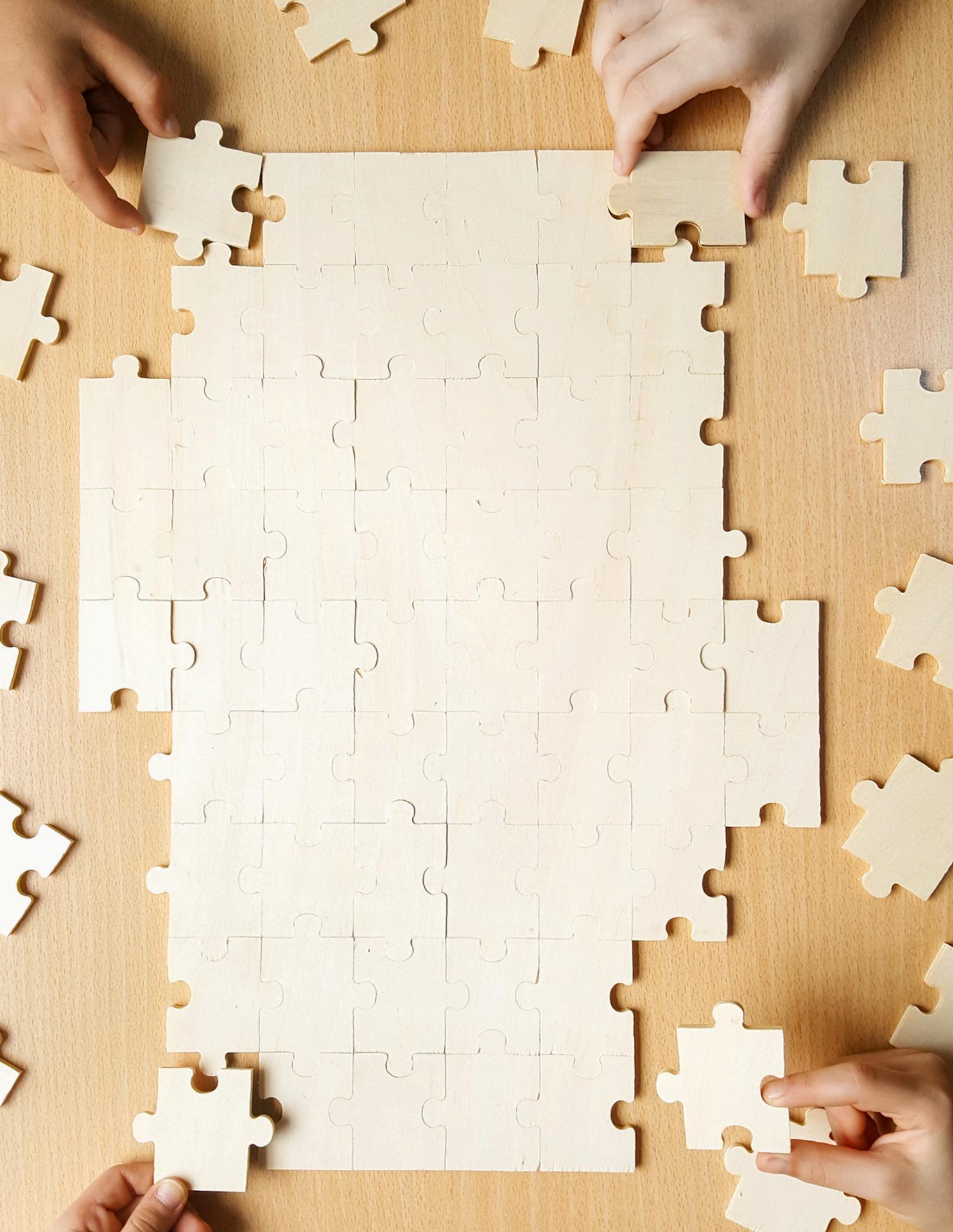
Pick up  
kids  
talk to teacher

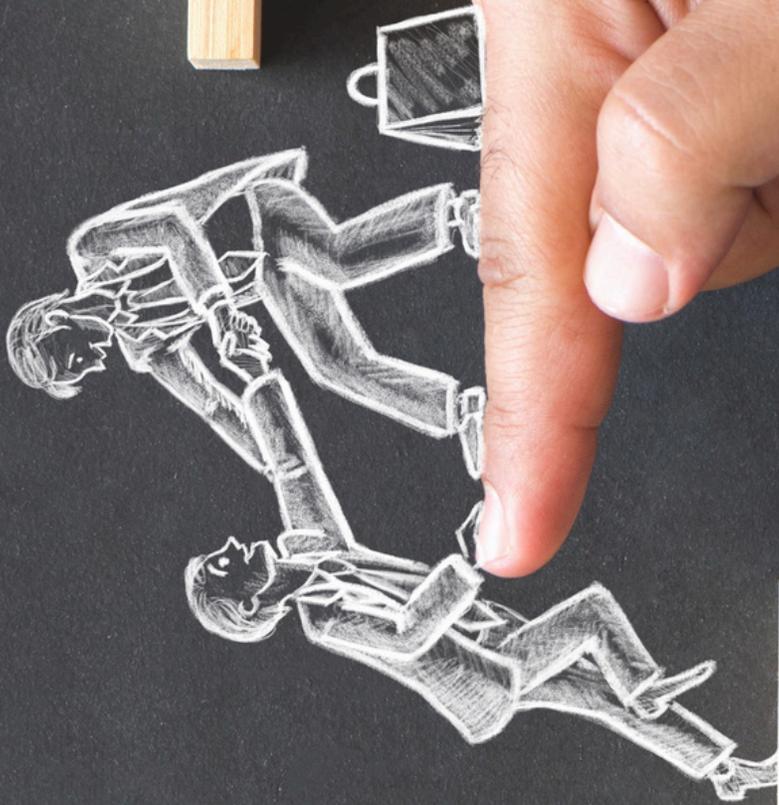
Shopping  
milk  
eggs  
vegetables  
potatoes  
asparagus  
bread  
apples

Report  
deadline  
05.04

Spanish  
courses









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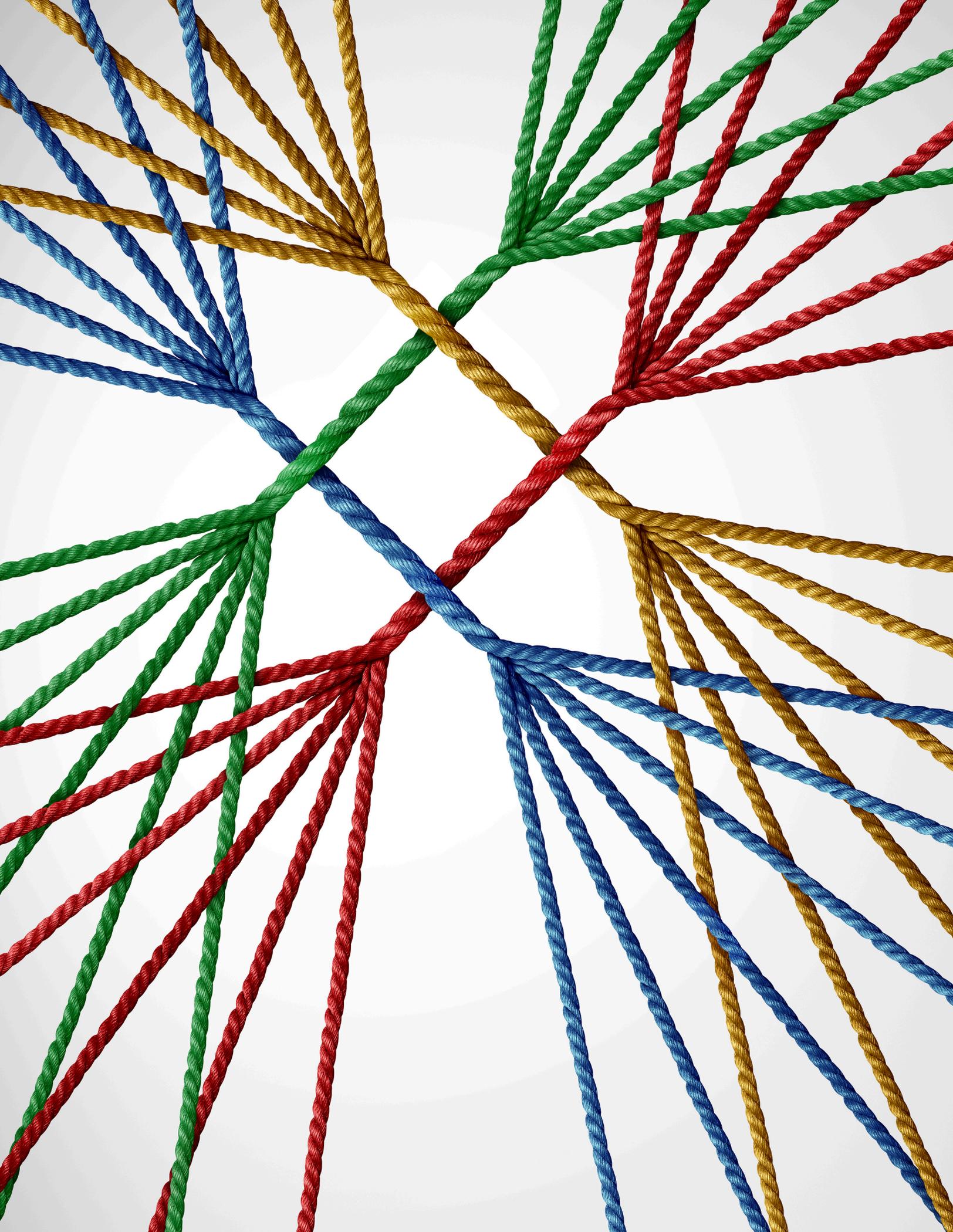
















OUR  
STRENGTHS  
IN THIS  
TRANSITION



## Printable material for meeting 5

## MATÉRIEL COMPLÉMENTAIRE



Encourage him/her



Watch him/her



Supervise him/her



Listen to him/her



Advise him/her



Comfort him/her



Guide him/her



Providing for his/her needs



Support him/her financially



Carry him/her



Ensure his/her medical follow-ups



Supervise him/her



Accompany him/her



Teach him/her



Love him/her



Graphics  
Player  
Other  
Calculator  
Notepad  
Calendar

## **Self-determination**

Le programme ayant comme philosophie d'intervention l'autodétermination, voici quelques sources d'informations pertinentes vous permettant de vous familiariser davantage avec le concept :

### **The podcast "Agir pour l'autodétermination"**

<https://podcast.ausha.co/autodetermination-et-handicap/>

Seasons 1 and 2 of the Acting for Self-Determination podcast provide an overview of the different elements to consider when discussing the topic with caregivers. The episodes cover several topics: the definition of self-determination, its different components, and the evolution of the concept throughout life. These topics are also addressed: communication, health, and various diagnoses. You can listen to the different episodes, which are also transcribed in full.

### **The website and Youtube channel of "l'Accompagnateur"**

<https://laccompagnateur.org/>

L'Accompagnateur is a non-profit organization that offers an online platform to guide parents of people with disabilities to resources and information that is relevant to them. Parents from all over Quebec can use this free and easy-to-use service. Their YouTube channel offers more than 90 videos that allow you to view information, advice and resources on various topics such as transportation, health, recreation, education, housing and family services.

Here are some conferences offered by L'Accompagnateur:

Introduction to the principle of self-determination:

<https://www.youtube.com/watch?v=6JBG6nTRJ3I&t=9s>

How to reconcile self-determination and risk-taking:

[https://www.youtube.com/watch?v=FGbm\\_fWDsPk](https://www.youtube.com/watch?v=FGbm_fWDsPk)

The self-determination of my autistic or ID child:

<https://www.youtube.com/watch?v=BL32wtT17DQ&t=665s>

**The the University Institute for Intellectual Disabilities and autism spectrum disorder**  
<https://institutditsa.ca>

The mission of the University Institute for Intellectual Disabilities and autism spectrum disorder is to bring together researchers and practice settings across Quebec to improve practices and services provided to people with intellectual disabilities and autistic people. The Institute is affiliated with the CIUSSS de la Mauricie-et-du-Centre-du-Québec (CIUSSS MCQ). You will find a publications section containing various relevant content.

**The Chaire Autodétermination et Handicap**

[https://oraprdnt.uqtr.quebec.ca/pls/public/gscw031?owa\\_no\\_site=5739&owa\\_no\\_fiche=1&owa\\_bottin=](https://oraprdnt.uqtr.quebec.ca/pls/public/gscw031?owa_no_site=5739&owa_no_fiche=1&owa_bottin=)

Present in Quebec and France, the Chaire autodétermination et handicap (CAH) has expertise in the self-determination of people with disabilities, particularly those with intellectual disabilities or autism. Its mission is research and training. Several blogs and research abstracts are available under the publications tab:

We are also active on social networks:

<https://www.facebook.com/cah.uqtr>

<https://www.linkedin.com/company/chaire-autod%C3%A9termination-et-handicap-uqtr>

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