

T. R.

MINISTRY OF NATIONAL EDUCATION

Directorate General for Lifelong Learning

AREA OF PERSONAL DEVELOPMENT

AND EDUCATION

**NEGLECT - ABUSE PROTECTION AND
PRIVACY TRAINING COURSE PROGRAM
FOR THE EDUCATORS ABOUT
INDIVIDUALS WITH MENTAL DISABILITIES**

Ankara, 2019

CONTENTS

PROGRAM TITLE	1
BASE FOR THE PROGRAM.....	1
CONDITIONS FOR JOINING THE PROGRAM.....	2
EDUCATORS' QUALIFICATIONS.....	2
PROGRAM OBJECTIVES.....	3
EXPLANATIONS REGARDING THE IMPLEMENTATION OF THE PROGRAM.....	3
PROGRAM CREDIT.....	5
PROGRAM PERIOD AND CONTENT	5
FUNDAMENTALS REGARDING THE MEASUREMENT AND ASSESSMENT	7
TEACHING MATERIALS TO BE USED IN THE IMPLEMENTATION OF THE PROGRAM	8
CERTIFICATION.....	8

PROGRAM TITLE

Neglect - Abuse Protection and Privacy Training Course Program for the Educators about Individuals with Mental Disabilities

BASIS FOR THE PROGRAM

1. The National Education Basic Law No. 1739, published in the Official Gazette of 24.06.1973 and numbered 14574,
2. Presidential Decree No. 1 on the Presidential Organization, published in the Official Gazette of July 10, 2018, numbered 30474,
3. Regulation on Lifelong Learning Institutions of the Ministry of National Education, published in the Official Gazette of 11.04.2018, numbered 30388,
4. Framework Course Program for Non-formal Education Institutions, approved by the Turkish Education Board with the decree of 20.04.2016, numbered 19,
5. Law No. 5378 on Disabled People, published in the Official Gazette of 01.07.2005 and numbered 25868,
6. Decree Law No. 573 on Special Education published in the Official Gazette of 06.06.1997, numbered 23011,
7. Regulation on Special Education Services published in the Official Gazette of 07.07.2018, numbered 30471,
8. Child Protection Law No. 5395, published in the Official Gazette of 05.07.2005, numbered 25876
9. Law No. 6284 on the Protection of the Family and the Prevention of Violence Against Women, published in the Official Gazette of 20.03.2012 and numbered 28239,
10. Primary Education Law No. 222, published in the Official Gazette of 12.01.1961 and numbered 10705,
11. Clauses 124 - 133 of 4721 numbered Civil Code published in the Official Gazette of 08.12.2001, numbered 24607,
12. The Public Health Law No. 1593, published in the Official Gazette of 06.05.1930 and numbered 1489,
13. Turkish Penal Code No. 5237, published in the Official Gazette of 12.10.2004, numbered 25611,
14. Law No. 5378 on Disabled People, published in the Official Gazette of 07.07.2005, numbered 25868,
15. The program of the Ministry of National Education, General Directorate of Teacher Training and Development, dated 09.08.2016 and coded 2.02.04.01.032,
16. Decree on the Approval of the Convention No. 2009/15137 on the Rights of Persons with Disabilities published in the Official Gazette of 14.07.2009 and numbered 27288,

17. European Strategy on Adult Education,
18. Sexual Health Promotion Program of United Nations, World Health Organization (WHO / RHR / HRP / 10.22),
19. Action Plan for Rights of the Disabled, Sexual and Reproductive Health, United Nations World Health Organization,
20. Directive of 27 November 2000 numbered 2000/78 / EC within the Framework of the Education 2030: Incheon Declaration and Action Plan for the Implementation of Sustainable Development,
21. Decision on the Approval of the Convention on the Protection of Children against Sexual Exploitation and Abuse, published in the Official Gazette of 10 September 2011, and numbered 28050,
22. Global Sustainable Development Goals,
23. "Incheon Strategy" for the Realization of Rights for Disabled Individuals in the United Nations Asia-Pacific Region,
24. Convention on the Elimination of All Forms of Discrimination against Women (CEDAW) adopted with the December 18, 1979 dated and 34/180 numbered resolution of Turkish Grand National Assembly which was enforced on September 3, 1981,
25. International Convention on Children's Rights adopted by the United Nations General Assembly on 20 November 1989, and started to be implemented on October 2, 1995 in Turkey,
26. UN 1994 ICPD Cairo Population and Development Conference Action Plan,
27. UNESCO International Sexual Health Education Technical Guide 2018,
1. Presidential Decree on the Presidential Organization of the T. R. Ministry of Family, Labor and Social Services, Directorate General for the Disabled and Elderly Services published in the Official Gazette of 10.07.2018, numbered 30474.

CONDITIONS FOR JOINING THE PROGRAM

1. Working as a teacher in official and private education institutions according to the Schedule Regarding Teaching Areas, Assignment and Teaching Principles published by the Turkish Education Board,

2. Having completed the age of 17.

TRAINERS' QUALIFICATIONS

Among the trainers who have successfully completed the “**Neglect - Abuse Protection and Privacy Training Course Program for the Trainers about Individuals with Mental Disabilities**”, performed within the scope of DESEM project and under the coordination of the General Directorate of Special Education and Counseling Services

PROGRAM TARGETS

An individual who has completed Neglect - Abuse Protection and Privacy Training Course Program for the Educators about Individuals with Mental Disabilities are capable of doing the following;

1. Explaining the stages of sexual development and its relationship with other areas of development.
2. Listing the importance of supporting sexual development and its roles and responsibilities in this process.
3. Joining the works to support privacy education.
4. Conducting studies to support self-care skills.
5. Working on the use of the trust circle.
6. Conducting studies on prevention of bad touch and response to bad touch.
7. Working to protect the personal space.
8. Carrying out studies to ensure gaining appropriate and safe behaviors for sexual development.
9. Conducting studies to develop skills to cope with inappropriate requests for sexual abuse.
10. Conducting studies on prevention of neglect / abuse and response to neglect / abuse situations.
11. Being informed about legal arrangements about marriage in individuals who need special education.
12. Collaborating for the development of the Individualized Education Plan, taking into account sexual development.

EXPLANATIONS REGARDING THE IMPLEMENTATION OF THE PROGRAM

1. With the Neglect - Abuse Protection and Privacy Training Course Program for the Educators about Individuals with Mental Disabilities, it is aimed to provide information to the educators about basic knowledge and skills related to privacy education and make them gain the skills and capabilities needed with the aim of protecting individuals with mental disabilities, who need special education, from neglect and sexual abuse.

2. In the implementation of the program, appropriate methods and techniques such as narration, question-answer, case study, problem solving, drama, modeling, role playing should be selected and practiced.
3. Within the scope of DESEM Project, the Course Program has been prepared in cooperation with the Ministry of National Education, General Directorate of Special Education and General Directorate of Lifelong Learning.
4. The program is implemented in educational institutions affiliated to the General Directorate of Lifelong Learning.
5. Through the aims and content of the Neglect - Abuse Protection and Privacy Training Course Program for the Educators about Individuals with Mental Disabilities, it is targeted to make the participants gain the values given in the following table and develop the individuals in this manner:

Values
Privacy
Respect
Responsibility
Reliability
Accuracy
Tolerance
Patience
Sensitivity

6. In the scope of the implementation of the program, the educators providing lifelong counseling should have the quality to be a counselor for the individuals in order to contribute to the change and development of the competences of the trainees for personal and professional reasons.
7. During the program, trainees should be provided with the physical space, tools and materials needed to teach the program content, necessary equipment should be provided and computer-aided teaching activities (slides, smart boards, video, animations, models, etc.) should be used when necessary.
8. During the program, the individuals should be encouraged to actively participate in learning by ensuring awareness raising and planning, research, analysis and deepening, sharing and implementation activities.
9. The individuals should be encouraged to improve their teaching methods and techniques outside of the course.
10. At the end of the program, an evaluation should be made to measure the course level.

11. In order for the program to be implemented efficiently, the number of participants in a classroom should be limited to a maximum of 20 people.
12. The list of subjects in the program has been provided as gradually and linear in compliance with the subject design.
13. In the determination of the objectives, the objectives have been presented in stages (cognitive, sensorial and psychomotor domain goals) basing on the taxonomic structure of the objectives.

PROGRAM CREDIT

Crediting is not implemented in the general course program.

PROGRAM PERIOD AND CONTENT

The course program will last for 40 course hours in total, where a maximum of 8 course hours should be planned for each day. The distribution of the periods per subject is provided in the following table.

SUBJECTS	PERIOD Course hour
Stages of Sexual Development and Its Relation with Other Developmental Areas	3
Supporting Sexual Development and the Roles and Responsibilities of Care Providers in This Process	1
Studies Supporting Privacy Acquisition	5
Supporting Independence in Self-Care Skills (supporting covertness, confidentiality and inviolability skills)	4
Using the Trust Circle	2
Prevention of Bad Touch and Response to Bad Touch	2
Personal Space and Protection	2
Gaining and Supporting Safe and Suitable Behaviors for Sexual Development	8
Coping Skills for Inappropriate Behaviors for Sexual Abuse	6
Methods of Prevention of Negligence / Abuse and Response to Negligence / Abuse	3
Individuals in need of Special Education and Guidance on Marriage Status	2
Development of Individualized Education Plan Considering Sexual Development	2
GRAND TOTAL	40

CONTENT

1. STAGES OF SEXUAL DEVELOPMENT AND ITS RELATION WITH OTHER DEVELOPMENTAL AREAS

1. Development areas
2. Sexual development as a development area
3. Stages of sexual development
4. The relation of sexual development with other developmental areas
5. Changes in the body during adolescence

2. SUPPORTING SEXUAL DEVELOPMENT AND THE ROLES AND RESPONSIBILITIES OF CARE PROVIDERS IN THIS PROCESS

1. The importance of supporting sexual development area
2. The importance of supporting sexual development
3. Roles and responsibilities in supporting sexual development

3. STUDIES SUPPORTING PRIVACY ACQUISITION

1. The need for privacy
2. The main roles of primary care providers in privacy education
3. Behaviors to support privacy acquisition
4. Informing about the private areas
5. Privacy areas in different environments
6. Appropriate and inappropriate behaviors outside and inside the privacy area
7. Respect the privacy of others

4. SUPPORTING INDEPENDENCE IN SELF-CARE SKILLS

1. Roles and responsibilities in providing self-care support
2. Gaining self-care skills in covertness, confidentiality and inviolability during adolescence

5. USING TRUST CIRCLE

1. Creating a circle of trust
2. Introducing the circle of trust
3. Ways to seek help from people in the trust circle if necessary

6. PREVENTION OF BAD TOUCH AND RESPONSE TO BAD TOUCH

1. Good and bad touch
2. Things to be done in cases of bad touch
3. Necessary intervention methods in cases of bad touch

7. PERSONAL SPACE AND ITS PROTECTION

1. Protecting the personal space
2. Protecting the personal space of others

8. GAINING AND SUPPORTING SAFE AND SUITABLE BEHAVIORS FOR SEXUAL DEVELOPMENT

- 1.Safe and unsafe sexual behavior
2. Gaining appropriate and safe behaviors for sexual development
3. Coping with inappropriate sexual behavior
- 4.Methods of intervention to inappropriate sexual behaviors arising in social sharing areas
5. Preventive health measures

9. COPING SKILLS FOR INAPPROPRIATE BEHAVIORS FOR SEXUAL ABUSE

- 1.Behavioral patterns suitable and not suitable in interpersonal communication
2. Methods of dealing with inappropriate requests
3. Safe use of printed and electronic tools and the Internet

10. METHODS OF PREVENTION OF NEGLIGENCE / ABUSE AND RESPONSE TO NEGLIGENCE / ABUSE

1. Neglect and sexual abuse behavior
- 2.Raising awareness of the individual about neglect and sexual abuse behavior
- 3.Symptoms in the individual exposed to neglect and sexual abuse
- 4.Ways to be followed in cases of neglect and sexual abuse
5. Appropriate methods of intervention in cases of neglect and sexual abuse

11. INDIVIDUALS IN NEED OF SPECIAL EDUCATION AND GUIDANCE ON MARRIAGE STATUS

- 1.Basic legal processes for individuals who need special education
- 2.Situations that will require the initiation of the legal process
- 3.Legal arrangements for the marriage of individuals who need special education
- 4.Problems that may arise in case the individual gets married and counseling studies in this regard

12. DEVELOPMENT OF INDIVIDUALIZED EDUCATION PLAN CONSIDERING SEXUAL DEVELOPMENT

- 1.Determination of the individuals' needs regarding sexual development,
2. Cooperation studies in the implementation of the "Individualized Education Plan"

FUNDAMENTALS REGARDING THE MEASUREMENT AND ASSESSMENT

1. Evaluation should be determined according to the principles of the Ministry of National Education Regulation on Lifelong Learning Institutions.
 - All learning activities of the trainee performed by himself / herself,
 - Exams to be carried out basing on the performance of the trainee,
 - Practical exams to be held at the end of the course

Will be evaluated over 100 points.

2. Evaluation will be made by the course teacher depending on the written, oral, practical exams or homework or projects, if any. The grade or score got from the courses for which multiple forms of examination have been held will be determined by the arithmetic average of these exams. This score or grade is considered as the success score or grade of the course.
3. The exams and success evaluation can also be done using information technology in accordance with the program features.
4. Exams in some courses will be held using the appropriate exam methods due to the health conditions or physical disabilities of the trainee.

TEACHING MATERIALS TO BE USED IN THE IMPLEMENTATION OF THE PROGRAM

During the implementation of the program;

1. As a textbook, materials published or recommended by the Ministry of National Education should be used.
2. During the implementation of the program, source textbooks, individual learning materials and in the absence of source textbooks, any course notes prepared by the teacher / educator can be used.
3. For the effective implementation of the program, the following tools and equipment are recommended by the General Directorate of Special Education and Counseling Services.
 - Guide book,
 - Presentation,
 - Videos,
 - Activity sheet with case studies,
 - Picture cards,
 - Observation form,
 - Development tests,
 - Scenario,
 - Models,

- Related links,
- Printed forms,
- Sample cases,
- Personal care materials,
- Hula hoops,
- Photos to be used in the circle of trust
- Doll

CERTIFICATION

Participation certificate will be issued for those who complete the course.



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