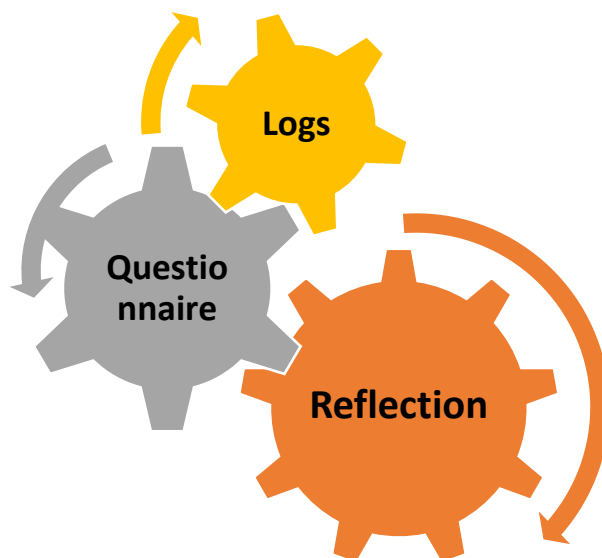


ErISFaVIA

Early Intervention Services for Families with Children with Vision Impairment and Additional Disabilities

IO4

Reflective logs and Questionnaires



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Early
Intervention
Services for
Families with Children with
Vision
Impairment and
Additional Disabilities



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THESSALY



Reflective logs and Questionnaires

Intellectual Output 4 (IO4)

ErISFaVIA

Early Intervention Services for Families with Children with Vision Impairment and Additional
Disabilities



Early
Intervention
Services for
Families with Children with
Vision
Impairment and
Additional Disabilities



UNIVERSITY OF
THESSALY



No.	Partner Name	Logo
1	UNIVERSITY OF THESSALY-UTH (Leading Organization)	
2	UNIVERSITATEA BABES BOLYAI-UBB	
3	ISTANBUL MEDENIYET UNIVERSITY-IMU	
4	SYZOI-Association of Parents, Guardians and Friends of Visually Impaired Children with Additional Disabilities	
5	Liceul Special pentru Deficienti de Vedere Cluj- Napoca	
6	AMIMONI -Panhellenic Association of parents and friends of visually impaired people with additional handicaps	
7	St. Barnabas School for the Blind	
8	ANSGA-Ayse Nurtac Sozbir Gunebakan Association for the Children with Multiple Disabilities with Visual Impairment and Their Families	
9	Blindeninstitut München/Maria-Ludwig-Ferdinand- Schule	
10	Mali dom-Zagreb dnevni centar za rehabilitaciju djece imladezi	



INTELLECTUAL OUTPUT 4: Reflective logs and Questionnaires	
Key Action:	KA2-Cooperation for innovation and the exchange of good practices
Action Type:	KA201- Strategic Partnerships for school education
Grant Agreement No.:	2019-1-EL01-KA201-062886
Prepared by:	University of Thessaly
Contributors:	All partners
Intellectual Output:	Reflective logs and Questionnaires
Date:	31/03/2021
Email:	vassargi@uth.gr
Form:	Final

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Executive Summary

Intellectual Output 4 (IO4) focuses on methods of obtaining professionals' feedback when working in early intervention programs in their placements. According to the proposal, this information would be collected through reflective logs and questionnaires and in turn, the obtained data would be analyzed by a specialized software which deals with qualitative data (i. e. Atlas.ti).

Atlas.ti is a software for the qualitative analysis of large text, graphics, audio and video files. It offers a number of tools for: a. encoding hundreds of documents, audio and video files or photos, b. edit text documents in all major formats - including txt, .doc, .docx, odt, and .pdf, c. perform fully automated searches on one or more documents, d. automatic data encoding, e. data input from social networks (e.g. Facebook, Twitter) but also databases (e.g. Evernote) and bibliography managers (e.g. Mendeley), and f. visualization of findings and interpretations on perceptual maps.

The present outcome accompanied the training material (IO3) and constituted a critical overview of the training phase with further development and implementation. As a result, it was considered to be a useful tool because through this, reflective elements from all participating organisations would be available and reflect on them improving techniques and practices.

The core of the IO4 is the design and administration of questionnaire and reflective logs in all languages of the ErISFaVIA project (i.e. English, Greek, Romanian and Turkish). The division of the work in IO4 was the following:

The division of work for IO4 is as follows:

- Design of the questionnaire (EN, GR, RO, and TR)
- Design of the reflective logs (EN, GR, RO, and TR)
- Organisation and visualization of the obtained data through Atlas ti. software



ErISFaVIA PROJECT

Intellectual Output 4: Questionnaire

**This questionnaire refers to each professional. There is no limit to the extent of the answers.*

Date:

Professional

Specialty:

Years of experience with children with MDVI:

- 0-5
- 6-10
- 11- 15
- 16-20
- 20+

Years of experience in Early Intervention Programs

- 0-5
- 6-10
- 11- 15
- 16-20
- 20+

Have you attended any program/course regarding early intervention?

No

Yes

If yes, what kind of training?

- Bachelor's degree
- Master degree
- Some courses
- In-service training
- Other:

School/organization:

What usually are your roles and responsibilities during the early intervention programs of your organization?

ErISFaVIA PROJECT

Πνευματικό Προϊόν 4: Ερωτηματολόγιο

**Αυτό το ερωτηματολόγιο αφορά σε κάθε επαγγελματία ξεχωριστά. Δεν υπάρχει όριο λέξεων για τις απαντήσεις.*

Ημερομηνία:

Επαγγελματικός Τομέας

Ειδικότητα:

Χρόνια εμπειρίας με παιδιά που έχουν αναπηρία όρασης και πολλαπλές αναπηρίες

- 0-5
- 6-10
- 11- 15
- 16-20
- 20+

Χρόνια εμπειρίας σε προγράμματα έγκαιρης παρέμβασης

- 0-5
- 6-10
- 11- 15
- 16-20
- 20+

Έχετε παρακολουθήσει επιμορφωτικά σεμινάρια που αφορούσαν σε ζητήματα έγκαιρης παρέμβασης;

Όχι

Ναι

Εάν ναι, σε ποιο είδος θα κατηγοριοποιήσατε το είδος της επιμόρφωσης που λάβατε;

- Προπτυχιακό επίπεδο
- Μεταπτυχιακό επίπεδο
- μαθήματα (δια ζώσης ή διαδικτυακά)
- Ενδοϋπηρεσιακή εκπαίδευση
- Κάτι άλλο:

Σχολείο/οργανισμός ή σύλλογος:

Ποιοι είναι συνήθως οι ρόλοι και οι ευθύνες σας κατά τη διάρκεια των προγραμμάτων έγκαιρης παρέμβασης που σχεδιάζει και υλοποιεί ο φορέας σας;



Proiect ErISFaVIA

Produs Intellectual 4: Chestionar

**Acest chestionar vizează experiența fiecărui profesionist. Nu există nicio limită privind răspunsurile.*

Data:

Profesionist

Specializare:

Ani de experiență în activitatea cu copiii cu MDVI

- 0-5
 6-10
 11- 15
 16-20
 20+

Ani de experiență în programele de Intervenție Timpurie

- 0-5
 6-10
 11- 15
 16-20
 20+

Ați participat la cursuri/programe de formare privind intervenția timpurie?

Nu

Da

Dacă da, precizați timpul cursului/programului

- Studii nivel licență
 Studii nivel master
 Cursuri
 Cursuri de formare profesională
 Altele:

Școală/Organizație

Care sunt rolurile și responsabilitățile pe care le aveți în programele de intervenție timpurie în cadrul școlii/organizației?

ErISFaVIA PROJESİ

Fikri Çıktı 4- Anket

**Bu anketler her bir profesyonel için geçerlidir. Cevapların kapsamının bir sınırı yoktur.*

Tarih:

Profesyonel

Uzmanlık:

Çok engelli görmeyen çocuklar ile çalışmada deneyim yılı:

- 0-5
 6-10
 11- 15
 16-20
 20+

Erken müdahale programlarındaki deneyim yılı

- 0-5
 6-10
 11- 15
 16-20
 20+

Erken müdahaleye ilişkin herhangi bir programa/kursa katıldınız mı?

Hayır

Evet

Eğer evetse, nasıl bir eğitimdi?

- Lisans
 Yüksek lisans
 Bazı kurslar
 Hizmet-içi eğitim
 Diğerleri

Okul/kurum:

Kurumun erken müdahale programları sırasında genellikle rol ve sorumluluklarınız nelerdir?



ERISFaVIA PROJECT

Intellectual Output 4: Reflective log

**This reflective log refers to each professional. There is no limit to the extent of the answers.*

Date:

Number of the reflective log:

Child's/Family's profile (short description)

Family

How did you approach the family? Were there any difficulties? If there were some sort of difficulties, would you mind describing them?

Child/Family

What are your prior criteria in order to identify the intervention area(s) for your child/family in question?



Intervention

What was/were the goal(s)/objectives of the intervention program?

Which strategies, activities and educational tools (e.g. objects/materials) did you use during the intervention phase?

Where did you implement your early intervention programme?

Did you use any activities or/and strategies from the training manual? If you did, could you describe them?



What was the impact of COVID on the intervention programme?

What were the main challenges or difficulties you faced during the intervention and how did you deal with them? Please describe them.

What kind of methods, means or sources did you use in order to monitor your intervention?

- Diary
- Field notes
- Checklists
- Video recordings
- Audio recordings
- Discussions with the working team
- Meeting notes with the working team
- Assessment activities
- Self-assessment activities
- Children's products
- Other:



Reflection

Did you feel that you met your objectives effectively? Please provide a brief description.

How did the child/family respond to the intervention in general? Were there any unexpected events?

How do you plan to exploit the data that you gathered from observation phase to improve your following interventions?

Thank you for your cooperation!!

ErISFaVIA PROJECT

Πνευματικό Προϊόν 4: Ερωτηματολόγιο

*Αυτό το ερωτηματολόγιο αφορά σε κάθε επαγγελματία ξεχωριστά. Δεν υπάρχει όριο λέξεων για τις απαντήσεις.

Ημερομηνία:

Επαγγελματικός Τομέας

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 20+

Χρόνια εμπειρίας σε προγράμματα έγκαιρης παρέμβασης

- 0-5
 6-10
 11- 15
 16-20
 20+

Έχετε παρακολουθήσει επιμορφωτικά σεμινάρια που αφορούσαν σε ζητήματα έγκαιρης παρέμβασης;

Όχι

Ναι

Εάν ναι, σε ποιο είδος θα κατηγοριοποιήσατε το είδος της επιμόρφωσης που λάβατε;

- Προπτυχιακό επίπεδο
 Μεταπτυχιακό επίπεδο
 μαθήματα (δια ζώσης ή διαδικτυακά)
 Ενδοϋπηρεσιακή εκπαίδευση
 Κάτι άλλο:

Σχολείο/οργανισμός ή σύλλογος:

Ποιοι είναι συνήθως οι ρόλοι και οι ευθύνες σας κατά τη διάρκεια των προγραμμάτων έγκαιρης παρέμβασης που σχεδιάζει και υλοποιεί ο φορέας σας;



Proiect Ersifavia

Produs intelectual 4: Jurnal de reflecție

***Acest jurnal de reflecție vizează experiența fiecărui profesionist. Nu există nicio limită privind răspunsurile.*

Data:

Numărul jurnalului de reflecție:

Profilul copilului/familiei (scurtă descriere)

Familie

Descrieți modalitatea de abordare a familiei. Ați întâmpinat dificultăți? Dacă au fost dificultăți, le puteți prezenta?

Copil/Familie

Care au fost criteriile de identificare a domeniilor de intervenție pentru copil/familie?



Intervenția

Care au fost obiectivele programului de intervenție?

Care au fost strategiile, activitățile și resursele educaționale pe care le-ați utilizat în procesul de intervenție?

Unde ați implementat programul de intervenție timpurie?

Ați utilizat strategii și activități din manualul de formare? Dacă da, puteți să le prezentați?





Care a fost impactul COVID asupra programului de intervenție?

Care au fost principalele provocări și dificultăți în cadrul intervenției și cum le-ați abordat?

Care au fost metodele, modalitățile și resursele pe care le-ați utilizat pentru a monitoriza intervenția?

- jurnal
- însemnări -observații
- inventare
- înregistrări video
- înregistrări audio
- discuții cu membrii echipei
- documente scrise din cadrul întâlnirilor echipei
- activități de evaluare
- activități de auto-evaluare
- produsele activității copiilor
- altele



Reflecția

Credeți că ați atins obiectivele propuse? Oferiți o descriere scurtă

Cum a răspuns copilul/familia la intervenția realizată? Au fost unele evenimente neașteptate?

Cum vă propuneți să valorificați informațiile dobândite prin observație pentru a îmbunătăți intervențiile ulterioare?

Mulțumim pentru cooperare!!



ErISFaVIA PROJESİ

Fikri Çıktı 4: Yansıtıcı Loglar

**Bu yansıtıcı raporlar her bir profesyonel için geçerlidir. Cevapların kapsamının bir sınırı yoktur.*

Tarih:

Yansıtıcı rapor sayısı:

Çocuğun / Ailenin profili (kısa açıklama)

Aile

Aileye nasıl ulaştınız? Zorluklar var mıydı? Eğer bazı zorluklar olduysa, onları tarif eder misiniz?

Çocuk / Aile

Söz konusu çocuğun/ailenin müdahale alan(lar)ını belirlemek için öncelikli kriteriniz/kriterleriniz nelerdir?



Müdahale

Müdahale programının amaçları/hedefleri neydi/nelerdi?

Müdahale aşamasında hangi yöntemleri, aktiviteleri ve eğitim araçlarını (nesneler, materyaller vb. kullandınız?

Erken müdahale programını nerede uyguladınız?

Eğitim kılavuzundan herhangi bir faaliyet ve/veya strateji kullandınız mı? Kullandıysanız, onları tarif edebilir misiniz?



Μόδααλε προγραμνά COVID'ın etkisi neydi?

Μόδααλε sırasında karşılaştığınız ana zorluklar nelerdi ve onlarla nasıl ilgilendiniz? Lütfen açıklayın.

Μόδααalenizi izlemek için ne tür yöntemler, araçlar veya kaynaklar kullandınız?

- Günlük
- Saha notları
- Kontrol listeleri
- Video kayıtları
- Ses kayıtları
- Çalışma ekibiyle görüşmeler
- Çalışma ekibiyle buluşma notları
- Değerlendirme faaliyetleri
- Öz-değerlendirme faaliyetleri
- Çocuk ürünleri
- Diğer



Yansıtma

Hedeflerinize etkili bir şekilde ulařtıđınızı hissettiniz mi? Lütfen kısa bir açıklama sağlayın.

Çocuk/aile genel olarak müdahaleye nasıl tepki verdi? Beklenmedik olaylar oldu mu?

Sonraki müdahalelerinizi geliřtirmek için gözlem aşamasından elde ettiđiniz verileri nasıl kullanmayı planlıyorsunuz?

Desteiđiniz için teřekkürler!

As mentioned in the application form, data from the questionnaires and reflective logs will be inserted in the software "Atlas. ti". Atlas.ti is a software for quality analysis of large text, graphics, audio and video systems. It offers an unsurpassed range of tools for: a. encoding hundreds of documents, audio files or photos and videos, b. edit text documents in all major formats - including txt, .doc, .docx, .odt and .pdf, c. perform fully automated searches on one or more documents, d. perform automated coding, e. import data from social networks (eg Twitter) but also from databases (eg Evernote) and bibliography managers, and g. visualization of findings and interpretations on perceptual maps.

Intellectual Output 4 includes methods of organizing and elaborating the data from questionnaires and reflective logs; this is why Atlas ti. is an effective tool for this purpose. Two main points are important to mention here; the one refers to the organization and collation of the obtained data (T4.3 Organise and collate the obtained data) and the second point refers to the visualisation of the relationships which take place amongst the main categories of the data (T4.4 Visualisation and analysis through Atlas ti).

During the training phase of EriSFaVIA project all trainees' feedback has been recorded by reflective logs and questionnaires. Then, the reflective logs were analyzed and quotations based on research objectives and the theoretical framework were created. Afterward, a code was assigned to each quotation. The Atlas.ti was very helpful to monitor the visibility of code frequency and create code families to build the final code structure.

Atlas.ti helped the researchers of EriSFaVIA project to find patterns and relations in the data as it offers the opportunity to visualize the research objectives, in relation to the results and the theoretical framework through network diagrams (concept maps) providing great data management.

It seems that the main categories of the data were the following: Child, Family, Professionals, Intervention, and Reflection

The subcategories which reflect the raw data which stemmed from the reflective logs are the following: criteria for intervention, approach, services, challenges, issues of professionals' experience, methods, objectives, strategies, activities, resources, challenges and achievements.

All the above are captured in a screenshot (see below)

